



2018-19 Program Review – Instructional

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Program Mission:

Berkeley City College's (BCC) First Year Experience Learning Communities (Ignite, Persist, and UMOJA) support the college mission by fostering collaboration with faculty to promote student success, increase transfer rates and empower students both in and outside of the classroom. FYE offers essential support for students to ensure a smooth transition to and through BCC.

The mission of the First Year Experience (FYE) is to transform the educational experience for First Generation Students to College, Marginalized students, and Students of Color attending BCC with an education goal to transfer to a four-year college. A student participating in the program receive intentional wrap-around services and support from BCC instructors, staff, administration and dedicated FYE counselors.

Services and programming in FYE are synchronized across all the communities ensuring students have opportunities to engage regardless of where they are at in their educational journey. Students in FYE take classes with a cohort of peers, providing an opportunity to become familiar with their classmates, and develop a network of support. Courses in FYE are contextualized and integrated, with a specific focus to connect the life experiences of students with content taught in the classroom.

During the 2018-19 Academic Year, six cohorts were implemented, increasing the number of students participating in FYE communities by 30%.

2018-2019 First Year Experience Community Cohorts

Ignite – Revolutionary Scholars

College Level English placement required.

Full-time status required

Linked Fall 2018 courses: ENG 1A, COUN 24, and HUMAN 1

Linked Spring 2019 courses: ENG 5 and HIST 7B and/or LIS 85

Ignite – Visionary Scholars

College Level English placement required.

Full-time status required

Linked Fall 2018 courses: ENG 1A, COUN 24, and PSYCH 1A

Linked Spring 2018 courses: ENG 5 and COMM 45 and/or LIS 85

Ignite – Legendary Scholars

College Level English placement required.

Full-time status required

Linked Fall 2018 courses: ENG 1A, COUN 24, and COMM 6

Linked Spring 2018 courses: ENG 5 and MUSIC 15B and/or LIS 85

PERSIST (2 cohorts)

First Year learning community supporting first-generation college students from diverse backgrounds in foundational courses.

Full-time status required

Summer 2018 Course: LRNRE 220

Linked Fall 2018 courses: ENG 264A and COUN 24 or LRNRE 221

Linked Spring 2019 courses: ENG 1A and COMM 45

(Ignite PERSIST may include PERSIST to College students which is an opportunity for High School students to immerse themselves in a college experience while completing foundational courses with a supportive community of peers, instructors and counselors.)*

Umoja Community

Learning Community that provides an African American learning experience for African American students and others who would benefit from and appreciate learning from the African Diaspora viewpoint.

Full-time status required

Summer 2018 courses: LRNRE 220 & COUN 57

Linked Fall 2018 courses: AFRAM 33 & ENG 264A or ENG 1A

Linked Spring 2019 courses: ENG 1A or ENG 5, MUSIC 15B, and LIS 85

2018 ALL FIRST YEAR EXPERIENCE DEMOGRAPHICS*IGNITE-UMOJA-PERSIST*

GENDER	COUNT	PERCENTAGE
F	74	48.05%
M	77	50.00%
X	3	1.95%
Grand Total	154	100.00%

RACE/ETHNICITY	COUNT	PERCENTAGE
Asian	30	19.48%
Black / African American		
American	31	20.13%
Hispanic / Latino	66	42.86%
Two or More	12	7.79%
Unknown / NR	1	0.65%
White	14	9.09%
Grand Total	154	100.00%

NUMBER OF STUDENTS RECEIVING
PELL GRANT

YES/NO	COUNT	PERCENTAGE
NO	102	66.23%
YES	52	33.77%
Grand Total	154	100.00%

NUMBER OF STUDENTS RECEIVING
CA PROMISE

NO/YES	COUNT	PERCENTAGE
NO	42	27.27%
YES	112	72.73%
(blank)		0.00%
Grand Total	154	100.00%

FYE community is a diverse population of students. Latinx student makes up the majority of student in FYE at 44%, followed by Asian student 20% and Black students 19%. While most students in FYE do not qualify for a Pell grant (66%), 75% of students receive the CA Promise grant. This distinction is important because the CA Promise grant is income driven and generally a measure of serving low-income students. Equally the Pell grant can be another measure of how well a program is serving low-income students. The low number of students receiving a Pell grant might correlate to the persistent challenge students navigate applying for financial aid and completing the FAFSA on time or resolving holds in their financial aid accounts.

List your Faculty and/or Staff

Program Staff Assistant – unfilled/frozen position

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow-up question regarding how you measured the achievement of this goal.

Goals From 2017-18 APR:			
Goals	Status of Goal	College Goals Alignment	District Strategic Goal Alignment
1. <i>Alignment with wider campus goals and initiatives</i>	Met, FYE is a strategy for meeting student success outcomes in the BCC Strategic Plan	Goals I, II and IV	Goals A, C, D, &E
2. <i>Use of data about student success, student demand, and/or student pathways</i>	Continuing, data analysis in powerbi is on-going	Goals I, II and IV	Goals A, C, D, &E
3. <i>Strong partnerships between student services and academic affairs</i>	Continuing, FYE partners with student services to ensure alignment and efforts are not duplicated	Goals I, II and IV	Goals A, C, D, &E
4. <i>Engaging pedagogy and professional development</i>	Continuing, FYE hosts two institutes to	Goals I, II and IV	Goals A, C, D, &E

	support time for panning, reviewing research and data analysis.		
5. <i>Design integrative experiences tied to LC/LLC program student learning outcomes</i>	Continuing, SLOs were not assessed. Plan to fully assess 2019-20.	Goals I, II and IV	Goals A, C, D,&E
6. <i>Assessment at both classroom and program level</i>	Assessment occurs at classroom level via instruction. Program level assessment has not been accomplished.	Goals I,II and IV	

GOAL I: Strengthen Resilience: Strengthen BCC students' abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.

GOAL II: Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.

GOAL III: Enhance Career-Technical Education Certificates and Degrees: Enhance BCC's 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one's career.

GOAL IV: Increase Transfer and Transfer Degrees: Ensure that all of BCC's programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.

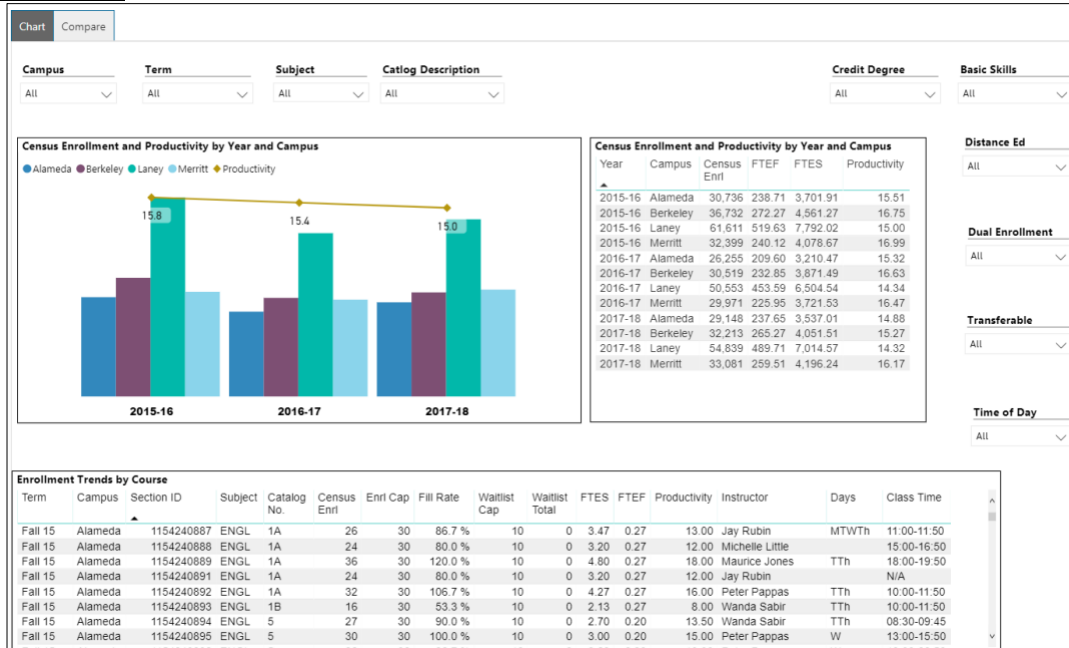
GOAL V: Ensure Institutional Sustainability: Increase BCC's impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.

Describe your current utilization of facilities, including labs and other space

FYE utilizes the following spaces for extracurricular activities (guest lectures, community building, and networking) and Unity Days (student orientation):

- Student Lounge
- Atrium
- Auditorium
- Classrooms
- Umoja Village (2000 Center Street, Room 104)
- First Year Experience Counselor Offices (124B, 124C)
- FYE Student Lab (124D)
- FYE program assistant and UMOJA Coordinator office (124A)

Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below. Set the filters above to your discipline, and discuss enrollment trends over the past three years

FYE provides programming across multiple disciplines at Berkeley City College. FYE Ignite community are enrolled in integrated English 1A course and Counseling 24 course. Umoja and PERSIST both take LRNRE 220 which may be used for enrollment analysis.

ENROLLMENT TREND PERSIST-UMOJA: LRNRE 220

	15-16	16-17	17-18
Enrollment	No Available Data	19	50
FTES	No Available Data	1.27	2.43

A third data point is missing from the data trend to correlate an upward trend. But, in general, the number of students in LRNRE 220 has increased. The growth in enrollment contributed to additional FTES in the program. The growth may be contributed to by an increase in recruitment activities from the FYE counselors and counseling interns.

During prior year programming for PERSIST, the LRNRE 220 was offered during the fall and spring semesters. This created low enrollments in the course. A programmatic decision was made Summer 2017 to offer LRNRE 220 only during the summer for Umoja students and Fall for PERSIST students (the week before instruction).

This change led to low enrollment in LRNRE 220 during the summer 2017 session (n=16). The LRNRE 220 scheduled during the week before Fall 17 instruction had a strong enrollment(n=34). This trend has led the

program team to combine the UMOJA cohort and PERSIST cohort to attend the LRNRE 220 course at scheduled the week before fall instruction begins. Participating in AY 18-19 LRNRE course will be assessed spring 2019.

ENROLLMENT TREND FYE IGNITE: COUN 24

Academic Year	15-16	16-17	17-18
Enrollment	54	56	84
FTES	5.4	5.6	8.4

FYE enrollment trends over the three years of data available in BI reflects an increase in the number of students enrolled in the program. The significant growth in student enrollment occurred between AY16-17 to AY 17-18 when the program staff grew the number of FYE Ignite communities from two cohorts to three cohorts. The growth had the impact of nearly doubling the FTES generated from the FYE Ignite communities.

BCC partnership with Berkeley Promise, Richmond Promise, and Oakland promise, to provide Promise students access to the FYE communities. To meet the increased demand, during the Fall 2018 semester, a total of four FYE Ignite communities added an additional FYE ignite program (total of four communities) and an additional cohort of PERSIST(total of two communities) and one UMOJA community.

Promise students from the different Promise programs are provided access to BCC’s FYE program as part of the colleges operating agreements with the different Promise programs.

PERSISTENCE FALL 2017 TO FALL 2018 ALL FYE COMMUNITIES

PERISTED	COUNT	PERCENTAGE
NO	53	44.37%
YES	72	55.63%
(blank)		0.00%
Grand Total	125	100.00%

Persistence rates for FYE students from fall to spring are above 70% (shown below), but a problem identified in the data analysis is the low persistence rate from fall to fall. This has also been identified in earlier cohorts of FYE. Strategies to counter the decline is offering structured online summer courses or hybrid courses that FYE students are expected to enroll, retaining student staff and FYE counselors during the summer to meet with FYE students who may have not enrolled or under-enrolled (less than six units), and contact students who may be close to full-time enrollment or close to completing 60 units to encourage them to enroll in additional units.

PERSISTENCE Fall 2017 to Fall 2018 ALL FYE COMMUNITIES BY RACE/ETHNICITY

RACE/ETHNICITY	COUNT	PERCENTAGE
NO	53	42.25%
Asian	2	1.41%
Black / African American	21	14.79%
Hispanic / Latino	25	22.54%
Two or More	3	2.11%
White	2	1.41%
YES	72	57.75%
Asian	10	9.86%

Black / African American	11	11.27%
Hispanic / Latino	35	24.65%
Two or More	6	4.93%
White	10	7.04%
(blank)		0.00%
(blank)		0.00%
Grand Total	125	100.00%
PERSISTENCE FALL 2017 TO SPRING 2018 ALL FYE COMMUNITIES		
RACE/ETHNICITY	COUNT	PERCENTAGE
NO	31	25.35%
Asian	1	0.70%
Black / African American	13	9.15%
Hispanic / Latino	13	12.68%
Two or More	2	1.41%
White	2	1.41%
YES	94	74.65%
Asian	15	10.56%
Black / African American	24	16.90%
Hispanic / Latino	42	34.51%
Two or More	8	5.63%
White	5	7.04%
(blank)		0.00%
(blank)		0.00%
Grand Total	125	100.00%

PERSISTENCE FALL 2018 TO SPRING 2019 ALL FYE COMMUNITIES

RACE/ETHNICITY	COUNT	PERCENTAGE
NO	21	13.64%
Asian	2	1.30%
Black / African American	5	3.25%
Hispanic / Latino	11	7.14%
Two or More	2	1.30%
White	1	0.65%
YES	133	86.36%
Asian	28	18.18%

Black / African American	26	16.88%
Hispanic / Latino	55	35.71%
Two or More	10	6.49%
Unknown / NR	1	0.65%
White	13	8.44%
(blank)		0.00%
(blank)		0.00%
Grand Total	154	100.00%

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

N/A

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

Qualitative feedback from students has supported the decision to continue offering courses during the day between hours of 9:00 a.m. and 4:00 p.m. Students express in their first semester (fall), being on campus continuously (four days/week) helps them adjust to the college schedule and college experience. This sentiment changes during the spring, when students share they prefer a two day per week schedule.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

FYE instructors make efforts to integrate syllabus content and activities. This strategy supports the contextualization of course work across disciplines. These strategies included field study projects outside of the classroom and, group presentation that cross disciplines.

FYE program staff facilitate an orientation for incoming participants called Unity Days. Unity Days is a schedule of events, workshops and activities that allow for students to become more familiar with campus resources, develop relationships with other students through facilitated activities and an opportunity to meet their instructors prior to the start of classes

How is technology used by the discipline, department?

Technology is used across the program via laptop carts and the integrated video/audio systems in the classroom. Most FYE courses leverage aspects of Canvas for course management and resource management. FYE also leverages the library online resources demonstrated to students by the librarian and during a Library Information Science course.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

FYE seeks to maintain the rigor and integrity of its program by organizing instructional retreats in the summer and winter. The time during retreats is organized to allow for instructors to share methods, challenge assumptions and develop projects for the upcoming semester. Summary outcomes and demographics of YE cohorts are shared during the retreats to support instructors understanding of the environment FYE students are navigating.

In addition, during the semester (fall and spring) standing FYE meetings are available for instructors, counselor and program coordinators to attend as a community of support. The meeting is a combination of program updates and community of practice, where instructors share strategies, challenges, and opportunities for the program to evaluate in real time its influence on student momentum.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

N/A

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

N/A

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

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, English 264 , English 5) Analytic papers and reflection papers (Sociology 1, Other?)
<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 (Sociology 1)
	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 BC C community (How? And What?)

Were there any obstacles experienced during the assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

The Program Learning Outcomes were adopted in summer 2017 by the First Year Experience program. During the annual review, the goals were not assessed during the AY 17-18. The Associate Dean plans to assess Program Level Outcomes spring 2019. The outcomes will be assessed in collaboration with FYE program faculty and counselors.

Assessment during spring 2019 may include the following:

- Portfolio reviews in the English 5 and English 1A course
- Student Surveys
- Focus Groups
- Focused Reflective Essays

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

The program learning outcomes were recently adopted and not assessed during the AY 2017-18. During spring 2019, program learning outcomes will be assessed and used for program evaluation and improvement.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

FYE is embedded in the division of instruction and works closely with the institutional researcher office to collect data and analyze program learning outcomes based on matriculation points, success, persistence, retention, and transfer.

During spring 2019 the FYE team: Umoja coordinator, program counselors, instructors, associate dean, division dean, and institutional researcher will engage in assessment of PLOs.

Collaboration

FYE Counselors, UMOJA Coordinator, and Associate dean demonstrate collaboration by partnering and planning with:

- Department chairs
- Full Time and Adjunct Faculty
- Instructional deans
- Student Services Deans
- Classified staff

Leadership Roles

Instructors, counselors and program coordinator in FYE integrated courses are encouraged to take leadership roles by participating in a community of care and support for students and instructors in FYE.

FYE dedicated counselors are encouraged to take leadership roles in FYE by supporting community partnerships, serving in outreach and recruitment effort for FYE and participation in shared governance meetings.

FYE counselors also coordinate standing meetings with instructors in each cohort to review student barriers and problem solve other challenges.

The UMOJA coordinator is a critical leadership position for the Umoja program. The coordinator ensures the UMOJA practices are being implemented in the Umoja Village, UMOJA program and FYE-Umoja courses. .

Planning Process

Instructors, FYE counselors, the Umoja Program Coordinator, and with the associate dean spend time through the semester planning course sequence and extracurricular activities. More planning time needs to be spent around the assessment of program outcomes and student learning outcomes. Additionally, time needs to be spent planning for the second year and third-year persistence and transfer.

Dept meetings for Collaboration

FYE program meetings occur twice a month for both program planning and coordination. The time during program meetings may be redirected to be utilized for collaborating in a process to assess FYE program success and challenges.

Data Analysis

The FYE team reviews data during the summer and fall institutes, data analysis is focused on feeder patterns to the program and demographics of the student population in FYE. Future data analysis will focus on success in the integrated course, addressing retention and persistence, development of pathways through FYE ensuring the activities FYE program meet PLOs.

Upon completion of the assessment of the program level outcomes. The assessment is results will be used to support the cycle of evaluation and improvement for FYE communities.

What were the most important things your department learned from the assessment? Did the implementation of your action plans result in better student learning? In other words, how has your department used the results of the assessment to improve student learning and/or curriculum? Please be as detailed as possible.

The spring 2019 semester will be the start and completion of the first assessment cycle. Upon completion, this assessment will be used to inform program improvement and program reviews.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

When departments and disciplines facilitate their internal SLO assessments, FYE will partner to assesses how FYE course student level outcomes compare to student level outcomes in Non-FYE courses. .

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

FYE Learning Outcomes are aligned to BCC ILOs (see below), after assessment of program outcomes the results could be used to inform future BCC ILOs.

- Foster critical thinking, information literacy, and communication skills (interpersonal, verbal, and written)
- Developing self-awareness and personal responsibility
- Global awareness, interpersonal competency, ethics, valuing diversity

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in the assessment of outcomes and implementation of action plans?

The development of a community of practice focused on assessment practices could provide a space for FeY program staff to ask questions and explore innovative strategies to assess across divisions and disciplines.

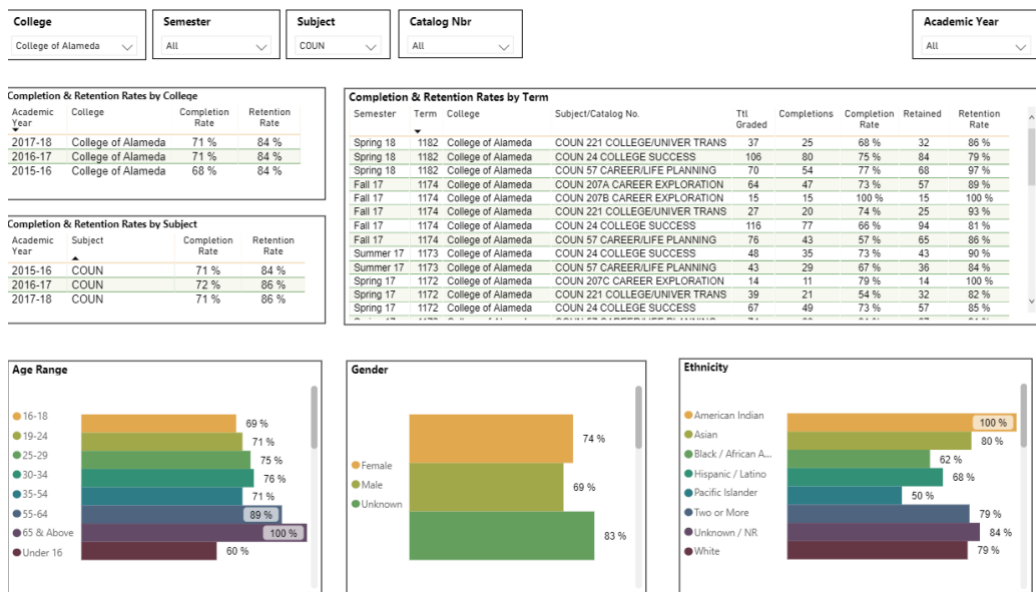
Additional support for FYE from PIE leads to develop an ongoing assessment practice of the Program Learning Outcomes. This support from PIE leads will also support the use of assessment outcomes to inform ILOs at BCC during future evaluation cycles.

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The mission of the First Year Experience (FYE) is to transform the educational experience for First Generation Students to College, Marginalized students, and Students of color attending BCC with an education goal to transfer to a four-year college. The students participating in the FYE program receive intentional wrap-around services and support from BCC instructors, staff, administration and dedicated FYE counselors.

Services and programming in FYE are synchronized across all the communities ensuring students have opportunities to engage regardless of where they are at in their educational journey. Students in FYE take classes with a cohort of peers, providing an opportunity to become familiar with their classmates, and develop a network of support. Courses in FYE are contextualized and integrated, with a specific focus to connect the life experiences of students with content taught in the classroom.

Course Completion



Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

See the first page for program demographics

Ethnicity

See the first page for program demographics

Gender

See the first page for program demographics

Foster Youth Status

While foster students have disclosed their status to FYE program staff, it is not available to be pulled in this tool.

Disability Status

Students with disabilities have disclosed their status (disability) to FYE program staff, it is not available to be pulled in this tool.

Low Income Status

See the first page for program demographics. Pell grant recipients and CA Promise recipients is a measure of students who are low-income and participating in the FYE program.

Veteran Status

Students have disclosed their status (as veterans) to FYE program staff, it is not available to be pulled in this tool.

Current data analysis is not available for AY 17-18 and AY 16-17. Data analysis available in PowerBI for AY15-16 is below:

AY15-16	FYE	
Persistence Fall to Spring	80%	
Persistence Fall to Fall	62%	
Success in all courses (completing with a C or better)	Fall 2015 67% Success 33 % No Success	Spring 2016 43% Success 57 % No Success

This data analysis and outcomes call attention to the courses, support and engagement that may need to be designed, assessed and planned during spring to increase the percentage of students having success in their spring courses.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

Most of the FYE courses are currently 100% face to face with an exception of COUN 24 is a hybrid course.

During the AY18-19 a full online LIS 85 course will be offered as an optional course for all FYE students. The course will be evaluated during the spring 2019 semester student.

FYE program is designing a second-year program that includes opportunities to accelerate second year student success in 8-week and online courses.

Hybrid

The COUN 24 course FYE students enroll is a hybrid course. Retention through the course is above 80% per BI.

100% Online

FYE program is offering its first full online LIS 85 during Spring 2019, assessment of student outcomes will be completed in May.

Dual Enrollment

Counseling courses are offered at BHS to transition students to BCC FYE. In addition, students enrolled at continuation schools will enroll as dual enrollment in FYE program earning high school credit and college credit.

Day time

N/A

Evening

N/A

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

This academic year is the beginning of the assessment cycle for FYE. The report for course completion outcomes for FYE is not available in this tool. A comparison cannot be made.

How do the department's Hybrid course completion rates compare to the college course completion standard?

N/A

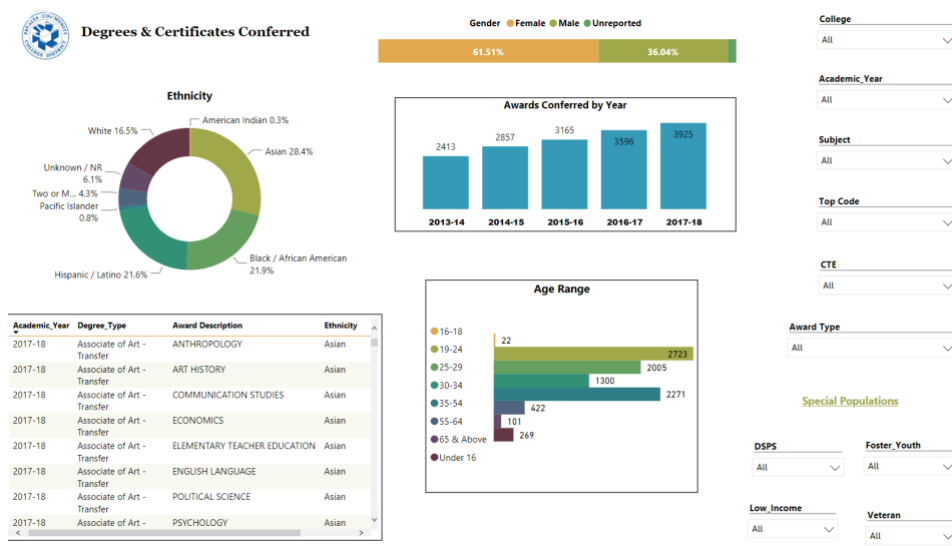
Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

N/A

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

N/A

Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

FYE provides intrusive advising, counseling for FYE students. Because students in FYE are full-time providing on-going advising and contact increases the likely hood to complete a transfer degree in two to three years. This practice will be assessed during spring 2019.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Over the next three years, FYE will be focused on developing a second year and third year program components to support student momentum to transfer and degree completion.

In design is the development of an 8-week session program. The 8-week program would provide FYE students to focus on two classes per 8-week session and provide the opportunity to leverage online courses as part of the design. Providing students with additional flexibility to work or meet other commitments/priorities.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Over the next three years, FYE will increase the number of transfer and degrees by:

- Developing a 2nd-year 8-week honors program
- Enroll students in additional online/hybrid courses that accelerate student momentum to transfer (focus on summer online courses)
- Identify Math courses to integrate with other FYE courses
- Mandatory completion of UC TAG accounts
- Early Math and English placement support to prospective 11th graders from feeder high schools to FYE
- Implement a mentoring or near-peer mentoring program with Associated Students of BCC

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

The FYE counselor, Umoja Program Coordinator, and FYE administrator all participate in Guided Pathway work groups. The FYE administrator participates in the BCC Round Table, Integrated Planning Committee and Educational Committee.

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

Faculty have been involved in:

- Counselor-Intern programs,
- Richmond Promise,
- Berkeley Promise,
- Oakland Promise
- Berkeley 2020 initiatives
- East Bay Consortium
- East Bay College Fund
- Berkeley Community Fund
- UC Berkeley Chancellor's Community Fund

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

A majority of the faculty in FYE integrated courses are adjunct faculty. This creates an opportunity for FYE students to experience a diverse group of instructors, instructional styles, classroom management methods, and grow their network of instructional mentors.

FYE counselors, administrator and UMOJA program coordinator interact with adjunct faculty regularly and seek their insight and input to support students and adjust programming through the semester.

Adjunct faculty are actively recruited for FYE courses and invited to attend all FYE program meetings and FYE institutes.

FYE institutes are typically hosted the following week after the finals week of each semester. This maximizes the opportunity adjunct faculty may attend and participate. Adjunct faculty is also provided stipends for the participation in FYE Institutes.

During spring 19 and AY19-20 the plan is to provide an online format for adjunct faculty and full-time faculty to provide input at FYE program meetings. This will be accomplished by creating an online blog space via google docs or other collaborative online technology (canvas). Each meeting will have a question or prompt attendees in person may respond to or provide in written form on the google doc.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	Program Staff Assistant Supports all learning communities with finance/budget management, personnel process, student data management, enrollment process (A&R), program implementation, and student contact/outreach.	\$52,2284	\$15,685	\$67969
Personnel: Student Worker	Provides clerical support, leads FYE student community building activities, support FYE students with enrollment challenges and identifying college resources, supports inreach/outreach and recruitment	\$15,645.00		\$15,645
Personnel: Part Time Faculty	UMOJA Coordinator - ensures the UMOJA program at BCC is in compliance with UMOJA statewide practices and policies agreed to in MOU. UMOJA Village Assistant - Supports the ongoing activities in the UMOJA village and meets with students to provide additional wrap around support.	\$36,000 (Umoja Coordinator 20 hours/week) \$14,400 (Umoja Village Assistant (20/hours per week)		\$50,400
Personnel: Full Time Faculty	FYE Counselors	2 x \$85,000	2 x \$25,500	\$195,500

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department-wide PD needed	Annual Conference on First Year Experience - pd for FYE team: Associate Dean, Division Dean, FYE Counselors (2), Umoja Coordinator, Adult Ed Program Manager.	\$7568.00
Professional Development: Personal/Individual PD needed	GREAT Deans ACCCA - Professional development for the Associate Dean managing FYE.	\$3,200

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals	Book loan library - funds to add new books and replace unreturned books.	\$15,000.00
Supplies: Instructional Supplies	Supplies for FYE wide group presentation during FYE courses and COUN 24 course.	\$5,000
Supplies: Non-Instructional Supplies	Supplies for FYE extra curricular activities and FYE unity days orientation	\$9,000
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		\$47,475

	Upgrade laptops in Umoja Village and in FYE Student Lab to MacBook	
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices	FYE Counseling Offices (124C, 124B), FYE Student Lab (124A), and FYE Program Assistant/UMOJA Coordinator Office (124D).	No new cost, request to maintain current allocation of space
Facilities: Labs		
Facilities: Other UMOJA Village	Umoja village is required per Umoja MOU (2000 Center Street room 104). The Village is the Hub of Umoja activity and community.	No new cost, request to maintain current allocation of space

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER Extra-Curricular Activities	FYE students are full time and most are first time-first generation to college students. FYE provides extracurricular activities such as field trips, community dinner and lunch, networking opportunities and college visits.	\$35,000