**Peralta Community College District**

## Revised Annual Program Update Template 2011-2012

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|  Overview |
| Date Submitted: | October 5, 2011 |
| Data Download Date: | n/a |
| Program/Department: | Student Success Learning Communities(linking English and Counseling discipline courses) |
| Campus: | College of Alameda |
| Administrator: | Kerry Compton - n/a |
| Department Chair; Coordinator: |  |
| Mission Statement: | The Student Success Learning Communities wrote a mission statement at its inception in 2009 for three culturally themed learning communities. In Fall 2011, a fourth learning community was added to the project, and the mission statement is now in revision to include the program’s expanding scope. The current mission statement is as follows: As members of the California statewide Umoja Consortium, College of Alameda’s Student Success Learning Communities serve as a community and significant resource designed to enhance the educational experience of African-American, Asian/Pacific Islander, and Latino students.  The Student Success Learning Communities serve to * deliberately recognize the history, contributions, and challenges of these cultural groups;
* intentionally provide a foundation for academic success by encouraging self-efficacy and personal voices;
* actively promote curriculum and pedagogy responsive to the legacy of these three communities; and
* broadly include  collaborations among all three learning communities to recognize commonalities and uniqueness among groups and promote awareness of others.
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| Student Data (Include service area data such as the number of students served by the program or service. Include data and recommendations from program review). |
| 1. Enrollment
 | Fall 2009 | Fall 2010 | Fall 2011 |
| English 269 A/B | 99 | 99 | 130 |
| English 201 A/B | N/A | 98 | 104 |
| Counseling 224 | 83 | 87 | 94 |
| Counseling 24 | N/A | 47 | 19 |
| Counseling 30 | N/A | 73 | 35 |
| 1. **Retention**
 |  |  |  |
| LC - English 269A/B  | 84%( as compared to 77% average for similar non LC English courses) | 72%( as compared to 54% average for similar non LC English courses) | N/A |
| LC – English 201A/B | N/A | 81%( as compared to 64% average for similar non LC English courses) | N/A |
|  |  |  | N/A |
| 1. **Success**
 |  |  |  |
| LC - English 269A/B  | 73%( as compared to 44% average for similar non LC English courses) | 62% (as compared to 38% average for similar non LC English courses) | N/A |
| LC – English 201A/B | N/A | 67%(as compared to 51% average for similar non LC English courses) | N/A |

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| 1. **Faculty Data**
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|  | **Fall 2011** |
| Contract FTEF | 0 |
| Hourly FTEF | (3) Counselor/Coordinator @.67 FTEF(3) Instructors @ .67 FTEF(1) Instructor @ .4 FTEF |
| Extra Service FTEF | (1) Counselor/Coordinator .2 FTEF |
| Total FTEF | 2.14 FTEF |
| % Contract/Total | 0 |

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| Faculty Data Comparables F2011 |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF |  | N/A | N/A | N/A |
| Hourly FTEF |  | N/A | N/A | N/A |
| Extra Service FTEF |  | N/A | N/A | N/A |
| Total FTEF |  | N/A | N/A | N/A |
| % Contract/Total |  | N/A | N/A | N/A |

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| 1. **Staff Data**
 |
|  | **Fall 2011** |
| Contract FTEF | 0 |
| Hourly FTEF | 0 |
| Extra Service FTEF | 0 |
| Total FTEF | 0 |
| % Contract/Total | 0 |

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| 1. **Accomplishments and Goals - Course SLOs and Assessment**
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| Number of active courses in your discipline | English 269A/B 2English 201A/B 2Counseling 224 1Counseling 24 1Counseling 30 1**Total 8** |
| Number with SLOs | 8 |
| % SLOs/Active Courses | 100% |
| Number with SLOs that have been assessed |  |
| % Assessed/SLOs |  |
| Describe assessment methods you are using |  |
| Describe results of your SLO assessment progress |  |

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| 1. **Accomplishments and Goals - Program Outcomes and Assessment**
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| Number of degrees and certificates in your discipline | N/A |
| Number with Program Learning Outcomes | The Student Success Learning Communities have defined PLO’s for the communities.  |
| Number assessed | 0 |
| % Assessed | 0 |
| % Assessed/SLOs | n/a |
| Describe assessment methods you are using |  |
| Describe results of assessment progress |  |

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| 1. **Accomplishments and Goals – Strategic Planning**
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| Advance Student Access, Success, & Equity | Institutionalize the Student Success Learning Community model across the basic skills curriculum.  |
| Engage our Communities & Partners |  |
| Build Programs of Distinction |  |
| Create a Culture of Innovation & Collaboration |  |
| Develop Resources to Advance & Sustain Mission |  |

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| 1. **Accomplishments and Goals – Strategic Plan Relevance**
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| New Programs Under Development | * To establish a peer mentoring group where students who have completed the Learning Communities will maintain their contact with us by continuing to frequent the LC Center and mentor current students.
* LC graduates will return to College of Alameda and work with our students as mentors, possible employment contacts, and role models.
* Establish an Advisory Committee consisting of consistency of both COA faculty and staff as well as community members.
* Secure permanent Program funding
* Expand Program by hiring full time faculty and staff
* Institute linked Student Success Learning Communities for all English basic skills courses.
* Expand Student Success Learning Community model to basic skills Math courses.
* Add additional learning communities to accelerate learning and graduation/transfer.
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| Programs Integral to Overall College Strategy |  |
| Programs Essential for Transfer | * One-on-one counseling with Learning Community counselors for each student
* Counseling courses such as Counseling 224, Counseling 24, and Counseling 30 which teach the skills necessary to succeed in college, attain an AA/AS degree, and/or transfer to a 4 year institution
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| Programs that Serve a Community Niche | Mentor Program:* Bridging student personal/life goals with academic goals
* Exposure to new experiences and thereby expanding community
* Learning to become a role model for others in the student community
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| Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc. |  |

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| 1. **Accomplishments and Goals - CTE, Transfer, Basic Skills**
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| 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 course offerings address transfer, basic skills, and program completion | Counseling courses (Coun 224, 24, and 30) in the Learning Communities connect the student’s current academic lifestyle to their future career goals. Each learning community counselor instructs these courses and works with students (group and individually) to learn about transfer, community college guidelines and resources/services, and AA/AS degree requirements.Basic Skills English courses (English 269AB) and Non-Basic Skills English courses (English 201AB) in the Learning Communities use culturally empowering literature and methods that connects students with the material they are learning. This engages the student intellectually and personally. This allows the student to fully invest himself/herself in the English course, participate in class, and understand it from a holistic perspective. We performed a comparison of retention and success rate data from Student Success Learning Community (SSLC) English courses to similar non-SSLC, stand alone English courses. Data used for the comparison was drawn from grade rosters. **Fall 2009**

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| **Engl 267A/B Engl 269A/B** |
|  | SSLC | Non SSLC |
| Retention | 84 | 77 |
| Success | 73 | 44 |

**Fall 2010**

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| **Engl 267A/B Engl 269A/B** |
|  | SSLC | Non SSLC |
| Retention | 72 | 54 |
| Success | 62 | 38 |

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| **Engl 201A/B**  |
|  | SSLC | Non SSLC |
| Retention | 81 | 64 |
| Success | 67 | 51 |

 To summarize, the data shows that students enrolled in English courses that are linked to counseling discipline courses that teach college preparedness and success skills succeed in their English courses at a higher rate - and in some cases much higher rate - than those students who enroll in standard, non-linked English courses. |

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| 1. **Action Plans and data sources (indicate which data sources used)**
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| Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  | Have student demonstrate social, civic, and personal responsibility by incorporating the following in the classroom:* In class presentations
* Involvement in cross campus organization
* Global and intercultural reading
* Personal reflection Journals

Develop critical thinking skills which help them process information through a variety of roles by doing the following in the classroom * Creative and Interdisciplinary responses to in class reading
* Group projects/discussions that analyze assigned literature from various perspectives
* Theatrical analysis of reading
* Critical analysis of literature for sociopolitical/cultural awareness
* Code switching writing exercises

Develop Community leadership by doing the following in the classroom:* Group projects and presentations
* Student led discussions/activities
* Service Learning Assignments
* Whole community town hall meetings
* Student organized intercommunity festivities and projects
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| Data Source – Assessment Findings |  |
| Data Source – BI Data |  |
| Data Source – Institutional Goals |  |
| Other Data Sources |  |

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| 1. **Needs and data sources (indicate which data sources used)**

**Please prioritize in each category, with highest priority first.** |
| Please describe any **equipment, material and supply** needs. | * 7 computers with updated systems (e.g. Windows Vista) 1 for each coordinator/counselor office, 2 for student use, and 1 for office manager use
* 1 communal white board in the student common area
* Funds for student enrichment activities.
* Office supplies including copy paper, dry erase markers and erasers, pens, rulers, post-it notes, colored paper, staplers and staples, clear and masking tape, tacks, scissors, felt tip markers, giant post-it flip charts, 1 large roll of butcher paper
* 4 office chair and 4 standard chairs
* 4 large filing cabinet
* 4 large desks
* 1 projector
* 1 printer for staff
* 1 Copy machine for staff
* 5 phones with working voicemail boxes: 1 for office manager, 4 for coordinator/counselors
* 1 printer for students
 |
| Please describe any **faculty/classified/student assistant** needs. | * 4 full time coordinators/counselors, one for each learning community
* Funds for professional development activities including instructor training.
* 1 part time office manager
* 2 student assistants (who are Learning Community students)
* 3-4 English 269/201 tutors (e.g. who are Learning Community students who have already passed English 1A)
* 1 teacher’s assistant for each Learning Community English Instructor
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| Please describe any **facilities** needs. | * 4 private offices for coordinator/counselor
* student common area with round tables, chairs (that can accommodate at least 30 students at a time)
* 1-2 couches
* 1 locked closet for storage
* 1 microwave
* 1 small refrigerator
* 1 sink with running water
* 1 paper towel dispenser
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| Please describe any **technology** needs. | Passport programming to include a hard link between English and Counseling courses to ensure co-requisiste enrollment.  |
| Data Source – Assessment Findings |  |
| Data Source – BI Data |  |
| Data Source – Institutional Goals |  |
| Other Data Sources |  |