Peralta Community College District
STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2013-2014

This presents the common elements to be addressed by each student services unit/area in its annual program update. Depending on College preferences, elements may be formatted or addressed slightly differently.

I. OVERVIEW

		Date Submitted:	12/4/13
College	College of Alameda	**Administrator:**	Maurice Jones
Unit/Area	Learning Communities		
Completed By:	Edy Chan, Christa Castaneda, and Debbie Green		
Mission/History and Description of Service Provided *Brief, one paragraph.*	These learning communities are designed to provide students with the necessary knowledge and self-confidence to succeed. Students take accelerated, culturally-focused English courses with a companion counseling/study skills courses. Learning communities support academic achievement, encourage cooperative learning, promote service learning and civic responsibility, and cultivate collaboration among all fourlearning communities. In order to serve students effectively, the following philosophy has been adopted: ▪ **Opportunity:** Historically not all students thrive in a traditional educational setting. The Student Success Learning Communities is a student-driven program that addresses the academic needs, personal growth, and college preparedness of students. ▪ **Awareness:** Faculty meet them at their current level of preparation by validating the students' life experiences through culturally-sensitive reading materials that often reflect their own life experiences. ▪ **Empowerment:** Students are empowered to achieve independence, increased self-confidence, and an integrated understanding of themselves within the context of the academic environment, leading to full participation in the college and in the community.		
Student Learning Outcomes (SLOs) *(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)*	1. SLO-LC: Students will have the tools to understand and critique texts and communicate their own ideas effectively in a variety of settings including business, academic and communal life. They will have the ability to work cooperatively with diverse populations and value their own unique experiences. Method of Assessment: End of semester work which includes presentation of written text in other form (oral, graphic, video, etc.) and response to work of others. • Students will improve their academic and personal growth by encouraging self-efficacy and empowerment through teaching culturally or themed specific curriculum. Counselors and instructors help students navigate the college system as well as assist them in developing academic skills needed to succeed in the classroom. This is addressed through basic skills courses, curriculum and case management. Measure: Increase grade outcome per semester by increasing GPAsto		

	2.0 or better and promote retention of our students through and to college level courses 2. PLO:LCs promote cross cultural and racial community building through programs and activities. Measure: Student participation in joint workshops. They listen to guest speakers in the classroom, participate in field trips, club activities, and service learning. 3. PLO:LC faculty will increase knowledge of instructional methodology and technology and media to promote student success. Measure: LC faculty will participate in workshops and trainings both on and off campus.
SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	SLO #1 is mapped to College ILO #1 and #3 and #4 **Problem Solving and Decision Making** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement. **Reflection, Participation and Creativity** Exhibit aesthetic reflection to promote participates and contributes tohuman development, expression, creativity, and curiosity. **Interpersonal Skills** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions. PLO # 2 is mapped to College ILO # 4 and 5 **Interpersonal Skills** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions. **Civic Responsibility** Accept personal, civic, social, and environmental responsibility in order to become a productive local and global community member. PLO #3 is mapped to College ILO #2 **Technology and Communication** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

II. ASSESSMENT, EVALUATION AND PLANNING

Formulas Used

Pass Rate of those initially enrolled = # of students who received roster grades of A,B,C / # of students at census

Pass Rate of those completed = # of students who received roster grades of A,B,C / # of students who received A,B,C,D,F

Retention Rate = # of students with roster grades of A,B,C,D,F / # of students at census

Fall 2012

LC-Fall 2012 English 269A/B	Average	APASS	Adelante	Amandla	HMS
# students initially enrolled	31.75	33	32	38	24
# of Withdrawals (W,FW)	3.75	5	2	4	4
# of Incompletes	0	0	0	0	0
Total # Completed	28	28	30	34	20
Total # Passed (A,B,C,P)	24.75	24	28	30	17
Pass Rate (of those initially enrolled)	78%	**73%**	**88%**	**79%**	**71%**
Pass Rate (of those completed)	88%	86%	93%	88%	85%
Retention Rate	88%	85%	94%	89%	83%

Non LC-Fall 2012 English 269A/B	Average	Nelson	Nelson
# students initially enrolled	35	37	33
# of Withdrawals (W,FW)	11	19	3
# of Incompletes	0	0	0
Total # Completed	24	18	30
Total # Passed (A,B,C,P)	15.5	13	18
Pass Rate (of those initially enrolled)	45%	**35%**	**55%**
Pass Rate (of those completed)	66%	72%	60%
Retention Rate	70%	49%	91%

LC Fall 2012 English 201A/B	Average	APASS	Amandla	Adelente
# students initially enrolled	36.33	37	39	33
# of Withdrawals (W,FW)	3.33	4	4	2
# of Incompletes	0.00	0	0	0
Total # Completed	33.00	33	35	31
Total # Passed (A,B,C,P)	28.33	25	32	28
Pass Rate (of those initially enrolled)	78%	**68%**	**82%**	**85%**
Pass Rate (of those completed)	86%	76%	91%	90%
Retention Rate	91%	89%	90%	94%

Non-LC Fall 2012 English 201A/B	Average	A1	A2	A3	A6	A7	A4
# students initially enrolled	32.67	43	27	30	29	29	38
# of Withdrawals (W,FW)	14.17	13	18	15	16	19	4
# of Incompletes	0.00	0	0	0	0	0	0
Total # Completed	18.50	30	9	15	13	10	34
Total # Passed (A,B,C,P)	15.67	25	7	12	11	8	31
Pass Rate (of those initially enrolled)	45%	**58%**	**26%**	**40%**	**38%**	**28%**	**82%**
Pass Rate (of those completed)	83%	83%	78%	80%	85%	80%	91%
Retention Rate	54%	70%	33%	50%	45%	34%	89%

Spring 2013

Spring 2013 Engl 269A/B	Average	Adelante	Amandla	APASS
# students initially enrolled	32.66667	35	34	29
# of Withdrawals (W,FW)	7.666667	7	8	8
# of Incompletes	0	0	0	0
Total # Completed	25	28	26	21
Total # Passed (A,B,C,P)	20.33333	28	25	8
Pass Rate (of those initially enrolled)	**60%**	**80%**	**74%**	**28%**
Pass Rate (of those completed)	78%	100%	96%	38%
Retention Rate	76%	80%	76%	72%

Non-LC Spring 2013 Engl 269A/B	Average	1	2
# students initially enrolled	29.5	31	28
# of Withdrawals (W,FW)	7	6	8
# of Incompletes	0	0	0
Total # Completed	22.5	25	20
Total # Passed (A,B,C,P)	18	23	13
Pass Rate (of those initially enrolled)	60%	**74%**	**46%**
Pass Rate (of those completed)	79%	92%	65%
Retention Rate	76%	81%	71%

LC English 201 - Spring 2013	Average	Adelante	Amandla	APASS	HMS
# students initially enrolled	32.25	40	40	23	26
# of Withdrawals (W,FW)	5.00	3	8	4	5
# of Incompletes	0.00	0	0	0	0
Total # Completed	27.25	37	32	19	21
Total # Passed (A,B,C,P)	24.25	35	27	15	20
Pass Rate (of those initially enrolled)	**74%**	**88%**	**68%**	**65%**	**77%**
Pass Rate (of those completed)	88%	95%	84%	79%	95%
Retention Rate	84%	93%	80%	83%	81%

Non LC English 201 - Spring 2013	Average	A1	A8	A7	A5	A2	A3
# students initially enrolled	31.17	42	27	29	35	26	28
# of Withdrawals (W,FW)	7.67	3	5	8	5	12	13
# of Incompletes	0.40	2	0	0		0	0
Total # Completed	23.17	37	22	21	30	14	15
Total # Passed (A,B,C,P)	17.50	26	13	17	26	12	11
Pass Rate (of those initially enrolled)	55%	**62%**	**48%**	**59%**	**74%**	**46%**	**39%**
Pass Rate (of those completed)	76%	70%	59%	81%	87%	86%	73%
Retention Rate	73%	88%	81%	72%	86%	54%	54%

Qualitative Assessments	
Present evidence of community need based on advisory committee input, student surveys, focus groups, etc. *Include data used to assess your SLO/SAO/PLOs.*	Our goal is to capture students at the foundational levels, engage them in student-driven, ethnic-based literature and topics, and provide support via counseling and college success courses. **Diversity matches the mapped Interpersonal Skills:** "My English class has its many characteristic and different nationality. It is a pleasure to be in because I learned from them. (My instructor) is a great teacher to have an I say that because she works with you when you don't understand something, and she is not ashamed to say what she need to say to get the attention of our class.* If you notice I said our , it is not just my class. Sometimes the class gets a little out of hand. We take something out of context and laugh and joke about it. But the class goes on." "The best thing about APASS is that it helped me to learn how to re-interact with many people, especially people of different ethnic backgrounds, because 1. the teachers schedule guest speakers to teach us, the students, of the cultural background who has great knowledge of that particular subject; 2. the teachers are really invested in their students' outcome and success; and 3. the students and teachers are so friendly and so willingly to help you. It has helped me achieve my academic and personal goals by allowing me to "reach for the horizons." All kidding aside, it allowed me to acknowledge that it is okay to ask for clarity, help, and nothing is impossible if I really want to succeed in it." (Note: student transferred to CSUEB in Spring 2013) **Challenging work/self-monitoring/metacognition:** "There's only one thing that I dislike of this class is the teacher gives us so much work. Sometimes I think I can't handle it. But when I finish my work and every time I get feedback from my teacher I realized that everything I do in this class is just good for me. After several times I got feedback from the teacher I started to like to do more work because I like to read the feedback.

It's really helpful to me."

Supportive environment:
"I enjoyed this whole semester because I got the chance to get to know everyone and being in an environment where the teacher wants to teach and everyone that is around wants to learn."

"A fond memory from my time in the Learning
Community was the awards ceremony where I was
awarded "having a good sense of humor," winning
a scholarship, and upon meeting some of the
students and teachers for the first time, I just felt
like I had this sense of connection with them right
away, thus leaving me feeling I could rely on their
expertise."

"I'm really happy that I went through the APASS program.
Going through this program got me to break out of my shell.
I'm no longer shy! I'm really grateful that my [APASS
instructor] and [APASS counselor] were there for me
when I went through a lot of hardship. They were very
patient and helped me every step of the way until I reached
my goal. The class helped me improve my writing, which
helped me pass English 1A and English 5; I never knew I
could pass those classes before, but after going through
APASS I knew I was ready to pass those English classes. I
really miss being in APASS with all my fellow classmates the
two years I was in APASS." (Note: student has transferred to UC Davis)

Newsletter quote from Hear My Story Instructor:
This semester's reading focus has been on what we value--from a smelly good-luck baseball glove to helping a neighbor to protesting a war–and what challenges our values, such as the need for money or a government decree that our neighbors be put in internment camps. As a final project, everyone created a book of values with a table of contents for chapters both written and imagined.

Newsletter quote from Adelante Instructor:
I have discovered that an English course
that emphasizes STUDENT VOICES can
empower students to embrace their
student identity, which is a big deal given
a number of pre transfer level English
students often come to campus feeling
alienated from academia. I have
discovered that building in a semester
long project-based team research
assignment enables students to build
community as they explore serious topics

	of their choice; the project-based team research assignment fosters student/ student, student/faculty and student/community collaboration while transforming students into educators.

Identifying Strengths, Weaknesses, Opportunities, and Limitations

Strengths *What are the STRENGTHS of your unit/area?*	All staff are professionals who take pride in the quality of work they do and the service they provide to students; they attend conferences and workshops beyond their staff development requirements and share the information used. Instructors are dedicated to the program and to student success; this includes frequent out-of-class meeting with students beyond the one paid office hour. The community environment allows for the ability to work as a team to address professional as well as student needs. The target groups of students in the learning communities are those who have a history of not succeeding in school, are first time students in college or who have disabilities and would benefit from the extra support. The Learning Communities serve all students and promote interaction between groups. The LCs have a dedicated space that allows students to interact with each other, promotes group study and expanded tutorials.
Weaknesses *What are the current WEAKNESSES of your unit/area?*	The LCs have no defined budget beyond staffing and must fundraise for supplies, equipment, End of the Year celebrations, and scholarships. The LCs are staffed by adjunct faculty who do not have the time to be involved with the larger campus community, including involvement in college-wide committees. Because the LCs are not a department, there is no release time for a Department Chair. Program duties must be performed on a volunteer basis.
Opportunities *What are the OPPORTUNITIES in your unit/area?*	There are growth opportunities to expand the basic skills component by adding Math to the LCs. Additionally, students can continue with their academic studies by being placed in cohorts for other AA degree applicable and transferrable courses. Students can also volunteer in their chosen major/career path by taking a linked Service Learning type class.
Limitations *What are the current LIMITATIONS of your unit/area?*	There are a limited number of Counseling courses to be paired with basic skills English courses. There is no budget. The LCs are a Program versus a Department There are no full-time opportunities in the LCs.

09/07/2013- ASM

	LC instructors did not have access to SARS
09/07/2013- ASM	

Action Plan for Continuous Improvement
Please describe your plan for the continuous improvement of your unit/area.

Identify funds for Staff Development;

Provide training for LC instructors and for the College towards understanding cultural competencies and effective teaching methods for at risk students with twin goals of retention and accelerated basic skills and developmental curriculum. Offer Orientation for new and continuing students a few weeks before the semester starts.

Hire outside speakers and organizations to enhance the learning experience for students;

Provide release time or additional funding for administrative procedures within the LCs.

Expand LC Program to a Department with full-time opportunities and additional basic skills Math and Cohort opportunities.

Maintain LC space and make sure the space is included in the new construction plans.

Additional Planned Educational ActivitiesTowardsFTES, Student Success, Persistence, and Completion

Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success Scorecard-http://scorecard.cccco.edu/scorecard.aspx)

Meet District FTES Target for AY2013-2014 of 18,830	Continue to improve enrollment and already high retention rates in LC courses, which directly contribute to college FTES numbers.
Increase Student Success	The primary goal of the learning communities is to increase student success for at risk students in basic skills courses. We would like to be designated as a department where our Counselor/coordinators can take on an increased student load in order to collaborate with the Math department to address developmental math skills among at risk students. This would allow for more case management and address student issues before they become a crisis. The LCs also would like to align ourselves with new initiatives at COA including the Prison initiative: Project Open Gate and the Men of Color initiative.
Increase Persistence *Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.*	While the LC's retention data already shows that our LC retention rates are significantly higher than for the equivalent non-LC courses, we plan to continue to build relationships with student activities and campus life since research has shown that students who are more connected to the campus persist and succeed at higher rates. The LCs subscribe to a contextualized learning pedagogy that makes connections between new knowledge and experiences students have had or have already mastered and how these concepts can be used in real-world contexts. The LCs have also incorporated a Service Learning component in to the program so that students can volunteer in an area of interest in order to solidify their academic goals and make their goals more tangible. This also provides them with the opportunity to meet professionals in their areas of interest that could aide them in their future endeavors.

Increase College Completion *Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.*	LCs promote college completion utilizing the same pedagogy and class pairings that promote student success and persistence. The goal of the LCs is to address the whole person: academic, personal growth and service learning experiences.	

III. RESOURCE NEEDS **Human Resource/Personnel** *Please describe any human resource/personnel needs for your unit/area.*				
Current Staffing Level:		**Headcount**	FTE Equiv.	FTE Partially or wholly grant funded.
	Faculty (Permanent)	0	0	0
	Faculty (PT/Adjunct)	9	4.5	
	Classified Staff (Permanent)	0	0	0
	Classified Staff (Hourly)	0	0	0
	Students	0	0	0
	ICC/Consultant/Other	0	0	0

Narrative: *Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.* *Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.* *Describe implications of the current staffing level in your unit/area to overall service delivery.*	All English instructors and counselors are adjunct. There were 4 communities in the 2012-2013 semesters although one of them was unofficial and linked with a Library Skills class instead of a Counseling class. Administrative needs are met by designated full time and retired faculty and are on a volunteer basis. There is a need to expand the learning communities and become an official Department with full-time faculty and clerical staff. The LCs can benefit from having a MOU with a university i.e. Mills to provide Master's level candidates working as Instructional Assistants in the classrooms. The LCs are currently staffed by adjunct instructors who also volunteer their time to provide extra support to fellow faculty and students. Retired and full-time faculty in other disciplines assist with the logistical aspects of the program and meet with adjunct LC faculty on a regular basis to maintain sustainability in the program.
Human Resource/Personnel Requests *List your human resource/personnel requests in prioritized/ranked order.* *Human resource/personnel requests will go through the established College and District planning and budgeting process.*	1.0 Full-Time Permanent Learning Communities Coordinator/Counselor for each Learning Community. 1.0 Full-Time Permanent English Instructor for each Learning Community 0.5 clerical position

Facilities/Infrastructure
Please describe any facilities/infrastructure needs for your unit/area.

Narrative: *Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.* *Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.*	The LCs currently have a dedicated space in CV-124C. It is utilized by all adjunct LC faculty as office space. Additionally, the LC space is utilized by students in doing their homework, group discussions, class projects, and tutorials. This space is also utilized as a classroom and as a central location for guest speakers and an opportunity for students from all of the LCs to meet and socialize.

Facilities/Infrastructure Requests	A Learning Community Space sufficient to house 6 – 9 instructors and provide a study space for students be provided when buildings C&D are demolished.
List your facilities requests in prioritized/ranked order. *Facilities requests will go through the established College and District planning and budgeting process.*	Last year one time only monies were provided and approved for the Learning Communites' supplies. To date, we have not received anything that was ordered and are currently working with no supplies. We have been paying out of pocket for instructional supplies.

Technology
Please describe any technology needs for your unit/area.

Narrative: *Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.* *Describe implications of the current state of technologyin your unit/area to overall service delivery.*	Because the LCs are not a department, there is no budget for updated computers for administrative use. Instructors are using very old computers that have been discarded by other departments. Updated computers and software are needed for instructors/counselors. The LCs have been requesting a white board in the LC space-CV-124C and ordered one last year with the one-time only funds. Currently there is no place for instructors to write class instructions. We have a copy machine in the LC Space but it is out of toner.
Technology Requests *List your technology requests in prioritized/ranked order.* *Technology requests will go through the established College and District planning and budgeting process.*	Replace/update staff computers in CV-124C Learning Communities Space Purchase a portable white board for CV-124C Learning Communities Space Replace/update copy machine in CV-124C Learning Communities Space

IV.   OTHER
The LCs currently have no supplies including paper, flip charts, file folders, ink cartridges for printers, pens, highlighters, etc. They are in desperate need of teaching staples.