The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS
DATE: January 19-20, 2016

SUBJECT: 2015-16 Exemplary Program Award		Item Number: 4.8	
		Attachment: No	
CATEGORY:	Information	TYPE OF BOARD CONSIDERATION:	
Recommended By:	Pam Walker, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	Brice W. Harris, Chancellor	Action	
		Information	X

ISSUE: This item announces the 2015-16 Exemplary Program Award recipients for recognition by the Board of Governors.

BACKGROUND: The *Exemplary Program Award*, sponsored annually by the Foundation for California Community Colleges, was established by the Board of Governors in 1991 to recognize outstanding community college programs. Each year, as many as two California Community College programs receive cash awards of $4,000 and up to four programs receive honorable mention plaques. The awards are sponsored by the Foundation for California Community Colleges and provide an excellent opportunity to showcase exceptional programs. Recognizing the importance of contextualized learning to enhance student achievement, the theme for 2015 – 16 is ***"Contextualized Teaching and Learning."*** Programs that provide innovative strategies for improving student learning through the use of contextualized pedagogy and embedded basic skills delivery relevant to the program of study were just some of the possible emphases of eligible programs.

Exemplary Program Award recipients are selected from community colleges throughout the state, with no more than two from any one Academic Senate area. Each college may nominate one program to receive this prestigious honor. Local academic senates were encouraged to form selection committees with representatives from students, staff, administration, and faculty. At the state level, a committee that included representatives of the state administrator groups, students, and faculty evaluated the nominated programs. ***(Background cont'd).***

RECOMMENDATION: This item is presented to the Board for information.

(Background cont'd)
This year, the Academic Senate has selected two *Exemplary Program Award* winners and three honorable mentions. These colleges have developed programs that utilize contextualized teaching and learning strategies to further student success.

The awards recognize programs that do the following:

- show evidence of the overall success of the program;
- contribute to faculty engagement;
- demonstrate a response to the needs of students, faculty, and the college;
- collaborate with other programs on campus or within the community;
- provide evidence that demonstrates how the program supports the community college mission; and
- can be used as models for other community colleges.

2015-16 AWARD WINNERS

Las Positas College
The Early Childhood Development (ECD) – Math Learning Community at Las Positas College is a unique collaboration of faculty from various disciplines and outside organizations with the common goal of furthering the success of ECD students in sequenced math courses. Traditionally, ECD students have struggled to complete math requirements to obtain an Associate of Arts Degree, a teaching permit, and/or transfer to a four-year institution. The Las Positas Early Childhood Development and Math departments worked collaboratively to create a contextualized math series that incorporates materials and assignments relevant to ECD students. With funding from First Five Alameda County, the Math Learning Community not only provides ECD students with access to specialized courses and a supportive learning environment, but also textbooks, materials and flexible tutoring hours. The program has proven to be very successful; retention and success rates for ECD students in sequenced math courses have increased significantly since the program started in 2012.

Pasadena City College
Pasadena City College's *Biology 11: General Biology* hybrid course was completely redesigned by full- and part-time faculty in an effort to improve student engagement in the sciences and close the achievement gap among Hispanic, African American and Native American students. The new curriculum features an interactive and contextualized learning design based on four scaffolded projects of increasing complexity where students work in groups to solve real-world problems. The early projects focus on improving skills vital to student success, such as reading, writing, research, teamwork, presentations, critical thinking, and problem solving. By the final project, students are able to work independently in their teams to solve a multifaceted five-week mock crime scene investigation and present their results in the form of a jury trial. As a result of this program, Pasadena City College has experienced a significant increase in enrollment, retention, and success rates among underrepresented minority students, as well as a reduction in the achievement gap.

2015-16 HONORABLE MENTIONS

City College of San Francisco

The City College of San Francisco's (CCSF) Project SURVIVE is a prevention program that strives to end sexual assault and intimate partner violence through peer education, while also supporting survivors of sexual violence as they heal and grow as scholars. Peer educators complete relevant Women's Studies courses, *Politics of Sexual Violence* and *Ending Sexual Violence: Peer Education*, and receive specialized training in preparation to lead presentations on sexual violence prevention, affirmative consent, and healthy relationships. These presentations reach CCSF students across a wide array of disciplines, as well as every 9th grade health class in the San Francisco Unified School District. Project SURVIVE excels at contextualizing teaching and learning through students' real-life experiences with sexual violence. Data shows that the program has successfully served thousands of students, trained hundreds of Project SURVIVE peer educators, and helped peer educators achieve long-term academic and career goals.

College of the Canyons

In an effort to combat barriers to student success in foundational coursework, faculty and staff at the College of the Canyons worked collaboratively to reframe two-course sequences in math and English into single-course, accelerated pathways that embrace a "growth mindset." Students in the accelerated courses are encouraged to see failure as a challenge for improvement rather than an indicator of intelligence. This mindset encourages students to persist to transfer-level courses and enables them to experience a higher level of success sooner than those in traditional developmental courses. There is also evidence that the accelerated pathways demonstrate improvements in addressing disproportionate impacts among minority student groups. The accelerated programs incorporate contextualized learning and assessment of applied skills, and serve as an excellent model for other disciplines and colleges.

Reedley College

Reedley College's Mechanized Agriculture program underwent significant modifications when faculty identified the need to improve the number of students completing and succeeding in their courses. In collaboration with industry partner, Caterpillar, the robust program provides students with high-tech and hands-on experience, and incorporates eight best practices to increase student success including: integrated program design, cohort enrollment, block scheduling, compressed classroom instruction, embedded remediation, increased transparency, accountability and labor market relevance, and transformational technology. Faculty also partnered with student services to provide Mechanic Ag students with an innovative and contextualized counseling and tutoring system that plays an integral role in the success of the program. Because the program's classroom is far away from the campus' formal student services centers, CTE counselors and peer tutors are stationed on-site to assist students in need. In just a few years, student retention and program completion rates increased, and the average time to complete the program decreased.