

Welcome to Program Review

Welcome Jennifer Lowood, Please choose your department and activity

Please choose Department

EDUC - Instruction

Are you completing Program Review or Annual Program Update (APU)?

Program Review

Program Overview

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

The mission of the education courses and programs at BCC is to prepare students for transfer and careers in education through the A.A. in Liberal Studies - Early and Elementary Teaching Preparation and the Education AA-T and through the Teacher's Aide Certificate. In addition, students may choose to take Education 1 in preparation for secondary school teaching.

Program Total Faculty and/or Staff

Full Time

Add Faculty and/or Staff

Part Time

Candida Tapia
Shayla Duda
Joya Chavarin
Velma Robinson
Tracey Black

Add Faculty and/or Staff

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.

update Liberal Studies - Early and Elementary Teaching Preparation to reflect student needs and Advisory Board input

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

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

District Goal

Build Programs of Distinction

increase enrollment in the A.A. and certificate programs through effective advertising

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

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.

District Goal

Build Programs of Distinction

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

The program utilizes traditional classroom space.

Enrollment Trends

College Level - Program and Department comparison

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.

An analysis of enrollments in Education courses over the three years spanning 2015/16 through 2017/18 shows that enrollments in Education courses were lower in 2017/18 than in previous years, though enrollments in Education 1 remained steadily strong. The department has updated the Liberal Studies - Early and Elementary Teaching A.A. in order to address students' difficulties in trying to complete the Education AA-T and to provide relevant coursework for students planning a career in teaching. It is crucial that the college support advertising of the A.A. and certificate and develop strong outreach for the Education programs.

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

Because many of the students work full-time during the days, particularly at K-12 schools, the classes are scheduled during the evenings. The strong enrollments in Education 1 indicate that this is a successful strategy.

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

Because many of the students work full-time during the days, particularly at K-12 schools, the classes are scheduled during the evenings. The strong enrollments in Education 1 indicate that this is a successful strategy.

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

The instructors in these courses are all well trained in effective and innovative teaching strategies; they focus on student-centered learning, experiential strategies, and other engaging pedagogical techniques..

How is technology used by the discipline, department?

The instructors make effective use of the smart classrooms.

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?

The program does not currently include hybrid or distance education courses.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions	Improvement Action
Improvement Action Action Item support advertising of the A.A. and certificate and develop strong outreach for the Educati...	Description support advertising of the A.A. and certificate and develop strong outreach for the Education programs To be completed By 3/29/2019 Responsible Person Public Information Officer, Dean of Enrollment Management

Resource Request

Supplies

Noninstructional Supplies and Materials

Description/Justification

Estimated Cost

brochures, materials for advertising

1000

Improvement Action

Action Item

hire part-time employee for outreach of Education programs

Description

hire part-time employee for outreach of Education programs

To be completed By

3/29/2019

Responsible Person

program coordinator, outreach specialist

Resource Request

Personnel

Part-time Faculty

% Time

25

Description/Justification

This position is needed for outreach/advertisement of the Education programs at high schools, preschools, K-12 events for paraprofessionals, etc.

Estimated Annual Salary Costs

20000

Estimated Annual Benefits Costs

5000

Total Costs

25000

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down menus to identify courses that still need updating or deactivation and specify when your department will update each one, within the next three years.

Name
Semester and Year
To be deactivated on

EDUC 048UA-ZZ - Selected Topics in Education

Last updated date
To be updated on

April, 08 2016 00:47:11

Spring

2015 - 16

EDUC 248UA-ZZ - Selected Topics in Education

3/1/2019

EDUC 098 - Pedagogy of Reading

Fall

2016 - 17

EDUC 001 - Introduction to the Field of Education

Fall

2017 - 18

EDUC 097 - Field Studies in Education

Fall

2017 - 18

EDUC 099 - Introduction to Special Needs Pedagogy

Fall

2017 - 18

4/8/2019

Improve my program

November, 15 2016 10:55:35

11/15/2019

Improve my program

October, 17 2017 12:29:37

10/16/2020

Improve my program

December, 11 2017 17:11:57

12/11/2020

Improve my program

October, 20 2017 18:41:36

10/20/2020

Improve my program

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.

Based on Advisory Board recommendations, we will make small adjustments to the Liberal Studies - Early and Elementary Teaching Preparation A.A. program.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item

update Liberal Studies - Early and Elementary Teaching Preparation A.A. curriculum

Description

update Liberal Studies - Early and Elementary Teaching Preparation A.A. curriculum, based on recommendation of the Advisory Board for B.C.C. Education programs

To be completed By

3/15/2019

Responsible Person

Program Coordinator and Department Chair

Resource Request

Choose an Option

Instruction - Assessment

Student Learning Outcomes Assessment

Course	Last date Assessed	Student Learning Outcomes (SLO)	Planned Assessment Date
EDUC 098 - Pedagogy of Reading	5/19/2017	Describe and analyze major theories of teaching reading	5/21/2020
EDUC 098 - Pedagogy of Reading	5/19/2017	Demonstrate knowledge of pedagogical approaches to teaching reading	5/21/2020
EDUC 098 - Pedagogy of Reading	5/19/2017	Apply pedagogical approaches for specific learning needs	5/21/2020
EDUC 001 - Introduction to the Field of Education		describe history, tenets, practices, and major issues in education, including problems and is...	

12/14/2018	12/17/2021
EDUC 001 - Introduction to the Field of Education	model the rudiments of curriculum and lesson planning
12/14/2018	12/17/2021
EDUC 001 - Introduction to the Field of Education	analyze models and methods of effective teaching, especially in relation to the needs of a di...
12/14/2018	12/17/2021
EDUC 097 - Field Studies in Education	assess student needs and apply lesson plans in field situations
12/14/2018	12/17/2021
EDUC 097 - Field Studies in Education	describe effective, student-centered strategies for working with students to increase their s...
12/14/2018	12/17/2021
EDUC 099 - Introduction to Special Needs Pedagogy	Demonstrate knowledge of the definition and history of special education
11/24/2017	11/29/2019
EDUC 099 - Introduction to Special Needs Pedagogy	Identify the characteristics of each category of disability
11/24/2017	11/29/2019
EDUC 099 - Introduction to Special Needs Pedagogy	Apply appropriate instructional strategies for students with special educational needs
11/24/2017	11/29/2019

Any obstacles experienced during assessment? What worked well? (mainly based on evidence in the report, attach other evidence as necessary)

no obstacles

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)

To complete the PLO assessment for the A.A. and AA-T degrees, we need to work with department chairs in other departments in order to access assessment results for courses such as History 7B, Math 18, and Sociology 13.

Note: CHDEV 51 was assessed in Fall 2017 and will be assessed again in Fall 2020.

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?

Collaboration

To complete the PLO assessment for the A.A. and AA-T degrees, we need to work with department chairs in other departments in order to access assessment results for courses such as History 7B, Math 18, and Sociology 13. Education instructors meet twice per semester; assessment analysis and action plan development should be on the agenda of one of these meetings.

Leadership Roles

The program coordinator plays a crucial leadership role in organizing assessment activities.

Planning Process

Each assessment is planned the semester before it is administered. Results will be analyzed in group meetings of the Education instructors.

Dept meetings for Collaboration

twice per semester

Data Analysis

The results of the assessments indicate that learning objectives are generally being met. Further analysis will lead to specific action plans.

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

Collaboration with other departments is necessary to establish meaningful results. We hope to plan these collaborations as soon as possible.

Does your department participate in the assessment of multidisciplinary programs?

Yes

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

Collaboration with other departments is necessary to establish meaningful results. We hope to plan these collaborations as soon as possible.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?

Yes

If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

The new version of Curriculum meta will make this process automatic.

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

Collaboration with other departments is necessary to establish meaningful results relating to the Education programs. We hope to plan these collaborations as soon as possible.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item

establish collaboration with other departments for assessment

Description

establish collaboration with other departments for assessment of Education programs

To be completed By

12/18/2020

Responsible Person

relevant department chairs and program coordinator

Resource Request

Other

Other

Description/Justification

possible development of an APPLE through the TLC in order to establish collaboration with other departments for assessment of Education programs

Estimated Cost

1000

Course Completion

College Level - Program and Department comparison

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

Name 2016 - 17 Completion Rate (%)	2015 - 16 Completion Rate (%) 2017 - 18 Completion Rate (%)
EDUC 1 INTRO TO EDUCATION	66
79	70
EDUC 97 FIELD STUDIES/EDUC	67
86	100
EDUC 98 Pedagogy of Reading	67
63	
EDUC 99 Introduction to Special Needs	70
72	63

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

Students 35-54 years of age have a significantly lower completion rate (56%) than other st...

- Yes
 No

Ethnicity

The numbers of students in each group are too small for differences to be significant.

- Yes
 No

Gender

Both females and males completed at high rates.

- Yes
 No

Foster Youth Status

- Yes
 No

If yes, Please describe the difference

Disability Status

- Yes
- No

If yes, Please describe the difference

Low Income Status

- Yes
- No

If yes, Please describe the difference

Veteran Status

- Yes
- No

If yes, Please describe the difference

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

Select Course

EDUC 048UA-ZZ - Selected Topics in Education

2016 - 17 Completion Rate (%)

2015 - 16 Completion Rate (%)

Face-to-Face

2017 - 18 Completion Rate (%)

Hybrid

100% Online

Dual Enrollment

Day time

Evening

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

Education courses are all face-to-face, with no hybrid, online, or dual enrollment sections, and all classes are currently taught in the evenings due to the needs of the students, many of whom work in the daytime. The overall completion rate is 81%

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

The program does not offer hybrid classes.

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?

Education courses are all face-to-face, with no hybrid, online, or dual enrollment sections.

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?

Retention rates for Education courses in the 2017-18 academic year averaged 88%, which is identical to the BCC average, according to the table above.

What has the discipline, department, or program done to improve course completion and retention rates?

Course completion and retention rates in Education classes have been high.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Choose your Action

Degrees and Certificates

College Level - Program and Department comparison

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.

Between 2015 and 2018, four Elementary Teacher Education AA-T's were awarded. In 2017/18, two teacher's aide certificates were awarded. The action plans in this program review are largely designed to improve the number of degrees and certificates awarded. Primarily, these action plans involve updating the Liberal Arts - Early and Elementary Teaching A.A. and advertising/increasing outreach for the programs.

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

Yes

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

The action plans in this program review are largely designed to improve the number of degrees and certificates awarded. Primarily, these action plans involve updating the Liberal Arts - Early and Elementary Teaching A.A. and advertising/ increasing outreach for the programs.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Choose your Action

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 program coordinator has participated on the Strong Workforce Committee and the 2020 Kindergarten Readiness Committee through the City of Berkeley, the department Transformation Grant Committee, has presented to the BCC Counselors, and has participated in other college activities. Other instructors in the department meet regularly and participate in various committees.

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

The program coordinator has participated on the Strong Workforce Committee and the 2020 Kindergarten Readiness Committee through the City of Berkeley, the department Transformation Grant Committee, has presented to the BCC Counselors, and has participated in other college activities. Other instructors in the department meet regularly and participate in various committees.

In addition, BCC partners with many area K-12 district, as well as, Education programs at CSUEB, Holy Names, U.C. Berkeley, and Mills College.

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

All adjunct faculty members are invited to department meetings, and they meet together twice per semester.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Choose your Action

Resource Request Summary

Total Cost: \$27000

Total Resource Request: 4

Instruction

Personnel

Type	% Time
Description/Justification	Estimated Annual Salary Costs
Estimated Annual Benefits Costs	Total Costs
Part-time Faculty	25
This position is needed for outreach/advertisement of the Education programs at high schools, preschools, K-12 events for paraprofessionals, etc.	20000
5000	25000
	Sub-Total: \$25000

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

Type	Description/Justification
Estimated Cost	
Noninstructional Supplies and Materials	brochures, materials for advertising
1000	
	Sub-Total: \$1000

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

Type	Description/Justification
Estimated Cost	
	possible development of an APPLE through the TLC in order to establish collaboration with other departments for assessment of Education programs
1000	
	Sub-Total: \$1000

Engagement

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Loretta Kane
Jenny Lowood

Please enter the name of the person submitting this program review.