|  |
| --- |
| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |

**Introduction and Directions**

Berkeley City College (BCC), in conjunction with the Peralta community College District, has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews (CPRs) which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

**TIMELINE**

The Annual Program Update (APU) for 2023-2024 marks its 3rd year in the current cycle.

The APU 2023-2024 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, and/or Supervisors to complete this APU.

During 2022-2023, BCC has completed its Educational Master Plan 2024-2028 where we can base our APU review and analysis on the 5 strategies for success and 3 indicators of success that will lead us to achieve our goal of equitable student completion.



The APU is intended to primarily focus upon planning for the subsequent year based on the assessment of the prior year and determine where and how we can improve to support the goal of equitable student completion. It is important to be reminded that the EMP incorporated the State Chancellor's [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) as well as [Student Centered Funding Formula (SCFF)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) in our five year roadmap and our APU process. Please use these foci as your reference to prioritize your department and other goals.

**RESOURCE REQUEST**

In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

The APU process directly leads to the institutional resource allocation process and budget planning facilitated by the Institutional Planning and Allocation of Resources (IPAR) Committee for the following academic year (2023-24). The process for this can be found here ([2023-24 APU Timeline](https://drive.google.com/file/d/1xiKMI84yGCETRjx-cNfQRClCAe3Cu63X/view?usp=sharing)). This is an opportunity for each department to request resources in Fund 01 (General Funds) to IPAR that will support your department goals and set outcomes that support BCC’s goal of Equitable Student Completion.

**TECHNOLOGY REQUEST**

Finally, for the resource request section, please connect with your Deans, managers, and supervisors regarding your technology needs so that you can be informed about the equipment that is already addressed in the BCC Technology Refresh Plan. If your requests are covered in the Refresh Plan, you do not need to request them in this APU.

If you have questions regarding other material in the Annual Program Update, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

**Please email the completed Annual Program Update to your Dean by November 30, 2023.**

|  |
| --- |
| **College Profile** |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9).  This 2-page dashboard will provide data on the demographics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **College Outcomes** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 |
| Productivity (Avg. Goal = 17.5) | 13.2 | 13 | 10.9 | 13.9 |
| Success Rate (%) | 77% | 75%\* | 70%\* | 68%\* |
| Degrees + Certificates Awarded (#) | 1,109 | 1,027 | 960 | 855 |

*\*Excludes “EW” grades*

|  |
| --- |
|  |

**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1cJTL936yJGJVKo5P4OGOf2qzsMu3gEqM?usp=share_link)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

|  |  |  |
| --- | --- | --- |
| **1a. Department Mission**  Please verify the mission statement for your department. If your department has not created a mission statement, provide details on how your department supports and contributes to the [College’s mission](https://www.berkeleycitycollege.edu/bccpub/about-bcc/). | | |
| Berkeley City College’s Education Teacher Preparation Program’s mission is to create exceptional teachers. We intend to do this by finding and recruiting a diverse population of students who are interested in teaching and to transform their interest into passion. We will help students find the educational and career pathway appropriate to their individual interests, and provide the mentoring, tutoring, and other resources to ensure students’ success in attaining the permits, certificates, degrees, and/or teaching credentials they need for their careers. | | |
| **Name(s) of member(s) completing this APU** | **Department** | **Completion Date** |
| Joya L Chavarin, Ed.D | [Education Teacher Preparation Program](https://www.berkeleycitycollege.edu/education-programs/files/2020/06/BCC-2020-2021-EDUCATION-SCHOOL-READINESS-CERT.pdf) | 11/30/23 |
| **List faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Joya L Chavarin, Ed.D. | Tracey Black, Ed.D.  Michelle Espino  Tasha Henneman, Ed.D.  Jenny Lowood (teaches non-credit EDUC)  Velma Robinson, M.Ed.  Gerri Saint Germaine  Jorge Wahner | |

|  |
| --- |
| **1b. Department Priorities & Goals** |
| Based on the [Educational Master Plan](https://www.berkeleycitycollege.edu/prm/educational-master-plan-2024-2028-2/), [Shared Vision](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf), [SCFF](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula), and your department mission, what are your department’s priorities and goals for 2023-24? Look at last year’s priorities and goals, review and assess any changes you would like to make for this year. |
| The Education Program department’s priorities and goals for 2023-24 is to continue increasing student success, completion, and retention in alignment with our program mission, BCC’s Educational Master Plan, Shared Vision, and SCFF. Specifically, by doing the following:   * Increase the number of students that acquire program certificates, degrees, and industry recognized certifications for an in-demand job. This increase is necessary to meet local, regional, and statewide workforce demands, as analyzed by the Centers of Excellence LMI data * Increase the number of program students transferring annually to CSU and UC * Increase academic embedded supports to ensure program certificates and degrees are achieved in 60-units so that more students reach their educational goals sooner and at less cost to them.   Increasing the number of program students employed by local employer partners participating in the Pre-Apprenticeship and Apprenticeship programming. The Apprenticeship Programs ensure Education Program students are employed in their field of study with embedded supports and guaranteed wage increases at each completion point (i.e., certificates, AA, BA). |

|  |
| --- |
| **2. Institutional Assessment** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan.  Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, assessments must be completed to qualify for the APU resource allocation requests.  <[Click here to view your Round 5 Assessment Calendar](https://docs.google.com/document/d/1DgVZLRmnKQj1jCNucuCNmTB0Wp1F3vLA/edit?usp=drive_link&ouid=105861965924346219496&rtpof=true&sd=true)> |
| **2a. What action plans did your department identify upon the assessment of each SLOs and/or PLOs?  Based on your SLO assessment, what did you learn that your department is doing well and areas that you need to improve so that student success rates can be improved?** |
| What I learned is that the Education Program needs to develop an ongoing assessment monitoring system to ensure student success rate improvement across all courses. I am in the process of developing an action plan to identify the course SLOs in need of updating to align with new curriculum requirements for California’s public-school teachers. I plan to engage EDUC/CHDEV faculty spring 2024 to develop a collaborative system to 1) Review and analyze assessment data. 2) Celebrate success and identify areas for improvement—pinpointing root causes that may have contributed to improvement needs. 3) Implement curriculum changes once needs are revealed to address gaps. 4) Engage in faculty development opportunities. 5) Evaluate the effectiveness of assessment methodologies to ensure that the methods used to measure SLOs align with the goals and provide meaningful insights into student learning. 6) Establish collaborative system for continuous monitoring and evaluation of program SLOs. Regularly assess the impact of implemented changes and make adjustments as needed. 7) Foster a culture of data-driven decision making within the Education Program Teacher Preparation Program. Collaborate to use assessment data to inform future planning and resource allocation, ensuring that decisions are grounded in evidence. |
| **2b. Describe the status of SLO and PLO completion in Rounds 5 of the Assessment Cycle. Identify the percent of completion. Briefly describe what needs to be done to reach 100% completion. Identify issues or concerns that may prevent your department from completing assessments of SLOs and/or PLOs.** |
| By addressing challenges and implementing proactive strategies, the Education Teacher Preparation Proem can work toward achieving 100% completion of SLO assessments in Round 5 of the Assessment Cycle. Steps to reach 100% includes establishing a clear assessment plan; participate in trainings and access resources available to program faculty; follow clear deadlines and tracking system; and foster collaboration amongst EDUC/CHDEV program faculty. Develop a system and ethics of care for ongoing support and make time to regularly review and revise (if necessary)-- ensuring alignment with evolving goals. |

|  |
| --- |
| **3.** [**Student Equity, Success, & Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link) |
| **Using the data dashboards provided above, review and reflect upon the outcome trends for your department. Please also review overall BCC’s data linked here.**  For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |
| **We have focused on equitable completion for Latinx and African/African American students How are African/African American and Latinx students doing in success and completion in your department, compared to the BCC overall success and completion rate?** |
| African/African American and Latinx students have a higher success and completion rate in the Education Program in comparison to the overall college Success Rate of 68% for the 2022-2023 academic year. However, there was a slight decrease from last year’s success and completion % rates (see chart below):  **Retention rates disaggregated by ethnicity were as follow:**   |  |  |  |  | | --- | --- | --- | --- | | **Retention** | **2020-2021** | **2021-2022** | **2022-2023** | | Asian | 94.1% | 93.8% | 90.9% | | Black/ African American | 87.9% | 86.7% | 79.2% | | Hispanic/ Latino | 81.2% | 89.9% | 87.5% | | 2 or more | 73.3% | 100% | 100% | | White | 83.9% | 94.6% | 89.3% |   \*Black/African American experienced a steady decline from 87.9% in 2020-2021 to 79.2% in 2022-2023; and Hispanic/Latino demonstrated improvement from 81.2% in 2020-2021 to 87.5% in 2022-2023.  **Completion rates disaggregated by retention were as follow:**   |  |  |  |  | | --- | --- | --- | --- | | **Completion** | **2020-2021** | **2021-2022** | **2022-2023** | | Asian | 94.4% | 68.8% | 87.9% | | Black/ African American | 72.4% | 68.9% | 71.4% | | Hispanic/ Latino | 70.3% | 81.8% | 79.5% | | 2 or more | 94.4% | 100% | 87.0% | | White | 90.0% | 85.5% | 73.2% |   \* Black/African American fluctuated with a slight increase from 68.9% in 2021-2022 to 71.4% in 2022-2023; Hispanic/Latino showed a decline from 81.8% in 2021-2022 to 79.5% in 2022-2023. |
| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| The increase in success and completion rates for African/African American and Latinx students in the Education Program, despite a slight decrease from the previous year, can be attributed to several key factors within the Education Teacher Preparation Program. I believe a key factor is having access to a designated BCC bilingual tutor and writing coach (i.e., Jacquelle Bon Acosta). I also believe faculty participation in professional development trainings, conferences, and community of practice(s) enhanced pedagogically practices and curriculum construction. Other potential factors that may have contributed to the positive outcomes include (but not limited to): 1) Culturally responsive teaching that contributes to a more inclusive and supportive learning environment., 2) Community engagement and partnership with local communities and schools, fostering a sense of belonging and connection for African/African American and Latinx students, 3) Diversity in the curriculum to include diverse perspectives, authors, and examples to create a more inclusive and culturally relevant learning experience. A curriculum that reflects the diversity of students' backgrounds and experiences can contribute to higher levels of engagement and success, 4) Program faculty diversity and inclusion promote an inclusive teaching environment and positively influences student success. Having diverse program faculty allows for role models and mentors for students from underrepresented backgrounds, 5) Holistic student support that considers not only academic needs but also socio-emotional and financial well-being to positively impact success rates, 6) Data-informed decision making to identify areas of improvement and tailor interventions, 7)Commitment to continuous quality improvement and a culture of inclusive assessment practices that recognize and value diverse forms of student achievement, which ultimately contribute to a more accurate reflection of student success. |
| **What are some strategies for improvements your department can make?** |
| We recommend continued participation in professional development trainings, conferences, and community of practice(s) to increase program enrollment, completion, retention and success rates that includes, but not limited to the following:   * Engaging in pre-enrollment activities, including marketing, recruitment, and participation in campus high-yield events (i.e., express registration days, etc.); initial enrollment activities—program counseling, orientation and registration supports; continued Enrollment- instruction, success supports, student services, and financial aid; and post enrollment activities—transition/transfer supports, alumni engagement, and lifelong learning * Staying abreast in research, current trends and practices to ensure program alignment with market demand, instructional delivery modalities and students’ expressed preferences, learning styles * Ensuring the quality of teaching and learning, including curriculum relevance and continued alignment with student goals * Engaging in professional development to consistently improve pedagogy to foster student learning and provide experiential learning opportunities utilizing required course materials * Participating in program promotion through word-of-mouth, student and alumni success stories, learner outcomes, and as program faculty content experts * Recruiting through prospective student connections and relationships, participation in enrollment and outreach campus events, creation of test-drive opportunities (i.e., summer bridge, dual enrollment), and outreach database of post-admit contacts and re-recruit stop-outs * Prioritizing student success by personalizing the experience, early academic feedback, knowledge of student services and supports, frequent faculty/student interactions, especially in online courses, assess equity and other data with APUs and PR and shift pedagogy to improve student success * Increasing the assurance of a welcoming and inclusive classroom environment, fostering academic and social integration, timely turnaround (i.e., rosters, grades, assessments), effective/holistic advising, academic mentoring, career and advanced education coaching |

|  |
| --- |
| **4.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. |
| **The SCFF prioritized 70% of our college’s base allocation on FTES (full-time equivalent student) from enrollment. Review the enrollment trends for your program and describe the strategies you will implement to increase enrollment.** |
| While enrollment for BCC, as a whole, was reduced by 9.47% from 2019-20 to 2022-23, the enrollment in the Education Teacher Preparation Program increased from 11.2 to 15.7 FTES, which is a 71% increase 2019-20 to 2022-23. The Education Teacher Preparation Program is still one of the fastest growing programs at Berkeley City College. I believe the increased enrollment strategies is attributed to the engaging in pre-enrollment activities EDUC/CHDEV faculty engage in, as well as the increased number of classes (i.e., dual enrollment and local employer partnerships) offered in the local community designed for displaced workers and dual enrollment students. |
| Community Colleges are funded based on the [Student Centered Funding Formula (“SCFF”)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) which is comprised of the following allocations:   |  |  | | --- | --- | | **Student Centered Funding Formula: Focus and Priorities** | | | **% Of Allocation** | **Categories** | | 70%  Base Allocation: FTES (Enrollment) | * Credit FTES * NonCredit FTES * Special Admits (Dual Enrollment, etc.) | | 20%  Supplemental Allocation | * Pell Grant * AB 540 * Adult School * Promise Grants | | 10%  Student Success Allocation | * Associate Degrees & Certificates (??) * ADTs * 9 or more CE units * Transfer * Transfer level Math and English in the first year (AB 1705) | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **College Outcomes** | **2019-2020** | **2020-21** | **2021-22** | **2022-23** | | Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 | | Pell Grant Recipients | 2,281 | 2,181 | 1,826 | 1,837 | | College Promise Grant Recipients | 4,143 | 4,011 | 3,500 | 3,991 | | AB 540 Students | 51 | 22 | 69 | 89 | |

|  |
| --- |
| **5. Dual Enrollment** |
| **As continued decline in overall enrollment for college going population from high school to college (see Service Area Enrollment Pipeline below), it is important for us to look at who will be coming to BCC in the next 5 years. Reviewing the data provided below, what strategies would your department employ to address bringing more high school students to BCC?** |
| *Respond here:*  The Education Teacher Preparation Program intentionally recruits and teach program courses in the local high schools. The Education Program Faculty Coordinator, for example, had over 50 high school students enrolled in classes fall 2023. The School Readiness Certificate is the highest completion certificate amongst dual enrollment students, which includes twelve (12) interdisciplinary units and coursework eligibility to apply for an industry certification issued by the California Commission on Teacher Credentialing. The strategies we will continue to employ as well as work collaboratively to enhance are the summer work occupational/pre-apprenticeship program to recruit youth interested in working with children. Providing more hands-on experiences to spark interest and excitement about potential college majors is an area of interest and focus amongst EDUC/CHDEV faculty. Additionally, participating in community events, fairs, marketing, and social media campaigns, as well as soliciting alumni success stories who have gone on to achieve notable accomplishments in their careers. |

|  |  |
| --- | --- |
| **6.** [**Equitable Student Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  If you need more guidance with this item, click here for additional support.[Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://drive.google.com/file/d/1CelN9o5mrlTVVx3ibqDDdj11PcATAjfM/view?usp=sharing). | |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?** | |
| See chart snapshot below for completion and retention trends by gender, age, ethnicity in the Education Teacher Preparation Program.   |  |  |  |  | | --- | --- | --- | --- | | **Retention by Gender** | **2020-2021** | **2021-2022** | **2022-2023** | | Female | 85.0% | 90.0% | 83.7% | | Male | 93.8% | 98.2% | 95.9% | | X | NR | NR | 92.9% | | Total |  |  |  |   **\*By gender:** Overall, retention rates for both males and females have shown improvement over the three years. Females: Experienced a slight decrease from 90.0% in 2021-2022 to 83.7% in 2022-2023. Males: Demonstrated consistent improvement from 93.8% in 2020-2021 to 95.9% in 2022-2023.   |  |  |  |  | | --- | --- | --- | --- | | **Retention by Age** | **2020-2021** | **2021-2022** | **2022-2023** | | 16-18 | 82.0% | 85.0% | 92.6% | | 19-24 | 86.1% | 91.0% | 88.8% | | 25-29 | 76.9% | 95.1% | 92.1% | | 30-34 | 94.8% | 93.3% | 85.7% | | 35-54 | 87.5% | 92.1% | 75.4% | | Under 16 |  | NR | 88.9% |   \***By age:** 16-18 Age Group: A significant increase in retention from 82.0% in 2020-2021 to 92.6% in 2022-2023; 25-29 Age Group: A decline from 95.1% in 2021-2022 to 92.1% in 2022-2023; 35-54 Age Group: A notable drop from 92.1% in 2021-2022 to 75.4% in 2022-2023.   |  |  |  |  | | --- | --- | --- | --- | | **Completion by Gender** | **2020-2021** | **2021-2022** | **2022-2023** | | Female | 78.6% | 79.5% | 76.2% | | Male | 81.3% | 81.8% | 79.9% | | X | NR | NR | 71.4% |   **By Gender:** Overall completion rates for both males and females have shown a decrease over the three years.Females: Experienced a decline from 79.5% in 2021-2022 to 76.2% in 2022-2023.Males: Also declined from 81.8% in 2021-2022 to 79.9% in 2022-2023.   |  |  |  |  | | --- | --- | --- | --- | | **Completion by Age** | **2020-2021** | **2021-2022** | **2022-2023** | | 16-18 | 70.5% | 80.0% | 91.2% | | 19-24 | 83.3% | 73.1% | 73.8% | | 25-29 | 76.9% | 88.5% | 86.8% | | 30-34 | 87.9% | 76.7% | 64.3% | | 35-54 | 75.0% | 79.4% | 61.4% | | Under 16 | NR | NR | 77.8 |   By Age: 16-18 Age Group: A significant increase in completion from 80.0% in 2021-2022 to 91.2% in 2022-2023; 30-34 Age Group: A substantial drop in completion from 76.7% in 2021-2022 to 64.3% in 2022-2023; and 35-54 Age Group: A continuous decline from 79.4% in 2021-2022 to 61.4% in 2022-2023. | |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** | |
| Overall, the data shows an improvement in retention rates but a decline in completion rates. The support my program needs to accelerate or improve outcomes is to implement targeted support programs for age groups experiencing declines, especially in the 25-54 range. Early intervention and gender-specific initiatives may also be helpful activities and/or strategies that can contribute to gains. | |
| [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)(<--click on the link) |
| **Review the data on page 1 of the “Degrees and Certificate Awards Trends” Dashboard.**  **What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?** |
| Currently the internal data tracking system is missing critical milestones and accomplishments for EDUC. An analysis of the data on the Power BI dashboard does not reflect significant progress for the Education Teacher Preparation Program. [CCCCO Datamart](https://datamart.cccco.edu/Default.aspx), however, reflects 2019-2023 “Program Awards Summary” a little more accurately than our internal data reporting systems (see: Summary Report below).  A screenshot of a program  Description automatically generated |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| There is still much work to do to ensure Education Program data validity. Increasing the review of Education Program data collection & processing activities to validate data integrity with a focus on successfully capturing SCFF outcomes is a priority. The Education Program is also working on a system to ensure students petition for their degree and/or certificates when coursework is completed by the deadline each semester. |
| [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)(<--click on the link) |
| **Review the data on the “Transfer” Dashboard.**  **What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?** |
| The Education Teacher Preparation Program is not listed. I will work with my chair and dean to make the request to BCC IR to add EDUC/CHDEV to the dashboard. |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate to improve these outcomes?** |
| Again, the Education Teacher Preparation Program is not listed. I will work with my chair and dean to make the request to BCC IR to add EDUC/CHDEV to the dashboard. |

|  |
| --- |
| **7. Curriculum based on Pathways for Equitable Completion** |
| Based on the curriculum mapping and planning of your program answer the following questions. |
| **What specific plans does your department have for sequencing degrees and programs to ensure students successfully complete the programs in the least amount of time?** |
| To ensure students successfully complete programs in the least amount of time, the Education Teacher Preparation Program will collaborate with key campus stakeholders (i.e., counseling student services, curriculum committee) to implement strategic sequencing of program degrees and programs. Here are specific plans that can be considered: structured program maps; relevant and timely advising/academic planning; course availability and scheduling; early warning systems. I am also interested in researching best practices and implementing a credit for prior learning system to further support completing programs in the least amount of time. |

|  |
| --- |
| **8. Engagement** |
| **Discuss how faculty and classified staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.** |
| EDUC/CHDEV Faculty participate in dual enrollment for equity (DE4E) efforts, Culturally Responsive Pedagogy and Practices Project, Guided Pathways Project; and the committees that the full-time faculty participate in are as follow:  -Academic Senate Committee  -College RoundTable  -Career Education Committee  -Tutoring Committee- FASST |
| 1. **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?** |
| Collaborations with other support services, programs, departments, or administrative units can significantly contribute to the success of the Education Teacher Preparation Program. Here are some ways in which such collaborations can help achieve program goals. For example, Collaboration with advising and counseling services can enhance student support. Academic advisors can provide valuable insights into students' progress and offer guidance on course selection, while counseling services can address non-academic challenges that may affect student success; Tutoring and the Learning Center provides additional academic support for students; the Career and Transfer Center is crucial for BA transfer and ensuring that academic programs align with industry needs. This collaborative partnership helps students explore career paths, gain internships, and prepare for transfer, the workforce-- enhancing the relevance and effectiveness of the academic curriculum. |

|  |
| --- |
| **9. Prioritized Resource Requests** |
| **In the 2022-23 APU, you have provided your resource requests which went through the IPAR process.  In this section, include resource requests from last year that are still needed and/or new resources that have emerged.  Provide justifications. If there are no resource requested, leave the boxes blank.** |

|  |  |  |
| --- | --- | --- |
| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff | Project Manager for Pre-Apprenticeship/Apprenticeship Programming (CAI Grant Funded) | $148,000 |
| Student Worker | One tutor/writing coach & One program student assistant | $24,259.92 |
| Part Time Faculty | Part-time Success Coordinator for Dual Enrollment and Non-Traditional Student Apprentices to ensure 2+2+1 success | $50,000.00 |
| **Professional Development** | | |
| Department wide PD needed | Peer Online Course Review (POCR) and Online equity tool training for all EDUC/CHDEV faculty  Faculty Community of Practice Participation to meet and engage regularly, including committee work. SWP covers 6 faculty and need to add two more ($2000 per semester stipend for each part-time faculty) | 2500.00  $4000.00 |
| Personal/Individual PD needed | Being able to take advantage of professional development opportunities both internally and externally for the Education Program Coordinator to continue supporting EDUC/CHDEV faculty to continue growing professionally | $1000.00 |
| **Supplies** | | |
| Software (for whom or role?) |  |  |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies |  |  |
| Non-Instructional Supplies | Students are required to have the following in order to participate in required state mandated lab hours:   * TB Test ~ 40 Students * Fingerprint Clearance ~ 40 Students   CPR/First Aid ~ 40 Students | $9400.00 (approx. $235.00 per student) |
| **Technology & Equipment**  Description/Justification (*Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/file/d/14FnMslW2ebA23iZl8NlAzk_2OjjGeOu8/view?usp=sharing) *to verify whether it has already included.)* | | |
| New |  |  |
| Replacement |  |  |
| **Facilities** | | |
| Classrooms | Hi-Flex Technology Classroom equipment so that students experiencing barriers (i.e., childcare, transportation, etc.) can still attend. | $14,000 (2 Classroom Equipment Access/ 7K each) |
| Offices | Need office space and mailboxes for each Education faculty member. Desire space for Education Teacher Preparation Program Club~ welcoming all students across disciplines who are interested in teaching | In-kind/Shared Costs? |
| Labs |  |  |
| Other |  |  |
| **Library** | | |
| Library materials (including streamline media needs) |  |  |
| Library collections |  |  |
| OER | Enhance OER EDUC/CHDEV materials to include Black and Brown theorists and scholars. Education Faculty Community of Practice Stipends | $4000.00 ($500 stipend per each faculty engaged in the work) |
| **Other** |  |  |
| OTHER Description |  |  |

**Thank you for your time and effort in completing the Annual Program Update!**

**Please email the completed Program Review to your Dean by November 30, 2023**