## Annual Program Update Template 2014-2015

## Education

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| I. Overview |
| BI Download: | 10/24/2014 | Dept. Chair: |  Jenny Lowood |
| Subject/Discipline: | EDUC | Dean: |  Carlos Cortez |
| Campus: | Berkeley City College |
| Mission Statement | The mission of the Education programs and courses at BCC is to prepare students for careers in Education through the Education AA-T and through certificates for teachers’ aides. In addition, students may choose to take Education 1 in order to prepare for secondary school teaching. |

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| II. Enrollment – Education 1 |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 0 | 30 | 0 | 0 | 30 |
| Census Enrollment F12 | 0 | 32 | 0 | 0 | 32 |
| Census Enrollment F13 | 0 | 39 | 0 | 0 | 39 |
| Sections F11 | 0 | 1 | 0 | 0 | 1 |
| Sections F12 | 0 | 1 | 0 | 0 | 1 |
| Sections F13 | 0 | 1 | 0 | 0 | 1 |
| Total FTES F11 | 0.00 | 3.00 | 0.00 | 0.00 | 3.00 |
| Total FTES F12 | 0.00 | 3.20 | 0.00 | 0.00 | 3.20 |
| Total FTES F13 | 0.00 | 3.90 | 0.00 | 0.00 | 3.90 |
| Total FTEF F11 | 0.00 | 0.20 | 0.00 | 0.00 | 0.20 |
| Total FTEF F12 | 0.00 | 0.20 | 0.00 | 0.00 | 0.20 |
| Total FTEF F13 | 0.00 | 0.20 | 0.00 | 0.00 | 0.20 |
| FTES/FTEF F11 | 0.00 | 15.00 | 0.00 | 0.00 | 15.00 |
| FTES/FTEF F12 | 0.00 | 16.00 | 0.00 | 0.00 | 16.00 |
| FTES/FTEF F13 | 0.00 | 19.50 | 0.00 | 0.00 | 19.50 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success – Education 1 |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 0 | 29 | 0 | 0 | 29 |
| Total Graded F12 | 0 | 32 | 0 | 0 | 32 |
| Total Graded F13 | 0 | 39 | 0 | 0 | 39 |
| Success F11 | 0 | 17 | 0 | 0 | 17 |
| Success F12 | 0 | 18 | 0 | 0 | 18 |
| Success F13 | 0 | 19 | 0 | 0 | 19 |
| % Success F11 | 0.00 | 0.59 | 0.00 | 0.00 | 0.59 |
| % Success F12 | 0.00 | 0.56 | 0.00 | 0.00 | 0.56 |
| % Success F13 | 0.00 | 0.49 | 0.00 | 0.00 | 0.49 |
| Withdraw F11 | 0 | 7 | 0 | 0 | 7 |
| Withdraw F12 | 0 | 13 | 0 | 0 | 13 |
| Withdraw F13 | 0 | 15 | 0 | 0 | 15 |
| % Withdraw F11 | 0.00 | 0.24 | 0.00 | 0.00 | 0.24 |
| % Withdraw F12 | 0.00 | 0.41 | 0.00 | 0.00 | 0.41 |
| % Withdraw F13 | 0.00 | 0.38 | 0.00 | 0.00 | 0.38 |

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| IV. Faculty - Education 1 |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Contract FTEF F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Contract FTEF F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TEMP FTEF F11 | 0.00 | 0.20 | 0.00 | 0.00 | 0.20 |
| TEMP FTEF F12 | 0.00 | 0.20 | 0.00 | 0.00 | 0.20 |
| TEMP FTEF F13 | 0.00 | 0.20 | 0.00 | 0.00 | 0.20 |
| Extra Service FTEF F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Extra Service FTEF F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Extra Service FTEF F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total FTEF F11 | 0.00 | 0.20 | 0.00 | 0.00 | 0.20 |
| Total FTEF F12 | 0.00 | 0.20 | 0.00 | 0.00 | 0.20 |
| Total FTEF F13 | 0.00 | 0.20 | 0.00 | 0.00 | 0.20 |
| % Contract/Total F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| % Contract/Total F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| % Contract/Total F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

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| V. Qualitative Assessments  |
| **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.  | More than 280,000 teaching jobs and 190,000 jobs for teachers’ aides will open in the U.S. by 2020, creating a need for knowledgeable, skilled, and committed educators. Demand will grow as elementary teachers and teachers’ aides retire and as California implements state laws adding transitional kindergarten classes to public schools. In fact, elementary school teachers are in the list of the top “occupations with the most job openings” in California for 2013-15, according to the Employment Development Department (Labor Market Information Division).Teachers and teacher assistants are listed as two of the "occupations with the most job openings" in California, according to an EDD labor market information report (February 12, 2014). In addition, according to the U.S. Bureau of Labor Statistics, jobs for teaching assistants will increase by 15% between 2010 and 2020; it is predicted that there will be 1,481,545 such jobs nationally by 2020. In addition, teachers have among the highest salaries in the top forty occupations in this list, with only “general and operations managers” receiving a higher salary.  |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | Those students who complete the AA-T with a 2.0 GPA are guaranteed transfer admission in this or a related major at a California State University. Students who complete this AA-T, then transfer to a four-year university and complete the requirements for a bachelor's degree and an elementary education credential will qualify to teach in elementary schools in California. The Education program has developed agreements with CSU East Bay to allow students to transfer seamlessly into its Liberal Arts program for Elementary Education students, which allows them to receive their credentials upon completion of the B.A.  |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your disciplinePlease note that statistics concerning the CHDEV (Child Development) 51 course are not available from the District because the class was not offered during the fall semesters listed above. | 1 in Education, 1 in CHDEV  |
| Number with SLOs |  2  |
| % SLOs/Active Courses |  100% |
| Number of courses with SLOs that have been assessed |  2 |
| % Assessed/SLOs |  100% |
| Describe types of assessment methods you are usingIn Education 1, the instructor applied a rubric to students’ mid-term examination in order to assess three of the five SLOs in the class.In CHDEV 51, the instructor used a classroom assessment technique, “the minute paper,” to assess the SLOs. |
| Describe results of your SLO assessment progress The results will be analyzed in Spring 2015. |
| Describe how assessment results and reflection on those results have led to improvements. The results will be analyzed in Spring 2015. |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline  |  2  |
| Number with Program Learning Outcomes |  2  |
| Number assessed |  1 |
| % Assessed |  50% |
| Describe assessment methods you are usingThe instructor developed a curriculum map detailing how each of the program outcomes is aligned with courses in the program. The assessment of Education 1 (described above) serves as the first assessment of program outcomes 1, 2, and 3. Because outcome 4 is closely tied to the Mathematics 18 course, which has not yet been taken by students in these programs, and outcome 5 is tied to other courses which students in the program have not yet taken, these outcomes have not yet been assessed. The certificate program has been approved at CIPD, but has not yet been approved at the state level, so it has not yet been offered. |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. The results will be analyzed in Spring 2015. |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & Equity[ ] X Engage our Communities & Partners[x] Build Programs of Distinction[x] Create a Culture of Innovation & Collaboration[ ] Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.The Education AA-T is the only one of its kind in the District. It is a highly interdisciplinary program which meets state guidelines to prepare students to begin their path to becoming elementary school teachers. Because of its interdisciplinary nature, it would be beneficial to have regular meetings for the 4-5 instructors each semester teaching courses for this AA-T program.This program engages our community and partners through Education 97, the fieldwork class required in the certificate program, and through fieldwork opportunities embedded in other classes. In addition, the advisory board provides volunteer opportunities for students and collaboration in developing curriculum, and is beginning discussions about outreach and transfer agreements.The certificate program is designed to be “stackable,” allowing students to take as many classes as possible that will fulfill both the certificate and AA-T requirements. Many students in the program face multiple personal, economic, and social challenges. It would be worth analyzing the demographic make-up of the student population within this program and also surveying the students to gather information about the high attrition rate within Education 1 and what can be done to help mitigate students’ challenges so that they can complete the course(s) and program successfully. |

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| IX. College Strategic Plan Relevance |
| Check all that apply [ ] New program under development (This applies to the certificate/s.)[x] Program that is integral to your college’s overall strategy[x] Program that is essential for transfer[ ] Program that serves a community niche[x] Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.[ ] Other  |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.1. Advertise the Education AA-T program and certificate(s) by developing a brochure and advertising strategy for outreach, as well as in-reach.
2. Renew license for turnitin.com, which is an integral component of many classes in the program and is also used by faculty in many other departments at BCC.
3. Analyze the demographic make-up of the student population within this program and survey the students to gather information about the high attrition rate in Education 1 and what can be done to help mitigate students’ challenges so that they can complete the course(s) and program successfully.
4. Fund coordinator position for Education degrees and certificates (.2).
5. Schedule 2-3 meetings each semester for the 4-5 instructors teaching in this highly interdisciplinary AA-T program.

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.* Coordinator position for Education degrees and certificates (.2)
* Stipends for 4-5 instructors in AA-T programs to meet 2-3 times per semester
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| Please describe and prioritize any **equipment, material, and supply** needs.* turnitin.com renewal
* Supplies for creating a brochure to advertise the Education AA-T program

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| Please describe and prioritize any **facilities** needs.  |