Education
Program Review
Fall 2015

Berkeley City College

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Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

FTES = WSCH x 17.5 / 525

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

FTES = 120 x 17.5 / 525 = 4.0

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = 35/2 = 17.5.

Retention: The percent of students earning any grade but "W" in a course or series of courses. To compute retention for a class, take class completion with grade other than "W" and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade "C" or better.

The Comprehensive Instructional Program Review Report

1. **College: Berkeley City College**

   Discipline, Department or Program: Education

   Date: November 3, 2015

   Members of the Comprehensive Instructional Program Review Team: Loretta Kane, Jenny Lowood, Theresa Rowland

   Members of the Validation Team: Program Unit Review Committee

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2. **Narrative Description of the Discipline, Department or Program**:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

The mission of the education courses and programs at BCC is to prepare students for careers in education through 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 or other careers in education.

The Associate Art Degree for Transfer (AA-T) focuses on excellence in the preparation of future Elementary school teachers and guarantees admission to a C.S.U. as an Education/Liberal Arts major, assuming the student completes his or her coursework with a 2.0 grade point average.

The Teacher's Aide Certificate Program focuses on excellence in the preparation of current and future k-12 teacher's aides. It also provides 16 units towards the AA-T degree in Elementary Teacher Education. Both the AA-T and the Certificate Programs offer opportunities for volunteer field experience in local k-12 schools. Both the West Contra Costa County Unified School District (WCCUSD) and the Oakland Unified School District (OUSD) have told their current paraprofessionals that they will get a 5% pay increase if they get a Teacher's Aide Certificate through our Teacher's Aide Certificate program.

More than 280,000 teaching jobs and 190,000 jobs for teacher's aides will open in the U.S. by 2020, creating a need for knowledgeable, skilled, and committed educators. Elementary school teachers are on the list of the top "occupations with the most job openings" for 2013-15, according to the Employment Development Department (Labor Market Information Division). According to the U.S. Bureau of Labor Statistics, jobs for teacher assistants will increase by 15% between 2010 and 2020.

The education program has developed a partnership via the Career Pathways Trust with Oakland's Skyline High School's Education and Health Academy in which Skyline High School students can fulfill the requirements of

Education 1 via 3 pathways: dual enrollment, concurrent enrollment, and articulation. We are also participants in the 2020 Vision Kindergarten Reading Readiness Work Group in Berkeley, partnering with UCB and the City of Berkeley. In addition, the Education Program has developed agreements with C.S.U. East Bay to allow students in the AA-T Program to transfer seamlessly into its Liberal Arts Program for Elementary Education students, which allows them to receive their credential upon completion of their B.A.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- **Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.**

All of the course outlines in the program have been created or updated within the past three years. Education 1 was updated in 2015, Education 97 was updated in 2014, Education 98 and 99 were created in November, 2013 and Child Development 51 was adopted at BCC in November, 2012. The Child Development course will be updated within the next year.

- **What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?**

An additional course (Education 96: Working with Non-English Speaking Students) may be added to the certificate program, pending advice from members of our board at our next Teacher's Aide Advisory Board meeting (scheduled for November 16, 2015).

- **Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?**

  • Associate in Arts Degree in Elementary Teacher Education for Transfer
  • Teacher's Aide Certificate of Achievement

Note: None of these degrees or certificates can be completed through Distance Education. These classes require face-to-face instruction and interaction.

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:

- **How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department, or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found).**

Program SLO's are available on the college assessment website as well as on the course outlines of record. In addition, all instructors are required to include SLO's on their syllabi and assessments are directly tied to SLO's.

- **Briefly describe at least three of the *most significant changes/improvements* your discipline, department or program made in the <u>past three years</u> as a response <u>to course and program assessment</u> results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.**

The Teacher's Aid Certificate program was approved in 2015 and has launched during the Fall 2015 semester, so it has not yet been assessed. **The Education AA-T** program was launched in 2014; plans for assessment will be developed during the 2015-16. semesters Because these programs are new at the College, and students have not yet had an opportunity to complete them, it has not yet been possible to plan and implement improvements for these two education programs.

Improvement 1. N/A

Improvement 2. N/A

Improvement 3. N/A

- **Briefly describe three of the most significant examples of your discipline, department or program <u>plans for</u> <u>course and /or program level improvement</u> for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.**

Based on the assessment done in Education 1 during the fall 2014 semester, it appears that students are good at thinking critically about how race, gender, and socio-economic factors affect school performance as 93% of students scored in the good and excellent range. Students also appear to be good at drawing appropriate and insightful conclusions from text as 87% of the students scored in the good or excellent range. While 67% of the students scored in the good to excellent range in analyzing written scenarios about educational issues, 26% scored only at the adequate level. This indicates that we need to help more students work on their ability to analyze written texts. In addition, while 73% of the students scored in the good to excellent range in articulating in writing how social factors affect student performance, a full 20% scored in the "weak" range, indicating a need for more writing instruction and writing support for these students. To address these issues, we plan to do the following:

Plan 1. Use reading techniques from "Reading Apprenticeship" and from "Reciprocal Teaching" models in order to increase students' ability to read more analytically.

Plan 2. Use peer editing techniques and more direct instruction regarding written communication to strengthen students' writing.

Plan 3. Develop a reading and writing rubric to help instructors and students have a specific idea of the criteria by which their reading and writing skills are being assessed.

- **Describe how assessment results for Distance Education <u>courses</u> and/or <u>programs</u> compare to the results for the corresponding face-to-face classes.**

  There are no hybrid or online classes in the Education program.

- **Describe assessment results for courses with multiple sections. Are there similar results in each section?**

Course	Program Outcome 1 Analyze Models	Program Outcome 2 Apply Models for	Program Outcome 3 Write strong	Program Outcome 4 Teach math	Program Outcome 5 Describe and

There are no courses in the Education programs with multiple sections at this time. It is our hope to grow the program within the next few years and to have multiple sections when the demand for them increases, which looks very promising as we are developing partnerships that will help us recruit students into the program and Bay Area school districts are becoming interested in promoting our program, as described more fully below under section 8.

- **Describe your discipline, department or program participation in assessment of <u>institutional level</u> outcomes (ILOs)**

  Education 1 and CHDEV 51 will be included in the ILO assessment of self-awareness and interpersonal skill during the Fall 2015 semester.

- **How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.**

  All course and program level Student Learning Outcomes are mapped to BCC's ILOs, as documented in Taskstream.

See Below

	& Methods	Teaching	essays	concepts	apply basic concepts
Art 1			P		I, D
Biology 10/L					I, D
Chemistry 30A					I, D
Child Develop. 51	I		D		
Communication 45		I, D, P			
Counseling 24	I		D		
Education 1	I, D	I, D	D		
Education 97*	P	P	D		
English 1A		I (contextualized)	I		
English 1B		P (contextualized)	D		
English 5		P (contextualized)	D		
English 47 or Hum. 1	(I – 47)		P		
Geography 3					I, D
Geology 10/L					I, D
History 3A			P		I, D
History 7A			P		I, D
Mathematics 18	D	D		1, D	
Physics 10					I, D
Political Science 1			P		I, D

Outcomes

PO 1: analyze models and methods of effective teaching, especially in relation to the needs of a diverse student body

ILOs: ethics & personal responsibility, information competency, communication, critical thinking, global awareness/valuing diversity, self-awareness & interpersonal skills

PO 2: apply effective models for teaching

ILOs: communication, critical thinking, computational skills, global awareness/valuing diversity, self-awareness & interpersonal skills

PO 3: write strong essays

ILOs: communication, critical thinking, valuing diversity

PO 4: describe and teach basic concepts in number systems

ILOs: communication, critical thinking, computational skills

PO 5: describe basic concepts in the humanities, social sciences, and sciences and apply them to teaching at an elementary level

ILOs: ethics & personal responsibility, information competency, communication, critical thinking, global awareness/valuing diversity, self-awareness & interpersonal skills

Assessment Methods

Essay, test, or project (Education 1, Education 97, Mathematics 18)

Written exercises and demonstrations (Education 1, Education 97)

Essays (English 1A, English 47 + others)

Tests, demonstrations (Mathematics 18)

Tests, essays, and/or demonstrations (Art 1, Biology 10/L, Chemistry 30A, Geography 3, History 3A, History 7A, Physics 10, Poli Sci. 1)

5. Instruction

Describe effective and innovative strategies used by faculty to involve students in the learning process.

The courses taught in the Education program (Education 1, Education, 99, Child development) are highly student-centered, and instructors use a variety of techniques to teach skills and engage students. Teachers in our program use constructivist strategies, keyed to students' individual learning styles. They use many modalities such as visual, auditory, kinesthetic, etc. to delivery information, and create a variety of activities to help students activate or construct important schemata that they need in order to construct new information. We recognize and utilize differences students bring to the classroom with regards to their cultural backgrounds, life experiences, and learning styles. We subscribe to Vygotsky's notion that cognition occurs within social interaction and so devote a majority of the class to student interaction, in pairs, small groups or in whole class discussion. We use several activities designed to have students experience some of the cognitive states described in the theories we teach.

- **How has new technology been used by the discipline, department or program to improve student learni**ng?

The education faculty uses a variety of technological tools, including class Moodle sites and turnitin.com. We use presentational tools such as power point and online resources to incorporate information and relevant video

clips into the fabric of our lessons. We might like to explore other online resources such as socrative.com, a program that enables all students to participate in answering questions using a clicker. Students can use their devices to respond to questions, which might help increase student engagement. And I have been told this program does not require any extra cost or equipment and is easy to learn.

- **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?**

  Courses taught in the disciplines of Education and Child Development are not taught as distance education or hybrid courses.

- **How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?**

  N/A

- **Briefly discuss the enrollment trends of your discipline, department or program. Include the following:**

  - Overall enrollment trends in the past three years

Education 1 enrollments

	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
F 12	32	32	3	0.2	3.2	0	0	0.2	0.2	16
S 13	37	37	3.3	0.4	3.7	0	0	0.2	0.2	6.5
F 13	39	39	3.7	0.2	3.9	0	0	0.2	0.2	19.5
S 14	38	38	3.5	0.3	3.8	0	0	0.2	0.2	19
F 14	44	45	4.1	0.3	4.4	0	0	0.4	0.2	11

S 15	39	39	3.4	0.5	3.9	0	0	0.2	0.2	13.83
F 15	46	47	3.8	0.8	4.6	0	0	0.2	0.2	23

It appears that the enrollment is increasing over the years.

- **An explanation of student demand (or lack thereof) for specific courses.**

Because of the interdisciplinary nature of the AA-T program, I do not have any control over and have not yet had any input on when required classes that are outside the child development and education courses are scheduled. Many students in the education programs are working as current paraprofessionals or have other jobs that prevent them from taking classes during the day. These students need to have classes available to them in the evenings and/or Saturdays. I have also had a few students complain that they were not able to find the required Math 18 or Geography 3 classes they need to complete the Associates Degree in Education.

- **Productivity for the discipline, department, or program compared to the college productivity rate.**

See Last Column in above chart.

College productivity rate _17.17 (BCC Fall 15 Productivity)_____

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

According to the "Definitions," on page 1 of this Program Review, "Productivity is defined as Enrollment/2. This formula seems to be accurate for fall 12, 13, and 15. And it seems to be accurate for spring 14. The formula does not seem to be accurate for spring 13 or spring 15.

During the fall 14 semester, part of the AA-T became a small learning community. Anticipating a larger enrollment because of learning community recruitment efforts, a second section of Education 1 was added. However, there was a note in the schedule erroneously saying that both sections of education 1 were opened only to small learning community students; thus, both sections were under enrolled (having 22 students each). This might account for the productivity figure for fall 14.

Unfortunately, only 5 students were interested in being in a learning community. We decided that the AA-T should not be a learning community any longer and converted the whole TEACH program back to a regular AA-T with no learning community option. The students get the advantages of a learning community cohort model in their education and child development courses. Other than this semester and the ones I mention above, for which the productivity number does not seem to be accurate, productivity seems to be the same as or higher than the college average of 17.17.

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

The AA-T prepares students for a liberal arts/elementary education undergraduate major. There are only two education courses offered in the Associate Arts in Elementary Teacher Education, Education 1 and Child development 51. The rest of the courses are interdisciplinary transfer courses that allow students to

transfer to any C.S.U., given that they maintain a 2.0 G.P.A. Since the AA-T in Elementary Teacher Education was approved in April 2013, we did not launch the program until the fall 2013 semester. Because the program is still in its infancy, one section of Education and one section of child development have been sufficient. In the future, however, due to new partnerships with Albany, Berkeley, Oakland, and West Contra Costa Unified School Districts, we anticipate the program growing in the future and hope to be able to fill more than one section of each course.

Since the other classes are offered in multiple disciplines, the education program must find a way to work collaboratively with interdisciplinary faculty and the dean of instruction to ensure that courses are offered at times at which they won't conflict with other required courses. We must also work to ensure that courses are offered during the semester in which they are required. Students have complained that they are having trouble finding any offerings for Math 18 and Geography 3, both required courses in the AA-T program, as mentioned above.

The Teacher's Aide Certificate Program has only launched this 2015 fall semester. We had trouble recruiting students because of lack in advertising abilities. We sent fliers and program information to people in charge of hiring paraprofessionals in 5 school districts, hoping they could pass the information on to their current paraprofessionals. We gained about 20 students via this process. Most of these students are enrolled in both Education 1 and Education 99, *Special Needs Pedagogy*. Because the students are current paraprofessionals, they can attend only evening or weekend classes. For this reason, we offer all of our education courses in the late afternoon, evening, and on weekends. But I have not yet had an opportunity to work with the chairs of the required interdisciplinary courses to ensure that those classes are scheduled at times students can attend classes. It will be especially difficult for the paraprofessionals to participate in obtaining a "stackable degree," when many of the courses that they need to complete the AA-T degree, after they complete requirements for the certificate, are not offered at a time they can take them.

- **Recommendations and priorities.**

1. It is essential to advertise the Education AA-T and Teacher's Aid Certificate Programs by developing a brochure and advertising strategy for outreach as well as in-reach.
2. Because the education programs, especially the AA-T, are so highly interdisciplinary in nature, it would be extremely beneficial to have the 4-5 instructors, teaching the required interdisciplinary subjects for the education programs and the education faculty meet regularly each semester. These meetings can help us work together to schedule required courses at optimal times for students and to, possibly, work on contextualizing curriculum in some courses to better align them with Elementary Teacher Education. In this way, the "program," can feel more like a real (tight) program as opposed to a list of unrelated required courses that may or may not be offered or may or may not be offered at a time students can enroll in them.
3. Appropriate funding should be provided for the Coordinator of the Education program. The current coordinator of the Degree and Certificate Programs in Education, spends close to, if not more than, 20 hours per week doing program related work.

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6. Student Success and Student Equity:

- **Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?**

The following is based on data that was available:

For the fall 2014 semester, the success rate for *Education 1* was 67.4%, just 3 percentage points below the college completion standard of 70%. With some variation, this is typical for this class.

For the spring 2014 semester, the success rate for *Child Development 51* was 66.7%
For the fall 2014 semester, the success rate for *Child Development 51* was 60%
For the spring 2015semester, the success rate for *Child Development 51* was 67.9%

- **Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.**

Based on available data, it appears that for Education 1 during the spring 2015 semester, difference by age and gender did not seem to be significant.

Data regarding special populations was not available.

Information regarding ethnicity is posted below.

Disaggregation for the spring 2015 semester shows that African American and (surprisingly) Asian American success rates are significantly lower than the college course success standard of 70% by 2024.

College course success standard ____2024 Target is 70%_____

Please insert the data chart here or complete the section below.

Department/discipline course success rates:

Success	Term Spring 2015						
Course	Asian	Black/African American	Filipino	Hispanic	White Non Hispanic	Multiple	Unknown/Non Respondent
CHDEV 51 - CHILD GROWTH/DEVELOP	55.56%	58.33%	0.00%	80.00%	75.00%	100.00%	40.00%
EDUC 1 - INTRO TO EDUCATION	50.00%	57.14%	50.00%	83.33%	76.92%	50.00%	100.00%
EDUC 97 - FIELD STUDIES/EDUC	50.00%	0.00%	NA	100.00%	50.00%	0.00%	100.00%
Grand Total	**52.94%**	**55.00%**	**33.33%**	**85.00%**	**70.37%**	**76.92%**	**57.14%**

Discussion: I believe that the Asian course success rate is so low because of a low number of Asian students enrolled in the class. The low course success rate of African Americans is of concern. There is a general trend of African American students dropping out of the education and child development classes due to financial, medical, and/or family issues. This trend among African American students in the Child Development and Education classes needs further study to determine how we can better serve this population of students to increase their course success rates.

- **Describe course success rates in the department for Distance Education courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?**

  N/A

- **Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.**

  N/A

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline Distance Education (100% online) course completion rates:

Course 1._____ _____
(course name and number) rate

Course 2. ._____ _____
(course name and number) rate

Course 3. ._____ _____
(course name and number) rate

ETC.

Discussion: N/A

- **Describe course completion rates in the department for Hybrid courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?**

  N/A

- **Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.**

  College course completion standard _____

  Please insert the data chart here or complete the section below.

  Department/discipline Hybrid course completion rates:

  Course 1._____ _____
  (course name and number) rate

  Course 2. ._____ _____
  (course name and number) rate

  Course 3. ._____ _____
  (course name and number) rate

  ETC.

  Discussion: N/A

- **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?**

  N/A

- **Describe the discipline, department, or program retention rates *(*After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?**

This information was not available

- Are there differences in the retention completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

This information was not available

College retention standard _____

Discipline, department, or program retention rates

Year 1._____

Year 2. ._____

Year 3. ._____

Discussion:

- **What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?**

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, however, face multiple personal, economic, and social challenges. It would be worth analyzing the demographic make up of the student population within this program and surveying the students to gather information about the high attrition rates within the Education Program in an attempt to determine what can be done to mitigate students' challenges so that they can complete their courses and the program successfully.

- **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. What is planned for the next three years?**

The Certificate program launched this semester (Fall 2015) and the AA-T program is only in its second year of a two-year program, now, so students have not yet had an opportunity to complete the degree or certificate programs yet. We plan to increase advertising, in-reach and out-reach for recruitment, work with faculty both within education and within other departments to increase course offerings to better meet the needs of our students, have planning meetings with faculty in both the education department and in the interdisciplinary departments to work on curriculum. We would also like to set up a FIG (Faculty Inquiry Group) to determine why the attrition rate in Education 1 is so high.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- **Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.**

  Full-time faculty headcount _____0_____

  Part-time faculty headcount _____2_____

  Total FTEF faculty for the discipline, department, or program _____0_____

  Full-time/part-time faculty ratio _____0/2 = 0%_____

  Classified staff headcount _____0_____

- **Describe your current utilization of facilities and equipment.**

  N/A

- **What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**

Growing the program in the future looks more than promising, as there is a dire need for k12 teachers and trained teacher's aides. However, we need to find effective ways of recruiting students into our education programs. One way to do this is by networking with community and education partners. We are currently in partnership with Skyline High School and have an opportunity to partner with other high schools in the Oakland Unified School District. We have a 3-way partnership with the City of Berkeley, UCB, and BCC via Berkeley's 2020 vision plan. We are working on developing partnerships with the Berkeley Y and the Head Start Programs, both of which use volunteers who would be good candidates for our program. Procuring and maintaining these partnerships require a lot of time in addition to the time spent doing other work related to the program (like annual program updates and three-year program reviews, course and program assessments, evaluating faculty teaching in the education program, etc. For this reason, we need a coordinator who gets paid for at least 20 hours of work per week. We also need staff who can help us design and distribute advertising materials. We anticipate needing .5 classified staff as the education program grows.

- **What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**

There is one program that seems worthy of exploring. As I mentioned on page 7, under the technology section, we might be interested in trying the program Socrative.com for students to use to answer questions. This will possibly lead to more student engagement and less student attrition.

- **What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**

We have no specific facilities needs at this time.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

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8. Community, Institutional, and Professional Engagement and Partnerships:

- **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.**

We have no full time faculty. As a part-time instructor, however, the program coordinator has participated on the Equity Committee, attending all the meetings during the spring 2015 semester, editing the original Equity Plan, and attending a Conference on Student Equity in Southern California, hosted by the California League of Community Colleges. The Coordinator presented a talk on information processing and the construction of knowledge to the math department on the second Flex day of the spring 2015 semester. The coordinator has also participated in departmental DARTS, both as a presenter and participant.

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

The Coordinator of the education programs has attended numerous community activities related to education. Most recently, the coordinator attended a town hall meeting hosted by Assemblyman Thurmond in which he facilitated a panel discussion, the purpose of which was to improve public education. Panel members consisted of the president of the school board for Albany Unified, Berkeley Unified, Oakland Unified, and West Contra Costa Unified School Districts, as well as the Superintendent of Oakland and West Contra Costa County

Unified. Panel members emphasized their need for and strong desire to recruit well-trained k12 teachers and teacher's aides. All the panel members were very interested in the Education AA-T and Certificate Programs.

The Coordinator of the Education Programs discussed with Assemblyman Thurmond the sponsoring of a bill that would require teacher's aides to have certification as a way of professionalizing paraprofessionals and of ensuring that teacher's aides are well trained. He was very interested in this idea and we are now in the process of setting up a meeting to further discuss the possibility of sponsoring such a bill.

The education Program has also formed many partnerships with various education and community programs. The Coordinator is currently a participant in Berkeley's 2020 Vision's Kindergarten Reading Readiness work group. From this working group came two more partnerships, one with Berkeley's Head Start Program and one with Berkeley's YMCA.

The education program is also in the process of partnering with Oakland's Skyline High School's Education Academy via the Career Pathway's Trust (CPT). We are also in partnership with C.S.U. East Bay. Students who complete their AA-T at BCC and who have maintained a 2.0 GPA are guaranteed admission to their Blended Program that allows students to complete their teaching credential while getting their B.A.

Finally, the education program works collaboratively with an advisory board made up of various educators, from school board members and principals, to Human Resource Directors who are in charge of hiring both k-12 teachers and those in charge of hiring paraprofessionals. The mayor of Berkeley is on our advisory board as well as the former Alameda County Superintendent of Education.

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

All of the faculty who teach education classes and child development classes are adjuncts. The education programs are under the auspices of the English Department. All adjunct faculty are invited to department meetings and included in department discussions if they choose (or are even able) to attend.

The Coordinator of the Programs meets 3-4 times per semester with the adjunct faculty who teach the education and child development classes to collaborate on planning for the semester and addressing any issues that come up.

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9. Professional Development:

- **Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.**

The education program has the need for the following:

1. Professional development for faculty to develop a reading and writing rubric that we can apply to help our students better understand what reading and writing skills are being assessed and to help us more accurately assess the students in education and child development courses' analytic reading and writing skills.

2. Professional Development for the education faculty to learn how to use the computer program mentioned above on pages 5 and 7, the program called Socrative.com, providing more engagement for all students.

3. Professional Development in Reading Apprenticeship and Reciprocal Teaching techniques for all faculty teaching the education and child development classes as well as those teaching the required interdisciplinary courses

- **How do you train new instructors in the use of Distance Education platforms? Is this sufficient?**

  N/A

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10. **Disciple, Department or Program Goals and Activities:**

- **Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).**

- **Then fill out the goal setting template included in Appendix B, which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.**

- **Goal 1. Curriculum:**
  - Develop and pass on to the curriculum committee a new class for the Teacher's Aide Certificate Program, Education 96. This class is meant to train future k-12 teachers and current and future paraprofessionals to work with non-native English speaking students and multilingual students.

Activities and Rationale: The curriculum for this class has already been created. We are now going to present the course outline to our advisory board for their feedback, and, depending on their feedback, either revise it or submit it to the Curriculum Committee for its approval. This goal is based on the recommendation of our advisory board.

- **Goal 2. Assessment:**
  - Develop a reading and writing rubric that we can distribute to help our students better understand the criteria by which their reading and writing skills are being assessed and to

help education and child development faculty more accurately assess student analytic reading and writing skills.

Activities and Rationale: Procure professional development for faculty to develop a reading and writing rubric that we can apply to help our students better understand what reading and writing skills are being assessed and to help us more accurately assess the reading and writing skills of the students in education and child development courses. The rationale for this activity is based on the assessment that was conducted in the Education 1 class last fall, which suggests that students in Education 1 need more reading and writing support.

- **Goal 3. Instruction:**
    - Encourage students in education and child development classes to take English 208, a one-unit writing workshop to help them improve their writing skills.
    - Incorporate techniques from Reading Apprenticeship and Reciprocal Teaching programs to improve students' analytic reading skills.
    - Use socratic.com to increase student involvement and engagement.

Activities and Rationale:

1. Procure professional development for the education and child development faculty to learn how to use the Socrative.com computer program mentioned above, the program that uses clickers for students to answer questions, providing more involvement and engagement for all students.

2. Have English 208 faculty and/or embedded tutors come to education and child development classes to encourage those students who may need extra support for their writing to register for English 208.

3. Procure professional development in Reading Apprenticeship and Reciprocal Teaching techniques for all faculty teaching the education and child development classes as well as those teaching the required interdisciplinary courses.

The rationale for incorporating these into our classes is based on the need for students to improve their reading and writing skills as indicated by the Education 1course assessment, as discussed on page 5.

- **Goal 4. Student Success and Student Equity:**
    - Reduce the attrition rate in the education and child development courses.

Activities and Rationale: Set up a study to analyze the demographic of the student population within the education program and survey the students to gather information about the high attrition rate in education 1 and determine what can be done to mitigate students' challenges so that they can complete their course(s) and program(s) successfully. We could possibly conduct this study via a FIG (Faculty Inquiry Group). The rationale for this study is based on the fact that many students in the program face multiple personal, economic, and social challenges that frequently prevent them from completing their courses. It would be a worthwhile endeavor to attempt to understand their specific circumstances and then seek ways to support this population that directly address their needs. We should also continue to engage in as much professional development as possible regarding new and better ways of engaging and meeting the individual needs of all students.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

- Increase the number of new partners and enhance and leverage resources with existing partners within k-12 institutions, community based organizations, four year institutions, and local and state government.
- Discuss with Assemblyman Thurmond and Senator Hancock, (government officials devoted to improving the field of education) the possibility of sponsoring a state bill that would require Teacher's Aides to have certification

Activities and Rationale: Continue to assemble the Teacher's Aide Certificate Advisory Board once or twice per semester; continue work on Berkeley's 2020 Vision Kindergarten Reading Readiness Work Group; Expand the partners we have via the Career Pathways Trust (CPT); Continue partnership with C.S.U. East Bay's credential program and perhaps develop a formal M.O.U. with C.S.U.E.B.; develop partnerships with Berkeley YMCA and Head Start; meet with Tony Thurmond and Loni Hancock to discuss sponsoring a bill that would require teacher's aides to be fully certified; continue to grow k-12 contacts. The rationale behind all of the above is based on achieving the following:

1. Smooth transition of students into our education programs
2. Established volunteer opportunities in k-12 or other educational settings
3. Seamless transition from the Education program(s) to a four-year college
4. Career Placement Opportunities in k-12 or other educational settings
5. The growth and development of the Education Programs
6. The professionalizing of teacher's aides via a government sponsored bill requiring teacher's aides to have certification

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review

Prioritized Resource Requests Summary for Additional (New) Resources

College: Berkeley City College

Discipline, Department or Program: Education

Contact Person: Dr. Loretta Kane

Date: November 3, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	Funding for 20 hours/week for Coordinator Position.	1		Pages 9 & 14
Human Resources: Classified	Funding for .5 classified staff	2		Page 14
Human Resources: Student Workers				
Technology	Accessing and training in how to use socrative.com	3		Pages 5, 7, & 14
Equipment				
Supplies	Supplies and funding for creating a brochure to advertise the education programs	1		Pages 13 & 14
Facilities				
Professional Development	Professional development for faculty to develop a reading and writing rubric that we can apply when assessing the education and child development courses. Professional Development for the education faculty to learn how to use the computer program Socrative.com Professional Development in Reading Apprenticeship and Reciprocal Teaching techniques for all faculty teaching the education and child development classes as well as those teaching the required interdisciplinary	1 3 1		Page 5 Pages 5 & 7 Page 5

	courses.			
Other (specify)	Stipends for the 4-5 instructors who teach required interdisciplinary courses to meet with the education faculty 2-3 times per semester to work on scheduling and curriculum.	1		Page 8, 9, & 13

Appendix B

PCCD Program Review
Alignment of Goals Template

College: Berkeley City College_____

Discipline, Department or Program: Education_____

Contact Person: Dr. Loretta Kane_____

Date: November 3, 2015_____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. **Improve Equitable Access** by developing excellent marketing and recruitment strategies, focusing especially on recruiting from low performing high schools. 2. **Improve Equitable Success** by surveying students as described above to determine why attrition is so high and discover what we can do to mitigate challenging circumstances for students in our courses and program(s). Also by adding a reading and writing rubric, incorporating Reading Apprenticeship and Reciprocal Teaching Techniques into our lessons to support student reading as well as offering more support for writing, including encouraging them to take English 208 where embedded tutors can help them improve their writing skills	**BCC Goal 1. Increase Equitable Access** **BCC Goal 2. Improve Equitable Success**	Strategic Goals **A: Advance Student Access, Equity, and Success** 2015-2016 Institutional Objectives **A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES. **A.2 Student Success:** Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Fully **i**mplement an Early Alert process for all students. **A.4 Student Equity:** Address the achievement gap through fully implementing the student success and equity plans at each campus. **A.5 Student Success:** Using 2014-2015 data as a baseline, increase student engagement in

		activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.
3. **Increase the number of new partners and enhance and leverage resources with existing partners (as described above in section 8).**	**BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.**	Strategic Goals: **B: Engage and Leverage Partners** 2015-2016 Institutional Objectives: **B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015. **B.2. Partnerships:** Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
4. **Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI, and other college-wide plans, including the CTE program and the CPT.**	**BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.**	Strategic Goals: **C: Build Programs of Distinction** 2015-2016 Institutional Objectives: **C.1 Student Success:** Develop a District-wide first year experience/student success program (such as Peralta Scholars). **C.2 Student Success:** Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.
4.		Strategic Goals: **D: Strengthen**

	BCC Goal 5. Resolve the 2 ACCJC Recommendations and BCC's self-identified Actionable Improvement Plans	**Accountability, Innovation and Collaboration** 2015-2016 Institutional Objectives: **D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District. **D.3. Institutional Effectiveness:** Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM). **D.4. Global Planning:** Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.
5.		Strategic Goals:

	BCC Goal 6. Increase BCC additional and alternative funding sources through materializing BAM, funding raising, non-RES tuition, grants, etc.	**E: Develop and Manage Resources to Advance Our Mission** 2015-2016 Institutional Objectives: **E.1 FTES/FTEF Target**: Achieve the District target FTES/FTEF within budget. **E.2 Budget to Improve Student Success:** Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc. **E.3 Fiscal Oversight:** Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings. **E.4 Support Quality Instruction:** Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.
6.		Strategic Goals:
7.		Strategic Goals:
8.		Strategic Goals:

Appendix C

Program Review Validation Form and Signature Page

College: Berkeley City College

Discipline, Department or Program: Education

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☐ 1. The narrative information is complete and all elements of the program review are addressed. ☐ 2. The analysis of data is thorough. ☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. ☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions

☐ 1. Accepted. ☐ 2. Conditionally Accepted. ☐ 3. Not Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction. 2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair. 3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

Print Name	Signature	Date

Discipline, Department or Program Chair

Print Name	Signature	Date

Received by Vice President of Instruction

Print Name	Signature	Date

PERALTA COMMUNITY
COLLEGE DISTRICT