

**Peralta Community College District  
Annual Program Update Template 2013-2014  
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

<b>I. Overview</b>			
BI Download:	10/23/2013 17:41	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 targeted transfer programs for elementary school teachers and through certificates for teachers' aides.		

<b>II. Enrollment</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Census Enrollment F10	0	38	0	0	38
Census Enrollment F11	0	30	0	0	30
Census Enrollment F12	0	32	0	0	32
Sections F10	0	1	0	0	1
Sections F11	0	1	0	0	1
Sections F12	0	1	0	0	1
Total FTES F10	0	3.8	0	0	3.8
Total FTES F11	0	3	0	0	3
Total FTES F12	0	3.2	0	0	3.2
Total FTEF F10	0	0.2	0	0	0.2
Total FTEF F11	0	0.2	0	0	0.2
Total FTEF F12	0	0.2	0	0	0.2
FTES/FTEF F10	0	19	0	0	19
FTES/FTEF F11	0	15	0	0	15
FTES/FTEF F12	0	16	0	0	16

### III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	0	33	0	0	33
Total Graded F11	0	29	0	0	29
Total Graded F12	0	32	0	0	32
Success F10	0	17	0	0	17
Success F11	0	17	0	0	17
Success F12	0	18	0	0	18
% Success F10	0	0.52	0	0	0.52
% Success F11	0	0.59	0	0	0.59
% Success F12	0	0.56	0	0	0.56
Withdraw F10	0	16	0	0	16
Withdraw F11	0	7	0	0	7
Withdraw F12	0	13	0	0	13
% Withdraw F10	0	0.48	0	0	0.48
% Withdraw F11	0	0.24	0	0	0.24
% Withdraw F12	0	0.41	0	0	0.41

### IV. Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0	0	0	0	0
Contract FTEF F11	0	0	0	0	0
Contract FTEF F12	0	0	0	0	0
TEMP FTEF F10	0	0.2	0	0	0.2
TEMP FTEF F11	0	0.2	0	0	0.2
TEMP FTEF F12	0	0.2	0	0	0.2
Extra Service FTEF F10	0	0	0	0	0
Extra Service FTEF F11	0	0	0	0	0
Extra Service FTEF F12	0	0	0	0	0
Total FTEF F10	0	0.2	0	0	0.2
Total FTEF F11	0	0.2	0	0	0.2
Total FTEF F12	0	0.2	0	0	0.2
% Contract/Total F10	0	0	0	0	0.0
% Contract/Total F11	0	0	0	0	0.0
% Contract/Total F12	0	0	0	0	0.0

## V. Qualitative Assessments

<p><b>CTE and Vocational:</b> 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.</p>	<p>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 twenty-five "occupations with the most job openings" in California, according to the Employment Development Department (Labor market Information Division), with 51,500 new jobs opening annually.</p> <p>Teacher assistants are listed as one of the top 35 "occupations with the most job openings" in California, according to an EDD labor market information report (June 22, 2012). In addition, according to the U.S. Bureau of Labor Statistics, jobs for teacher assistants will increase by 15% between 2010 and 2020; it is predicted that there will be 1,481,545 such jobs nationally by 2020.</p>
<p><b>Transfer and Basic Skills:</b> Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>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 in Elementary Teacher Education, and, finally, complete an elementary education credential will qualify to teach in elementary schools in California.</p>

## VI. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

Note: If program assessment has not been completed, describe assessment plan, including date, under "Assessment Findings" and put "NA" under "Action Plan."

Program	Outcomes	Assessment Findings	Action Plan
<p>Program 1: Education AA-T (and TEACH, the learning community pathway for this AA-T)</p>	<ul style="list-style-type: none"> <li>• analyze models and methods of effective teaching, especially in relation to the needs of a diverse student body</li> <li>• apply effective strategies for teaching</li> </ul>	<p>The program will be assessed after it has been fully advertised and its first two-year cycle has been completed (Spring 2016). It will be assessed through a survey and/or capstone project.</p>	<p>N/A</p>

	<ul style="list-style-type: none"> <li>• write strong essays</li> <li>• describe and teach basic concepts in number systems</li> <li>• describe basic concepts in the humanities, social sciences, and sciences and apply them to teaching at an elementary level</li> </ul>		
Program 2: Certificates for Teachers' Aides	<ul style="list-style-type: none"> <li>• analyze models and methods of effective teaching, especially in relation to the needs of a diverse student body</li> <li>• apply effective strategies for teaching basic concepts in mathematics, reading, and writing [to bilingual learners – bilingual focus only] [in the sciences and technical areas – STEM focus only]</li> <li>• apply knowledge of learning differences in working with students</li> </ul>	<p>The program will be assessed after it has been fully advertised and its first two-year cycle has been completed (Spring 2015). It will be assessed through a survey and/or capstone project.</p>	N/A
Program 3:			
Any general education components:	The Education AA-T fulfills all CSU-GE requirements and most IGETC requirements.	The general education components of this program will be assessed through ILO assessments.	
Any basic skills components:			
Describe assessment methods you are using:			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			
See assessment findings above.			

## VII. Action Plans

Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1. <b>survey students</b> to ascertain reasons for withdrawals	1. develop survey (2/14) 2. administer survey (5/14) 3. analyze results and develop action plan (6/14)	Coordinator of Education Degrees and Certificates (Coordinator)	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. <b>advertise</b> degree and certificates, including TEACH program	• develop <b>brochure</b> and advertising strategy with local high schools and community (Sp 14)	Coordinator, PIO	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (1) <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. <b>renew turnitin.com license</b> (expires July, 2014)	• pay invoice (Sp 14)	Business Office	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (3) <input checked="" type="checkbox"/> PCCD Institutional Goals (C) <input type="checkbox"/> Other
4. <b>collaborate with CSUEB</b> to facilitate transition of TEACH graduates to accelerated liberal arts program for elementary school teachers.	• work with CSUEB director of education programs to articulate pathways	Coordinator, Dean	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (1) <input checked="" type="checkbox"/> PCCD Institutional Goals (B, D) <input type="checkbox"/> Other
5. develop program of <b>guest speakers</b> for courses in TEACH	• work with Dean to establish policies and procedures for program of guest speakers • schedule guest speakers • assess effectiveness of program	Coordinator, Dean	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals (C,B) <input type="checkbox"/> Other
6. purchase <b>Kurzweil Firefly or Kurzweil 3000</b> to improve students' reading skills, especially in "content areas"	• purchase software • conduct trainings in use of software for faculty and staff	Dean/Office of Instruction, coordinator, Business Office	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals (A, C, D) <input type="checkbox"/> Other
7. <b>fund coordinator position</b> for Education degrees and certificates (.2)	• fund position	Dean/Office of Instruction,	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (1,2) <input checked="" type="checkbox"/> PCCD Institutional Goals (E) <input type="checkbox"/> Other

**VIII. Narrative:** For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

Because the TEACH program and the certificate programs are scheduled to begin in Fall, 2014, these data are not yet available.

**IX. College Strategic Plan Relevance**

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

<b>X. Resource Needs:</b> Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.	<b>Link to Action Plans (Refer to # of item in section VI)</b>	<b>Estimated Cost:</b> Please use Excel template to estimate costs.
Please describe and prioritize any <b>faculty, classified, and student assistant</b> needs.  A. Funding of coordinator position at .2  B. Program of guest speakers (10 guest speakers per year at \$100 each)	A. Action item #7  B. Action item #5	A. \$10,000  B. \$1,000
Please describe and prioritize any <b>equipment, material, and supply</b> needs.  A. Renew license for turnitin.com B. Purchase supplies needed to advertise Education programs C. Purchase Kurzweil 3000 or Kurzweil Firefly	A. Action item #3 B. Action item #2 C. Action item #6	A. \$11,745 B. \$3,000 C. \$3,000
Please describe and prioritize any <b>facilities</b> needs.		

## Appendix I: BCC Institutional Learning Outcomes (ILOs)

### Berkeley City College Institutional Learning Outcomes

Berkeley City College's Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO's. In addition, students achieve these ILO's throughout their experiences at BCC, for example, with student services and student clubs.

#### Communication

Students show that they communicate well when they

- *Critically read, write, and communicate interpersonally, with audience awareness; and*
- *analyze communications for meaning, purpose, effectiveness, and logic.*

#### Critical Thinking

Students demonstrate critical thinking skills when they

- *identify problems or arguments and isolate facts related to arguments;*
- *use evidence and sound reasoning to justify well-informed positions; and*
- *generate multiple solutions to problems and predict consequences.*

#### Computational Skills (Quantitative Reasoning\*)

Students demonstrate computational skills when they

- *master computational concepts and apply them to concrete problems; and*
- *demonstrate algorithmic competence.*

#### Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

- *analyze the consequences of their actions and the impact of these actions on society and the self; and*
- *demonstrate collaborative involvement in community interests.*

#### Global Awareness & Valuing Diversity (Intercultural Competency\*)

Students demonstrate global awareness and show that they value diversity when they

- *identify and explain diverse customs, beliefs, and lifestyles; and*
- *analyze how cultural, historical, and geographical issues shape perceptions.*

#### Information Competency

Students demonstrate information competency when they

- *find, evaluate, use, and communicate information in all its various formats;*
- *use library and online resources and research methodology effectively; and*
- *use technology effectively.*

#### Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

- *analyze their own actions and the perspectives of other persons; and*
- *work effectively with others in groups.*



## Appendix II: Goals

### Berkeley City College Institutional Goals 2013 - 2014

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

### Peralta Community College District Strategic Goals 2013 - 2014

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Create a Culture of Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

BCC Goals	Alignment with PCCD Goals Below
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources	E. Develop and Manage Resources to Advance Our Mission