**Name of members completing this update**: Jenny Lowood, Candida Tapia

**Department/Program**: Education Programs

**Completion Date**: 10/7/20

1. **Mission**: The Education programs at BCC aim to boost the number and diversity of students entering the education field by creating a teacher preparation pipeline to address the teacher shortage in California and by developing a pathway for students interested in careers in education. The education courses and programs prepare students for transfer and careers in elementary teacher education (including transitional kindergarten) through the A.A. in Liberal Studies - Teacher Preparation or the Education AA-T, as well as the certificates and additional courses, such as the CBEST preparation courses. In addition, students may choose to take Education 1 in preparation for secondary school teaching or tutor training courses in order to prepare for work in tutoring.
2. **Part-time faculty**:

Candida Tapia

Velma Robinson

Tracey Black

Tasha Henneman

Jorge Wahner

Pamm Shaw

Note: There are no full-time faculty in this program, with the exception of Jenny Lowood, who teaches individual courses occasionally.

1. **Program Goals**
* Update Liberal Studies – Early and Elementary Teaching Preparation A.A. to reflect student needs and Advisory Board input

Status: in progress

Notes: The A.A. has been updated to reflect student needs and Advisory Board input. However, due to current revisions to certification requirements at the State level, the program coordinator is working to implement further updates to the program.

*College goal: raise college competence: raise student skills and competencies and expand their learning experiences so that they can successfully complete their college programs*

*District Goal: build programs of distinction*

* Increase enrollment in the A.A. and certificate programs through effective advertising

Status: in progress

Notes: The coordinator of the program is in the process of updating the program brochures and websites and adding powerpoints and presentations for recruitment, particularly for non-traditional populations.

*College goal: ensure institutional sustainability: increase BCC’s impact in education through innovative internal and external collaboration and partnerships and sufficient resources, both short-term and long-term*

*District Goal: build programs of distinction*

New program goal: Renew and increase work with partner institutions (including dual enrollment and four-year institutions) to ensure pathways to credentials for our students

*College goal: ensure institutional sustainability: increase BCC’s impact in education through innovative internal and external collaboration and partnerships and sufficient resources, both short-term and long-term*

*District Goal: build programs of distinction*

1. **Utilization of facilities**:

The program utilizes traditional classroom space at BCC, as well as spaces at community-based organizations and high schools, in response to community needs.

1. **Outcome Trends:**

Overall course completion rates in CHDEV have been consistently higher than the college average; in 2018-19, for example, the course completion rate college-wide was 69%, with the course completion rate in CHDEV at 78%, and the overall retention rate was 80%, with the CHDEV retention rate at 86%. The same can be said of success rates in EDUC classes, in which both completion and retention rates were notably higher than the college average every year from 2016-17 to 2018-19. In 2018-19, for example, the course completion rate college-wide was 69%, with the course completion rate in EDUC at 77%, and the overall retention rate was 80%, with the CHDEV retention rate at 87%.

The two ethnic groups targeted in the BCC Equity Report are Black/African and Hispanic Latino. The table below shows course completion and retention rates for these groups in the college as a whole and in education courses:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Completion/BCC | Completion/Educ | Retention/BCC | Retention/Educ |
| Black/Afric. Am. | 57% | 73% | 74% | 86% |
| Hispanic/Latino | 64% | 70% | 78% | 85% |

1. **Department’s Progress in SLO Assessment:**

Due to COVID19 disruption (in person to OL conversion), some SLO assessments have been delayed.

CHDEV 51 – completed

Education 1 – will be completed in Spring 2021

Education 97 – will be completed when next taught

Education 98 – will be completed when next taught, Spring 2021

Education 99 – in process

Education 464 - in process

The PLO assessment will follow in Fall 2021.

1. **Impact and Accomplishments from Previous Year’s Funded Resource Allocation:**

|  |  |  |  |
| --- | --- | --- | --- |
| Brief Description of Funded Request | Funding Source (any additional award outside of base allocations) | Total Award Amount | Outcome/Accomplishment |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **Improvement Actions and Resource Requests (directly related to questions 1 through 7):**

|  |  |
| --- | --- |
| IMPROVEMENT ACTIONS |  |
| Action Name: | Increase enrollment in education programs |
| Description: | Increase enrollment in the A.A. and certificate programs through effective advertising and partnerships with local education agencies and community-based organizations |
| To be completed by (date): | Spring 2021 |
| Responsible Person: | Candida Tapia and Jenny Lowood |
| IMPROVEMENT ACTIONS |  |
| Action Name: | Advertise new courses and programs |
| Description: | Advertise new courses and programs, including CBEST preparation courses and CSET preparation courses |
| To be completed by (date): | Spring 2021 |
| Responsible Person: | Candida Tapia and Jenny Lowood |
| IMPROVEMENT ACTIONS |  |
| Action Name: | Increase Education program coordinator position to .5 and add full-time position |
| Description: | This position load needs to reflect the increasing demands in curriculum alignment with state standards, participation in statewide consortia, needs to coordinate with partnering institutions and youth apprenticeship programs, needs to mentor part-time instructors, and workforce development projects. |
| To be completed by (date): | Spring 2020 |
| Responsible Person: | Lisa Cook, Jenny Lowood |
| IMPROVEMENT ACTIONS |  |
| Action Name: | Ensure success of students in collaborative work with partnering institutions, including students in dual enrollment. |
| Description: | Students in dual enrollment classes and classes taught in coordination with partnering institutions need technical support, including laptops, hot spots (broadband wi fi), and technical training, in order to be successful.  |
| To be completed by (date): | Spring 2020 |
| Responsible Person: | Lisa Cook, Jenny Lowood |

**Prioritized Resouce Requests:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Resource Category | Description/ Justification | Est. Annual Salary Costs | Est. Annual Benefits Costs | Total Estimated Cost | Overall Priority Ranking (1=most important) |
| Personnel |  |  |  |  |  |
| Part-Time Faculty | .5 coordinator position |  |  |  | 1 |
| Full-Time Faculty | Full-Time Education Instructor |  |  |  | 3 |
| Supplies |  |  |  |  |  |
| Non-InstructionalSupplies | Materials for advertising: Paper for booklets, ink, professional printing costs  |  |  |  | 4 |
| Technology and equipment |  |  |  |  |  |
| Computers and hot spots for students | Computers and hot spots for students in dual enrollment classes and classes in collaboration with partnering institutions |  |  |  | 2 |