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

**Introduction and Directions**

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 which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

The Program Review 2021-22 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. 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.

If you have questions regarding other material in the Program Review, 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 Program Review to your Dean by November 30, 2021.**

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| **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 information on the characteristics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors.  |

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| **College Outcomes** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-21** |
| Full Time Equivalent Students (FTES) | 4,140 | 3,864 | 3,696 | 3,290 |
| Efficiency (Productivity; avg faculty-student ratio) | 13.4 | 13 | 13.2 | 14.3 |
| Success Rate (%) | 67% | 69% | 67%\* | 74% |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 | 1,014 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1uzclwbMDUQPLY-nkDx1sq8Dy6ODICv-6?usp=sharing)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| 1. **DEPARTMENT DESCRIPTION**

Please verify the mission statement for your department. If your program has not created a mission statement, provide details on how your department supports and contributes to the College’s mission. |
| **Name(s) of member(s) completing this Program Review** | **Department/Program**  | **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) | **December 6, 2021** |
| The Education Teacher Preparation Program mission is to create exceptional teachers. We collaborate to promote, advance, and sustain a quality teacher education program. We are committed to increasing the number of students from diverse backgrounds and facilitate their success by providing high quality academic training along with academic support, integrated with multiple early field experiences and early employment.The Education Teacher Preparation Program faculty are committed to: * recruiting a diverse population of students who are interested in teaching and transforming these students into exceptional teachers
* providing support for students to enter a career, teaching in either early childhood education, transitional kindergarten, K-12 classrooms, two- or four-year colleges, or career education (CE) programs and help students find the educational and career pathway appropriate to their individual interest
* provide the mentoring, tutoring, and other resources to ensure students’ success in attaining the permits, certificates, degrees, and/or teaching credentials they need to enter or increase their position in a career in education
* provide exceptional training, giving future teachers the skills and values to work with a diverse student body, including students who have special needs or who are English language learners.
 |
| **List faculty names and/or staff with assignments in fall 2021.** |
| Full Time | Part Time |
| **There are no full-time faculty in this program.** A 0.5 FTEF Education full-time faculty member is listed in error. The referenced person is contractually a 100% full-time faculty member in the English Department.  | Tracey Black, Ed.D.Iris Bradford, M.Ed.Joya Chavarin, Ed.D. Tasha Henneman, Ed.D.Loretta Kane, Ph.D.Velma Robinson, M.Ed.Candida Tapia, M.Ed.Pamm Shaw, M.Ed.Jorge Wahner, M.Ed. |

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| **II. STUDENT EQUITY & SUCCESS** |
| Using the data dashboards provided below, review and reflect upon the outcome trends for your department. You may use data from other sources if available.[Click here if you would like to view BCC’s Planning Documents](https://www.berkeleycitycollege.edu/prm/bcc-plans/) (Education Master Plan, College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan) For assistance with data dashboards, contact Phoumy Sayavong at psayavong@peralta.edu |

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| **3A.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)\*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  |
| **What are your enrollment trends in the past three years?**  |
| While enrollment for BCC, as a whole, was reduced by 20.53% from 2017-18 to 2020-21, the enrollment in the Education Teacher Preparation Program increased 64% from 2017-18 to 2020-21 and is one of the fastest growing programs at Berkeley City College:

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| --- | --- | --- | --- | --- |
| **BCC College Outcomes** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-21** |
| Full Time Equivalent Students (FTES) | 4,140 | 3,864 | 3,696 | 3,290 |
| Efficiency  | 13.4 | 13 | 13.2 | 14.3 |
| (Productivity; avg faculty-student ratio) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EDUC/CHDEV Enrollment Outcomes** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-21** |
| Full Time Equivalent Students (FTES) | 187 | 196 | 213 | 289 |
| Efficiency  | 13.48 | 14.10 | 13.56 | 13.38 |
| (Productivity; avg faculty-student ratio) |

Productivity rates did not increase or decrease in a statistically significant way. Productivity/average faculty-student ratio decreased when class sizes decreased due to the COVID-19 Pandemic in 2020. |
| **When the data for your department are disaggregated by student ethnic groups, what trends do you observe and how do plan to address them over the next three years?** |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Trends observed is a 64% enrollment increase since 2017 within the context of overall enrollment decline. Plan to build program capacity, including participation in the faculty prioritization process.  | Observed the necessity to increase capacity to ensure guaranteed transfer w/BA plus credential option pathway (2+2+1) (i.e., 2 years of Community College, 2 years of a BA program, and 1 year of a Credential Program). Consider the development of a BA program if there is an opportunity through CCCCO.  | Work collaboratively with increased capacity member(s) to enhance 2+2+1 pathway and ensure students can attain degrees and transfer without exceeding 60-units (and 120-units for their BA if there’s an opportunity to create through CCCCO).  |
| **What would you recommend that we do to increase student enrollment in your department?** |
| We recommend participation in the Education Teacher Preparation Program Community of Practice to collaboratively work on the faculty’s role in increasing program enrollment, which includes: * 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, iDecide, 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

(Dr. Jim Black, Presentation to PCCD, 2021)  |

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| **3B.** [**Course Completion and Retention Rates Dashboard – Instruction**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)\*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://www.berkeleycitycollege.edu/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf). |
| **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?**  |
| In terms of gender, the completion and retention rates for students in BCC EDUC/CHDEV classes were similar for females, males and other (completion 76.5%, 77.0%, 85.1% respectively, and retention 86.5%, 88.1%, 87.2%).Students were retained in all age groups at rates between 88.9% and 93.3%. Completion rates varied by age distribution, with the highest rate for students under 16 (88.4%), those 65 and above (80.7%) and those 16-18 (78.6%). Students who fared the worst were those in the largest groups, 19-24 year olds (71.5%) and 25-29 (72.2%); since between them, these groups comprise approximately of the overall population, this noteworthy.  |
| **What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?**  |
| Retention rates disaggregated by ethnicity were as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Retention | 18-19 | 19-20 | 20-21 |
|   |   |   |   |
| Am Indian | NR | NR | NR |
| Asian | 89.1% | 94.4% | 94.1% |
| Black/ African American | 90.3% | 80.3% | 87.9% |
| Hispanic/ Latino | 83.3% | 84.0% | 81.2% |
| Pacific Islander | NR | NR | NR |
| 2 or more | NR | 81.8% | 73.3% |
| unknown | 90.0% | NR | 90.0% |
| white | 85.1% | 90.9% | 89.2% |

\*NR: Not Reported**Completion rates disaggregated by retention were as follows:**

|  |  |  |  |
| --- | --- | --- | --- |
| Completion | 18-19 | 19-20 | 20-21 |
|   |   |   |   |
| Am Indian | NR | NR | NR |
| Asian | 87.0% | 94.4% | 94.4% |
| Black/ African American | 77.8% | 80.3% | 72.4% |
| Hispanic/ Latino | 71.4% | 80.0% | 70.3% |
| Pacific Islander | NR | NR | NR |
| 2 or more | NR | 81.8% | 66.7% |
| unknown | 90.0% | NR | 70.0% |
| white | 76.1% | 89.7% | 81.9% |

Retention rates increased in all ethnic groups between 2018-19 and 2020-21. Completion rates increased in all ethnic groups during that period. Notably, the groups with the lowest completion rates in 2020-21 were Two or more (66.7%) and Unknown (70.0%).  |
| **How do these outcome trends compare to the college average?**  |
| An analysis of the Power BI tool reflects increased enrollment, higher retention, and completion rates than the college average, most notably for Black/African American and Hispanic/Latino students. There is still much work to do to ensure the retention and completion success of historically minoritized students.  |
| **What questions do you have about the trends?**  |
| How do I clean up internal data for our Program to ensure the data reported to state and federal accountability systems align?  |
| **Based on input you’ve received from students, what have they expressed as their need (s) to complete and succeed in your courses? (support your recommendations with examples) e.g., offer diff modalities; timing of day).**  |
| On April 2, 2020, Education Program Faculty embedded a link in their Canvas shells to learn more about enrolled students and their needs. 157 students completed the survey and describes themselves as follow:Answered: 153 Skipped: 4table4456485730.pngWe used two open-ended questions to gather student perceptions: * + - 1. What is one characteristic of a great class? *safe, has clear expectations, good communication, engaging, consistent with instructional goals, interactive, informative, organized, friendly, welcoming, unity, understanding, and teamwork*
			2. What is one characteristic a great instructor? *Sense of humor, enthusiastic, empathetic, good listener, encourages students, patient, responsive, curious, organized, good communication, helpful, understanding, compassionate, available, teaches with passion, good relationship with students, provide time to answer questions, dependable, flexible*

We also conducted an auxiliary needs assessment survey with our early educator apprenticeship cohort of 20 students spring 2020 semester and learned the following:* *15% expressed need for Food Support*
* *70% expressed need for Income Support*
* *5% expressed need for Child Behavior Support*
* *10% expressed need for Mental health Support*
 |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| No impact on department goals and plans to use student data to engage all faculty in professional development opportunities and program action planning to ensure students are aware of and able to access internal and external student support services.  | Continue to use student data to engage all faculty in professional development opportunities and program action planning to ensure all enrolled students are aware of and able to access internal and external student support services.  | Identify gaps and lessons learned for on-going quality improvement and monitoring using outcome trends identified in this section.. |

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| **3C.** [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd) |
| **On page 1 of the “Degrees and Certificate Awards Trends” Dashboard, what are the award trends for your department (overall, by gender, age, and ethnicity).**  |
| Currently the internal data tracking system is missing critical milestones and accomplishments for Education Program Students. An analysis of the data on the Power BI dashboard does not reflect significant progress for the Education Program Department. [CCCCO Datamart](https://datamart.cccco.edu/Default.aspx), however, reflects 2018-2021 “Program Awards Summary” a little more accurately than our internal data reporting systems (see: Summary Report below). However, 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.  |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?**  |
| The distribution of students, in terms of ethnicity, in Education Program Awards is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|   | 18-19 | 19-20 | 20-21 |
| Am Indian | NR | NR | NR |
| Asian | 3 | 2 | 2 |
| Black/ African American | 3 | 1 | 7 |
| Hispanic/ Latino | 2 | 2 | 10 |
| Pacific Islander | NR | NR | NR |
| 2 or more | 1 | NR | 2 |
| unknown | NR | 1 | 2 |
| white | 5 | 4 | 2 |

The two groups not represented (American Indian and Pacific Islander) have relatively small populations at the College.  |
| **How do these outcome trends compare to the college average?**  |
| It is worth noting that the group of students receiving the most Program Awards in the Education Program is Hispanic/Latino students, one of the DI populations.  |
| **Based on input you’ve received from students, what have they expressed as their need (s) to complete their degrees and/or certificates? (support your recommendations with examples)**  |
| Many of our students need high touch and embedded supports to ensure their success in attaining certificates and degrees. Although they fulfill certificate and degree requirements to qualify to transfer, we need an automatic award system for issuance as the manual petition for certificates process is burdensome. Anything we can do to expedite the process would be more than helpful.   |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| No impact on department goals and plans, which is to increase the number of students that acquire program certificates, degrees, and industry recognized certifications for an in-demand job. | Continue increasing the number of program students transferring annually to CSU and UC; and increasing 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. | Identify gaps and lessons learned for on-going quality improvement and monitoring using outcome trends identified in this section. |

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| **3D.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your department help to support BCC student transfer?** (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.) |
| The following four program certificates and degrees are intentionally designed for a guaranteed transfer with a BA plus credential option (2+2+1) (i.e., 2 years of Community College, 2 years of a BA program, and 1 year of a Credential Program), so that students can take all four plus IGETC for a total of 60 units, meeting the completion metric for certificates and degrees:1. School Readiness Certificate of Proficiency
2. Teacher’s Aide Certificate of Achievement
3. Liberal Studies - Teacher Preparation A.A.
4. Child and Adolescent Development AA-T (new)

The intentionally designed degrees and certificates allow students to attain more than one, and possibly, all four certificates and degrees (and two industry recognized certificates issued by the California Commission on Teacher Credentialing) without exceeding 60 units. Furthermore, this program design allows for all enrolled students to meet all the Student-Centered Funding Formula metrics and will:* 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.

In the past, the two AA programs cited above did not exist or needed significant revamping. Therefore, students who were actually enrolled in our program ended up receiving AA degrees in Liberal Arts from other disciplines instead of from education in order to meet their end goal of attaining a BA degree, which would then allow them to qualify to enroll in a credential program. For this reason, our program does not reflect the actual enrollment and completion metrics. The new Liberal Studies - Teacher Preparation A.A. and Child and Adolescent Development AA-T alleviates this problem.  |

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| **3E. Curriculum** |
| View the department’s curriculum through the lens of student equity outcomes. BCC outcome data suggests that disproportionately impacted groups of students experience low rates of success. |
| **How do you plan to adjust the curriculum to advance student equity and address DI student outcome gaps?** Examples include: making adjustments to lesson plans based on student assessment outcomes; review pedagogy and revise assignments for culturally relevant content; simplify student processes and make service areas student-centered; manage class discussions and student participation; review best practices, etc.).  |
| * Increase the quality of teaching and learning, including culturally responsive curriculum construction and continued alignment with employment demands and student goals by making adjustments to lessons plans and assignments revisions based on student assessment outcomes
* Engage in professional development to consistently improve pedagogy to foster student engagement, provide experiential learning opportunities, and utilize required course materials to increase student engagement
* Increase the assurance of best practices in creating a welcoming and inclusive classroom environment, fostering academic and social integration
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| In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*  |
| **IMPROVEMENT ACTIONS** |
| Department/Discipline: | Education Teacher Preparation Program |
| Action Name: | Increase the Role of EDUC/CHDEV Faculty in Student Equity Success & Enrollment Management |
| Description: | Teaching & Learning, Recruitment, and Student Success~ Ensure curriculum is culturally responsive and relevant to current employment demands/student goals and regulatory mandates; Prospective student connections/relationships and participation in yield events; and Welcoming and inclusive classroom environment, effective, holistic advising, timely turnaround (i.e., rosters, grades, assessments), academic mentoring, career and advanced education coaching; use of data analytics for continuous quality improvement |
| Completion timeline: | November 30, 2021, and ongoing |
| Responsible person: | Education Program Coordinator and All Faculty Community of Practice |

**III. PROGRAM GOALS**

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| 1. **List your current Department Goals.**
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| The Education Program’s goals are to increase student success and decrease the achievement gap in alignment with BCC’s Strategic plan, SCFF, AB705, Guided Pathways, and Equity Agenda by:* Increasing 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
* Increasing the number of program students transferring annually to CSU and UC
* Increasing 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 BCC’s Youth Apprenticeship and Early Educator Apprenticeship industry partnerships. The Apprenticeship Program industry partnerships 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).
* Increasing the review of Education Program data collection & processing activities to validate data integrity with a focus on successfully capturing SCFF outcomes
 |
| 1. **How do the goals align with the College goals? If so, which ones?**
 |
| **Berkeley City College Goals*** **GOAL I:** Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.
* **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.
* **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career.
* **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC’s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.
* **GOAL V:** Ensure Institutional Sustainability: Increase BCC’s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.
 |
| The Education Program’s goals are aligned to the College’s goals I through V. Our department’s goals are intentionally designed to reduce gaps in equity and achievement through all the above plan efforts, which is also aligned to California Community College Chancellor’s Office (CCCCO) Vision for Success Call to Action. |
| 1. **Assess your facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why? \****Note that facility needs and planning are addressed in the Facility Master Plan for the college, including the planning for new buildings.*
 |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
|  |  |  |
| 1. **What are the essential functions of your department, any unique characteristics or trends? Provide specific examples.**
 |
| The Education Teacher Preparation Program is growing. This increase is necessary to meet local, regional, and statewide workforce demands, as analyzed by the Centers of Excellence LMI data. Our program will need space for more students and hopefully new faculty member(s), including office space, mailboxes, and high flex technology access so that students can equitably participate online or in person for program courses and events. We also request consideration on moving the Education Teacher Preparation Program to a separate department from English, either standalone or as part of social sciences recommended by the Education Advisory Board on October 25, 2021.  |
| 1. **Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the support services your department provides. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)**
 |
| First, the State Regulations for future teachers are rapidly changing, as a result of which our Education Program degrees and certificates require ongoing and significant curriculum changes. Second, the community college system is a critical part of the teacher training pipeline in the state, as documented in the Community College Daily American Association of Community Colleges recent article, [“Community Colleges Step into Teacher Ed Breach,](https://www.ccdaily.com/2021/10/community-colleges-step-into-teacher-ed-breach/)” and the Bay Area California Community College Consortium BACCC [Teacher Preparation Regional Joint Venture](https://sites.google.com/baccc.net/baccctpp-rjv/home), of which we are a member. Third, the BCC Education Apprenticeship Programs require a great deal of paperwork submitted to the Division of Apprenticeship Standards (DAS) and Department of Labor (DOL) for the student apprentices to receive their certification to work from the state and in order for our program to be in compliance with DAS and DOL regulatory mandates. Finally, the need for future teachers is exploding, not only because of the growing demand, as analyzed by the Centers of Excellence LMI data, but also because the California Governor and Legislature recently approved a funded mandate for four-year-olds (by 2023) and three year-olds (by 2025) to enter the public school system. In addition, the Education program at BCC is the most rapidly growing program in the college and, therefore, in need of a full-time faculty member, as the faculty in the program currently consist of all part-timers. A full-time Education Program faculty member is needed to serve a critically important role in ensuring:* academic quality and program effectiveness through regular assessment of learning outcomes for all program courses, certificates, and degrees. This is especially important in light of the State’s ever-changing regulations and mandates
* systematic and inclusive program review, using student achievement data to continuously improve instructional courses and programs
* program currency and continuous alignment to changing state regulations
* promotion of student success for BA transfer plus credential (2+2+1) completion
* culturally responsive curriculum construction, quality teaching, and effective use of learning strategies
* quality student 2+2+1 pathway materials and culturally responsive outreach strategies
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| Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*  |
| **IMPROVEMENT ACTIONS** |
| Department/Discipline: | Education Teacher Preparation Program |
| Action Name: | Participation in the faculty prioritization process in efforts to attain a full-time faculty member in Education/Child Development  |
| Description: | It is critically important to address capacity limitation to ensure academic quality and program effectiveness through regular assessment of learning outcomes for all program courses, certificates, and degrees. This is especially important in light of the State’s ever changing regulations and mandates; systematic and inclusive program review, using student achievement data to continuously improve instructional courses and programs; program currency and continuous alignment to changing state regulations; promotion of student success for BA transfer plus credential (2+2+1) completion; culturally responsive curriculum construction, quality teaching, and effective use of learning strategies; quality student 2+2+1 pathway materials and culturally responsive outreach strategies  |
| Completion timeline: | November 30, 2021, and ongoing |
| Responsible person: | Education Program Coordinator and All Faculty Community of Practice |

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| 1. **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, the Program Review resource allocation requests require the completion of assessment in order to qualify.* |
| **9A. List and describe the department/program’s progress and reflection on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs). If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).** |
| Education Program curriculum is being updated to align to the new state regulatory mandates. At the moment, our priority is to update the program outlines to align to the new state regulatory mandates and along with this to update our SLOs. One of the barriers in accomplishing this in a timely manner is that we do not have a full-time faculty in the Education Teacher Preparation Program that could oversee academic quality and program effectiveness through regular assessment of learning outcomes for all program courses, certificates, and degrees. This is especially important in light of the State’s ever-changing regulations and mandates. |
| **9B. What improvement plans did your department identify upon the assessment of each program? How has your department used the results of assessment to improve student learning outcomes and/or curriculum? Please be as detailed as possible.** |
| See answer to 9A- we are working on this as a high priority in the Education Teacher Preparation Program. |
| **9C. Describe how the program has made use of information from the data it has from program and student learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement.  Include the three most significant plans for improvements as a result of the assessment process with timelines.**[Click here to view your Assessment Calendar](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc) |
| Assessment in the past three years has been very informal thus a high priority in the Education Teacher Preparation Program as explained in 9A. We have been assigned a schedule for the next three years. For fall 2021 EDUC 001 and 099 will be assessed. |
| **9**D**. How does your department, program, or unit ensure that students are aware of learning or service area outcomes?**  |
| We require the student learning outcomes be included on all of our syllabi and the Education faculty are required to go over the SLOs during the first week of class. |
| **9**E**. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.** |
| **On the Education Teacher Preparation Program website under the degrees and certificate tab links: https://www.berkeleycitycollege.edu/education-programs/program-degrees-and-certificates/** |
| In the boxes below, add improvement actions that are directly related to **Assessment.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*  |
| **IMPROVEMENT ACTIONS** |
| Department/Discipline: | Education Teacher Preparation Program |
| Action Name: | Participation in the faculty prioritization process in efforts to attain a full-time faculty member in Education/Child Development. Ensure all part-time faculty are engaged in the Education Teacher Preparation Program Community of Practice |
| Description: | The Community of Practice engages in a student equity framework for action to meet our charge that includes meeting our SLOs effectively through multiple cycles of inquiry and the formalize assessment schedules |
| Completion Timeline  | November 30, 2021, and ongoing |
| Responsible person: | Education Program Coordinator and All Faculty Community of Practice |

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| 1. **ENGAGEMENT**
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| **10A. 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/staff/admin participate in.** |
| No full-time faculty/staff/admin. Part-Time faculty participate in Academic Senate, Dual Enrollment for Equity, Guided Pathways, Curriculum Committee, OER Committee, and Career Education Committee |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| Program Coordinator participates in CA Commission on Teacher Credentialing Invitation Only Advisory Workgroup, Associate of CA Community College Teacher Education Programs (ACCCTEP) board member, BACCC Apprenticeship Advisory Board member, ECE/EDU Apprenticeship Advisor, Youth and Early Educator Apprenticeship Program partner; All part-time faculty work in industry-- City of Oakland Head Start, YMCA of the East Bay, Oakland Unified School District, UC Berkeley Early Childhood Education Programs-- and stay abreast of current research, trends, and practices for the Education workforce. Notably part-time faculty, Dr. Tasha Henneman, collaborated to publish a book this November 2021-- [“Trauma Responsive Family Engagement, Practices for Equity and Resilience”](https://doi.org/10.4324/9781003127666)  |
| **10C. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.** |
| All adjunct faculty participate in a Education Teacher Preparation Program Community of Practice to:* increase enrollment student success, completion, and retention of Education Program students
* decrease the achievement/opportunity gap in alignment with BCC’s Strategic plan, Guided Pathways, and Equity Agenda
* increase the quality of teaching and learning, including culturally responsive curriculum construction and continued alignment with employment demands and student goals
* participate in professional development to consistently improve pedagogy to foster student engagement, provide experiential learning opportunities, use required course materials appropriately, and meet our SLOs effectively
* ensure a welcoming and inclusive class environment, fostering academic and social integration
 |
| 1. **10D. Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships support your area to meet its goals.**
 |
| Despite limitations of part-time faculty availability to attend meetings during the day, program faculty continue to engage positively with other support services, programs and departments. Specifically, counseling, career and transfer center, EOPS/CalWorks, Learning Resource Center (LRC), and Student Accessibility Services (SAS) to facilitate student access and success. Links to other referenced support services, programs and resources are also embedded in course Canvas shells. |

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| In the boxes below, add improvement actions that are directly related to Engagement. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*  |
| **IMPROVEMENT ACTIONS** |
| Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion Timeline  |  |
| Responsible person: |  |

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| **VI. Prioritized Resource Requests** |
| In the boxes below, add a 3-year resource requests for your department/program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank. Select resources neededState the year each resource is needed (e.g., Year 2)Provide justification for each request using evidence from your responses in questions 1 through 10 above.[Click here to view the Resource Request Process and Timeline](https://drive.google.com/file/d/1AaC-W2_qjNaYbe6h8WjQ4_HIX43eBctx/view?usp=sharing) |

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| --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total****Estimated****Cost** | **Overall****Priority Ranking (1=Most important)** |
| **Personnel** |  |  |  |  |  |
| Full-Time Faculty | The program currently consists of all part-time faculty and there is no full-time faculty to ensure academic quality and program effectiveness of a growing program in line with high and increasing market demand  | 80,000 | 30,000 | 110,000 per year | 1 |
| Part-Time Classified Staff | Part-time Success Coordinator for Dual Enrollment and Non-Traditional Student Apprentices to ensure 2+2+1 success | 40,000 | 10,000 | 50,000 per year | 2 |
| Student Worker | Embedded tutors for dual enrollment classes, and tutors available in the LRC for program pathway courses which includes selected IGETC courses outside EDUC/CHDEV  | 10,927.60 per semester | 1202.36 per semester | $24,259.92 per yr(High priority but hoping this can be funded systemically vs programmatically) | 10  |
| **Professional Development** | **Description/Justification** | Estimated Cost |  |
| Department wide PD needed | Professional development to learn how to use hi-flex classroom equipmentPeer Online Course Review (POCR) and Online equity tool training for all EDUC/CHDEV facultyFaculty 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) | 2000.002500.00 $4000.00 per year | 3 |
| 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 | 5 |
| **Supplies** | Description/Justification | Estimated Cost |  |
| 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) | 4 |
| **Technology & Equipment** | Description/Justification*Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/drive/folders/1SityYoJ8rYTzcYq_Iwtr59fJ6205LWIX?usp=sharing) *to verify whether it has already included.* | Estimated Cost |  |
| New |  |  |  |
| Replacement | All Education faculty are in need of new laptops as the system updates are no longer effective in resolving glitches resulting from old operating systems. Estimate $1000 each part time faculty member inclusive of educational software needs | $9,000.00 ($1000 per faculty) | 6 |
| **Facilities** | Description/Justification | Estimated Cost |  |
| 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) | 7 |
| 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? | ~~9~~ |
| Labs |  |  |  |
| Other |  |  |  |
| **Library** | Description/Justification | Estimated Cost |  |
| 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) | 8 |
| **Other** | Description/Justification | Estimated Cost |  |
| OTHER Description |  |  |  |

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

**Please email the completed Program Review to your Dean by November 30, 2021.**