Prepared by: San Dee Hodges, Division Chair and EDUC Adjunct Faculty

What are the strengths of your academic quality area?:
1. The two classes offered in education are important for students considering careers in elementary and secondary teaching. EDUC 50 requires that students have field experience and it is imperative to provide this class for students at the freshman and sophomore level to help them with their educational goals development. EDUC 120 is a course that satisfies a basic computer technology requirement for students entering credential programs.
2. Each year the department updates 20% of courses to meet course currency. This year EDUC 50 was revised to include rigor of the C-ID transfer level status required by the Chancellor's Office. This core class is also included in the Liberal Arts Elementary Teaching Transfer Degree. (Document Link-Elementary Teaching Transfer Degree)
3. Currently the department has two active courses taught by various delivery methods such as: face-to-face, hybrid, and online. Courses are offered during the day, in the evenings and a short-term format to meet the needs of our students. Based on discussion with faculty this delivery format helps address the needs of students in education.
4. The department has three adjunct faculty teaching education courses. Two faculty have a Doctorate and one has a Master’s Degree, which meet instructor qualifications. Without our adjunct instructors we would not be able to provide the quality of instruction for the education program.
5. Based on discussion with EDUC faculty the majority of students transfer into the teacher credentialing programs throughout the state.

Student Success
1. The Program Review Data Metric measured the average student success rates for EDUC 50 in 2012/2013 which was 62%. We anticipate this level will increase since we eliminated the stand alone courses in 2013. We also started teaching EDUC 120, which has a higher efficiency and success rate. (Document Link-General)
2. The 2009-2013 course completion rates from the Master Plan show a 61% completion rate which was lower than the 73% state average. Based on faculty discussion these statistics are low because some students drop when they realize they have to complete 45 hours of field work. Others petition for an "Incomplete" because they were not able to start lab on time due to district delays. (Document Link-CFS 10 Year Master Plan)
3. This department has no degrees or certificates to track.
4. EDUC 120 is assessed annually and EDUC 50 is scheduled for the 2014-15 assessment cycle. (Document Link-EDUC Course Outcomes 2013-14)
5. All course outcomes for the 3-year assessment cycles were entered into TracDat in 2013. (Document Link-EDUC Course Outcomes)
6. An articulation agreement is in place for Introduction to Teaching with California State University-Fresno.

External Relations
1. EDUC 50 students need to complete 45 hours of field experience and the department coordinates with 36 elementary schools that provide field experience sites for 30-40 students each semester.

What improvements are needed?:
1. EDUC faculty feels it would be helpful for students to have a clear idea of the entire teacher preparation process-how many years it takes, what level of education it takes, etc.
2. The 2009-2013 WSCH/FTEF efficiency statistics on the Master Plan was 381, which was lower than the state average of 525. Faculty would like to increase these numbers for the 10-Year Master Plan; but are limited due to enrollment cap in lab classes and room capacities. (Document Link-CFS 10 Year Master Plan)
3. In previous years Fresno State counselors have come to the class as guest speakers to talk about the teacher preparation process and the Fresno State Program. They are no longer willing to provide this service. Further research is required for an alternate plan.
4. Late start EDUC 50 courses affect the student retention rates. Based on discussion with EDUC instructors and the Division Chair the scheduling will reflect deleting late start classes for EDUC 50.
5. Increase section of EDUC courses as public education money is coming back and teaching jobs are available. It is projected that we are headed for a teacher shortage.

Describe any external opportunities or challenges.: We have challenges in placing students in field sites. Field experience requires the coordination of elementary sites, rules and regulations for working at a school and the placement of students at a suitable site for 45 hours.

Overall Outcome Achievement: 2013/2014 was the first year we started the 3-year Assessment Cycle for the CFS Division. A matrix was developed dividing courses and programs into the various departments. Students in EDUC 120 are assessed annually and achieved outcomes at levels above expectations. Overall outcomes statistics were 100% and demonstrated students learned the skills needed for employment. (Document Link-EDUC Course Outcomes 2013-14)

Changes based on outcome achievement:

Outcome cycle evaluation: EDUC 120 outcomes are assessed annually. EDUC 50 will be assessed in 2014-15. There are no program outcomes for this department. (Document Link-3-Year Assessment Cycle and EDUC Course Outcomes)
**Action: Maintain Field Experience Sites**

EDUC 50 needs to maintain field experience at a minimum of 36 elementary school's so that students will be able to successfully complete this course.

**Implementation Timeline:** 2014 - 2015
- **Start Date:** 09/15/2014
- **Completion Date:** 06/30/2015
- **Status:** New Action

**Identify related Course Outcome #5:**
- **course/program outcomes:** Given field experience working in a self-contained classroom at a public school setting, students will reflect upon career exploration to help them decide whether or not they want to become teachers.

**Person(s) Responsible (Name and Position):**
- San Dee Hodges, Division Chair and EDUC Adjunct Faculty

**Rationale (With supporting data):** Students need to complete 45 hours of field experience per semester at an elementary school site. We have enough sites; but the process for placements is difficult in terms of cost, clearance time, and the process itself which varies in school district. A large number of students petition for an "Incomplete" because of a delay in school districts granting permission for students to start due to Star Testing and the influx of student teachers. This ultimately affects the success rate of the EDUC 50 students. Instructor coordination for these lab sites is imperative.

**Priority:** High
**Safety Issue:** No
**External Mandate:** No

**Action: Increase efficiency rates**

Make changes to EDUC course offerings to increase efficiency to 390 and success rates to 65%.

**Implementation Timeline:** 2014 - 2015
- **Start Date:** 09/16/2014
- **Completion Date:** 06/30/2015
- **Status:** New Action

**Identify related Course Outcome-#3 Reflect on Career Choices**
- **course/program outcomes:** Engage and reflect upon career exploration process to help students decide whether or not they want to become teachers.

**Person(s) Responsible (Name and Position):**
- San Dee Hodges, Division Chair and EDUC Adjunct Faculty

**Rationale (With supporting data):** The 2009-2013 WSCH/FTEF efficiency statistics on the Master Plan was 381, which was lower than the state average of 525. Faculty would like to increase these numbers by offering more choices in EDUC sections and increasing the capacity enrollment in the lab sections and adding the EDUC 120 online course.

We need to be prepared as public education money is coming back and teaching jobs are available. It is projected that we are headed for a teacher shortage.

**Priority:** High
**Safety Issue:** No
**External Mandate:** No

**Mandate Explanation:** This is not a certificate or program; but is linked to the AA Transfer Studies with an Area of Emphasis in Elementary Teaching Preparation for Transfer. EDUC 50 and 120 are used to fulfill the general education requirements