Comprehensive Program Review Report

Program Review - Education

Program Summary

2021-2022

Prepared by: Victoria Rioux, Education faculty

What are the strengths of your area?: Education Program Overview:

1) Staffing: The Education department is composed of one full-time faculty member and two active adjunct instructors. Two additional adjunct faculty members were added to the adjunct faculty pool in the spring of 2020.

2) Awards: The Education program offers one degree for transfer, Elementary Teacher Education AA-T. Most Education students transfer to universities to earn a Bachelor of Arts in Liberal Studies degree and apply to a California teaching credential program.

--Program awards for the Associates in Arts in Elementary Teacher Education for Transfer AD-T have continued to grow. 46 degrees were awarded in 2018/2019, 73 awards in 2019/2020, and 88 in the 2020/2021 academic year.

--Additionally, the college offers an AA in University Studies in Elementary Teaching Preparation for Transfer. In 2018/2019 ADY 183 degrees were awarded, 293 in the 2019/2020 academic year, and 192 in the 2020/2021 academic year.

3) Declared Majors: The overall number of declared Education major students has dipped by approximately 6% from the 2019/2020 ADY to the 2020/2021 ADY after a continuous increase over the last few years. Declared majors represented 636 students in the 2018/2019 ADY, and increased to 707 in the 2019/2020 ADY, and slightly decreased to 665 in the 2020/2021 ADY. This is still an increase over the 2018/2019 ADY.

4) Courses Offered: Two courses are offered as part of the Education program, EDUC 50 Introduction to Teaching and EDUC 120 Tech Skills for Educators.

EDUC 50, Introduction to Teaching, is a required course for the Education program degree, AA-ELEM-TED (Associates in Arts in Elementary Teacher Education for Transfer). This course requires students to conduct 45 hours of fieldwork observations in a TK-12 public school classroom. Students use this course to meet eligibility requirements for credential programs.   EDUC 50, Introduction to Teaching is typically offered in a face-to-face format, and one hybrid section. Students typically conduct their lab fieldwork observations in local K-12 schools.

--During the 2020-2021 academic year all sections of EDUC 50 were converted to an online format, and the required fieldwork observations were primarily conducted by watching pre-recorded K-12 instruction in video format.

--A small number, about 25% of students in EDUC 50 courses, were able to conduct part of their fieldwork observations in real-time with teachers instructing students via Zoom.

--Changes to the typical format of the fieldwork observations in live classrooms were approved through the California Commissions on Teacher Credentialing and the CSU Office of the Chancellor to allow for flexibilities with Experiential Learning (In-person observations) during the COVID-19 pandemic. EDUC 50 is articulated with Fresno State.

EDUC 120, Tech Skills for Educators is typically offered as an online course during the spring, summer, and fall. At least one section of EDUC 120 will continue to be offered online in the fall, spring, and summer.

5) Collaboration: Another strength of the Education program is the improved collaboration among adjunct and full-time faculty to provide consistent instruction for education students across the major. Changes to the instructional format and fieldwork improved collaboration between the full-time and adjunct Education faculty to ensure a consistent fieldwork experience.

--During the 2020/2021 ADY education instructors met to calibrate fieldwork assignments and worked together to implement Edpuzzles as one method for assessing student observation lab hours in an attempt to improve student success in EDUC 50

classes.
    --Further collaboration between the full-time faculty and adjunct faculty centered on planning and developing an assessment plan for the EDUC 50 SLO's which were assessed in spring 2021.

6) GOteach Canvas Community: The Education program maintains a Canvas community called GOteach as a means for central communication and support for Education major students. Developed in the summer of 2018, the GOteach Canvas community was funded through Teacher Preparation Pipeline (TPP) grant which paid for a GOteach facilitator to maintain the Canvas shell and host monthly huddles. The full-time faculty member has continued to maintain the GOteach Canvas community as a support and outreach program for Education students. The main objectives of the program include expanding and supporting pathways to student educational goals and fostering a more diverse student population into the teaching profession.
    --During the 2020-2021 ADY monthly huddles were held via Zoom. Guest presenters from local universities joined the presentations to provide transfer outreach to Education students. The Canvas community has approximately 100 current members and continues to be maintained by the full-time faculty.

7) Education Program Success Rates: The overall education success rates have continued to increase slightly over the last three ADYs. The success rates for Education increased from 72.8% (2018/2019) to 74.1% (2019/2020) and minimally rose to 74.8% (2020/2021).
    --These numbers do not reflect EW's the total number of EW's doubled from 2019/2020 from 33 to 78 in the 2020/2021 ADY. Indicating that the shift to online instruction and factors related to the pandemic directly impacted total student success.

8) Disaggrgated Success Rates: Demonstrate an increase in success rates.
    --The success rate for Hispanic students has steadily increased and is close to the success rate for all education students. Hispanic students had a success rate of 70.2% (2018/2019); 71.3% (2019/2020); 72.9% (2020/2021). Hispanic students represent 73% of Education major students.
    --The EW rate for Hispanic students was slightly less than for white students. 18% of Hispanic students took an EW, and 19% of white Education students took an EW for one or more education classes.
     --One goal from the 2019/2020 academic year was to increase success rates for multi-ethnicity students. There was a notable increase in success from 62% (2018/2019) to 70% (2019/2020) and another 8% gain to 78.6% (2020/2021). About 3% of Education students self-identify as multi-ethnicity.
    --Male students also had an improved success rate. Males increased from 72.7% in 2019/2020 and saw an increase to 76.5% in the 2020/2021 Academic year. This is slightly greater than the average Education success rate of 74.8%.

9) Program and SLO assessment: Program and SLO assessment have been completed in collaborating with full-time and adjunct faculty to follow the three-year assessment cycle. The assessment data show a positive achievement of learning and program outcomes being achieved by Education students.

10) Employment Trends: A continued shortage of teachers provides multiple job opportunities for future teachers. In particular, the demand for special education, science and math teachers is in greatest need. Also increased is the demand for paraprofessionals, after-school tutors, and substitute teachers. According to the Center for Excellence for Labor Market Research, "80% of TK-12 districts in California report teacher shortages... on average over the next five years there are projected to be over 124,000 openings annually in California for a cluster of 20 teacher occupations."
What improvements are needed?: 1) Continue to focus on increasing the overall success rate for Education students to 80% and specifically an increase in the success rate of Hispanic students to the average for all Education students.

2) Procuring enough available field site placements for all Education students to successfully complete their fieldwork observations (approx. 350-375 classrooms per ADY) or purchasing and implementing technology to real-time stream (Swivl technology) TK-12 instruction for Education students to complete their lab requirements.

3) Increase Full-Time Equivelant Student for EDUC courses.
    3.1) Class capacity went from 30 to 26 due to fire marshal regulations and will further be affected due to COVID-19 protocols with face-to-face instruction.
    3.2) Changes to instructional format and lab fieldwork format had a direct impact on the overall number of FTES for EDUC 50. The FTES for EDUC 50 dropped from 69.87 to 61.23. Many students indicated that they did not prefer the online and video fieldwork and wanted to wait until classroom observations returned in person to resume EDUC 50. Zoom fatigue added to the difficulty for students to complete the 45 hours of lab fieldwork online through video recordings.
    3.3) Similarly, to EDUC 50, EDUC 120 experienced a decrease in FTES during the 2020-2021 academic year. The FTES decreased from 6.60 to 4.3. EDUC 120 is an elective, not a required course for earning the ELEM-TED- ADT. Increased marketing of EDUC 120 to education major students has been taking place through GOteach, and outreach to EDUC 50 students. Additional

outreach to Child Development students is planned for fall 2021.

4) Work with the science department to review and consider the adoption of NSCI 131 as a GE requirement for Area B1 as is outlined in the Transfer Model Curriculum for the Elementary Teacher Education AD-T. This change would reduce transfer and graduation barriers for EDUC students earning the AA-T Elementary Teacher Education. NSCI 131 equivalent courses are used to meet the GE Area B1 requirement for EDUC students at other local community colleges.

5) Increase faculty/Adjunct faculty availability to support and maintain GOteach. Additional faculty/adjunct faculty support would provide for improved outreach to students across all three campuses in the district, and support the increased outreach to diverse student populations to increase the diversity of the teacher workforce.

Describe any external opportunities or challenges.: 1) Fieldwork site placements reductions due to COVID-19 protocols continue to be the greatest challenge facing the Education program. Virtual fieldwork placements were severely limited during the 2020/20201 academic year due to the local K-12 partner school district's Internet safety and privacy policies. Previously, Visalia Unified School District was the primary district for fieldwork site placements closed classrooms to COS education students. California Dept. of Education decreased the required TK-12 instructional minutes for the 2020-2021 academic year to provide flexibility due to the pandemic, which further limited access to classroom instruction for observations. This continues to be a factor due to current regulation from the California Department of Public Health and visitors to TK-12 schools.

  1.1) Developing a system to allow students to stream or observe remotely in real-time will be necessary for continued success and the safest options due to unknown future limitations due to COVID-19 and TK-12 classroom visitor provisions.

2) New opportunities were made available to Education students as a result of the pandemic. Participation in Northern California and Sothern California Regional Teacher and Future Educator Conferences were made available to COS education students as the conferences were held virtually. These conferences were made possible through the TPP.

3) Holding Virtual GOteach huddles allowed increased participation and access to students who might not have previously been available to attend presentations. Jesse Farias, Fresno State Outreach and Recruitment Coordinator noted that the Spring 2020 GOteach presentation had been his largest interaction with COS Education students. Zoom huddles allowed for this increased participation.

4) Education major students have had multiple hiring and recruitment opportunities for employment with local education agencies including California Teaching Fellows Foundation

Overall SLO Achievement: The SLO's for EDUC 50 were assessed in the Spring of 2021 data was analyzed and updated in Trac Dat. Student assessments indicated students are primarily mastering learning objectives. Student performance on SLO # 5 "Conducting 45 hours of fieldwork observations..." was lower than the other four SLO's. SLO's for EDUC 120 are planned for the spring of 2022 as per the three-year assessment cycle.

Changes Based on SLO Achievement: Improving the success of the fieldwork component is an area of focus. Increasing fieldwork site placements and potentially adopting technology for live-streaming classrooms is being considered to improve the success of this SLO.

Overall PLO Achievement: The Program outcomes for Education were assessed in the Spring of 2021. A Microsoft form was created to use as a survey to assess the PLO's for the Elementary Teacher Education AA-T. The survey invitation was sent to 89 students who earned an AD-TT in Elementary Teaching between fall 2020 and spring 2021. Approximately 22% of the students responded to the survey. This is the same percentage of students who responded to the baseline assessment in the 2017-2018 assessment cycle.

Changes Based on PLO Achievement: Due to the low number of student surveys collected during the most recent three-year assessment cycle, 22% or 20 of 89 students surveyed responded. PLO assessment will be collected each ADY and assessed at the end of three years. The increased frequency in data collection will provide a larger data population set which will help to more accurately assess and make relevant changes to the program as needed.

Outcome cycle evaluation: Program outcomes are evaluated as an ongoing cycle. The program and courses have been assessed in line with the scheduled assessment and will continue on the three-year pattern established.

Action: (2021-2022) Increasing student success rates of all students with a focus on Hispanic and Multi-Ethnicity Students

Explore barriers to student success in EDUC courses. Through the use of surveys and exit surveys, the information will be gathered to provide more information around how and why success rates are lower for Hispanic and students who identify as multi-Ethnicity. Analysis of the PLO's will also be used to help support student success.

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Leave Blank:
Implementation Timeline: 2020 - 2021, 2021 - 2022
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Identify related course/program outcomes: All PLO's and SLO directly related to the increased success rates of students in the courses.
Person(s) Responsible (Name and Position): Victoria Rioux, Education Instructor
Rationale (With supporting data):
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   09/18/2021
Status: Continue Action Next Year
Student Success Rates did increase from 2019/2020 ADY to 2020/2021 ADY for both Hispanic students and multi-ethnicity students. Hispanic students saw an increase year over year, 70.2% (18/19); 71.3% (19/20); 72.9% (20/21). However, this is still slightly lower than the average Education program success rate of 74.8%. Hispanic students comprise 73% of Education students.

Multi-ethnicity students did see a continued increase in success rates beyond that of average Education students. Multi-ethnicity students - 62% (18/19); 70% (19/20); 78.6% (20/21). Regardless of these improvements continued awareness for this sub-group will be essential to their continued success.

--- Continued focus on supporting success rates is necessary. The goal is to have all education students including Hispanic and multi-ethnicity identifying students have a success rate of 80% or higher.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

Action: (2021-2022) Research and acquire technology (Swivl) to live

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stream TK-12 classroom instruction for EDUC 50 students to conduct lab fieldwork requirement

Research and acquire technology (Swivl and iPad mini) to live stream TK-12 classroom instruction for EDUC 50 students to complete required lab observations while maintaining health and safety protocols for College of the Sequoias District and partner K-12 school districts.

The Swivl technology would allow students to be able to complete their fieldwork experience required lab hours while observing live classroom instruction and balancing the COVID-19 protocols for local TK-12 school districts.

Leave Blank:
Implementation Timeline: 2021 - 2022
Leave Blank:
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Identify related course/program outcomes: EDUC 50 SLO #5 - 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.

EDUC 50 course Description - "... In addition to class time, the course requires a minimum of 45 hours of structured field work in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher."
Person(s) Responsible (Name and Position): Victoria Rioux, Education Faculty
Rationale (With supporting data): Adopting the use of Swivl technology to live stream TK-12 classroom instruction for EDUC 50 students will provide a safe and accessible adaption to conducting observations in person. This format will provide students with live, real-time field experiences to meet the course requirements while keeping students and partner districts students safe.

Changes to the typical format of the fieldwork observations in live classrooms were approved through the California Commissions on Teacher Credentialing (https://www.ctc.ca.gov/docs/default-source/commission/files/covid-19-clinical-practice-field-experience.pdf?sfvrsn=905b2cb1_4) and the CSU Office of the Chancellor (http://teacherprepprogram.org/wp-content/uploads/2020/08/Provosts-Memo-Experiential-Learning-COVID19.pdf) to allow for flexibilities with Experiential Learning (In-person observations) during the COVID-19 pandemic.

EDUC 50 saw an increase in drop rates/EW related to limited live observations. A small number about 25% of students in EDUC 50 courses were able to conduct part of their fieldwork observations in real-time with teachers instructing students via Zoom.

On average there will be 325-350 lab students per ADY requiring classroom placements. Due to COVID-19 protocols limiting nonessential classroom visitors and volunteers per California Department of Public Health (CDPH) guidelines finding an adequate placement for all lab students will be limited and may cause FTES in EDUC to decrease further without adequate alternative lab opportunities.

Now that students have returned in-person to TK-12 classrooms, accessing classrooms via Zoom for live instruction in person will require additional technology supports. Partner districts do not have the technology capabilities to support live streaming of their classrooms for COS EDUC students. Some local school districts have expressed their willingness to allow streaming of their classrooms if they had access to technology to allow the streaming capabilities.
Priority: High
Safety Issue: Yes
External Mandate: Yes
Safety/Mandate Explanation: CDPH has provided guidance for local school districts to minimize classrooms to nonessential visitors and volunteers. Local districts have reduced access to classrooms for COS Education students in accordance with health and safety regulations regardless of vaccination status.

See guidance from CDPH to Schools/Public on Sept 1, 2021 for COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year.

https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx

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September 1, 2021

TO:
All Californians

SUBJECT:
COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year

General Considerations:
Consideration should be given to both the direct school population as well as the surrounding community. The primary factors to consider include: 1) level of community transmission of COVID-19; 2) COVID-19 vaccination coverage in the community and among students, faculty, and staff; and 3) any local COVID-19 outbreaks or increasing trends. Discussion of these factors should occur in collaboration with local or state public health partners.

Safety Measures for K-12 Schools
Additional considerations or other populations

1. Disabilities or other health care needs recommendations

a. When implementing this guidance, schools should carefully consider how to address the legal requirements related to provision of a free appropriate public education and requirements to reasonably accommodate disabilities, which continue to apply.

b. Refer to the CDC K-12 guidance section on "Disabilities or other health care needs" for additional recommendations.

2. Visitor recommendations****

a. Schools should review their rules for visitors and family engagement activities.

b. Schools should limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated, particularly in areas where there is moderate-to-high COVID-19 community transmission.

c. Schools should not limit access for direct service providers, but can ensure compliance with school visitor policies.

d. Schools should continue to emphasize the importance of staying home when sick. Anyone, including visitors, who have symptoms of infectious illness, such as flu or COVID-19, should stay home and seek testing and care.

Resources Description

Technology - Live-streaming Swivl robot device + bundle and iPad mini sets for lab field work streaming. (Active)

Why is this resource required for this action?: Adopting the use of Swivl technology to live stream TK-12 classroom instruction for EDUC 50 students will provide a safe and accessible adaption to conducting observations in person. This format will provide students with live, real-time field experiences to meet the course requirements while keeping students and partner districts students safe.

CDPH has provided guidance for local school districts to minimize classrooms to nonessential visitors and volunteers. Local districts have reduced access to classrooms for COS Education students in accordance with health and safety regulations regardless of vaccination status.

On average there will be 325-350 lab students per ADY requiring classroom placements. Due to COVID-19 protocols limiting nonessential classroom visitors and volunteers per CDPH guidelines finding an adequate placement for all lab students will be limited and may cause FTES in EDUC to decrease further without adequate alternative lab opportunities.

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The total cost of the request is $4,400

This total cost would be to purchase two classroom systems.
[1 classroom set up = $2,197 per unit--- This includes: 1 Swivl CX3 @859 + Swivl Floor Stand @ $99 + Pro Team Liscence @ $75 + Swivl Tax $81+ 2 iPad mini= $1083)
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 4400

Link Actions to District Objectives

District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: (2021-2022) Funding for GOteach Canvas Community maintenance and growth to increase success and diversity of education students

Secure continued funding to maintain and expand the GOteach Canvas Community. GOteach was grant-funded through 2019 by the TPP grant through the Chancellor's Office.

The main objectives of the program include expanding and supporting pathways to student educational goals and fostering a more diverse student population into the teaching profession.

Funds are needed to maintain and update the Canvas Community shell and host monthly "virtual" huddles. The online Canvas shell must be maintained monthly and updated with information to support Education students.

Funds will also help to support the rescheduling and planned implementation of the GOteach Education conference which had to be postponed from March 2020 to late spring 2021 or fall 2021 due to COVID-19. This will require additional coordination and support.
Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022
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Identify related course/program outcomes: PLO: Career: Students will be able to articulate career goals of becoming a teacher.
SLO: Credential requirements: Develop a plan and time schedule for meeting admission to a BA teaching credential program.
Person(s) Responsible (Name and Position): Victoria Rioux, Education Instructor
Rationale (With supporting data): The GOteach Canvas community serves as a vital part of the Education pathway by creating a unifying community for students by offering resources, support, and networking opportunities for students beyond the one required education course in the pathway. Due to the unique nature of the AA-T Elementary Teacher, in which there is only one required Education course, the GOteach Canvas community offers a unique method to keep students united, connected, and supported throughout their work towards the AA-T, before and after they have completed EDUC 050.

The community had 54 members in 2019, and in 2020 the membership has increased to 75 members by the end of the 2019-2020 academic year, the membership has continued to increase and currently has approx 100 members.

Additionally, the GOteach Education conference secured 111 registered participants prior to its postponement. The objectives of the GOteach program help to support both program learning outcomes and institutional outcomes. In order to better support

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the transfer and success rates of Education students, GOteach serves as an outreach and coordination service distinctly for the specific needs of Education students. The education program has seen an increase in program awards in the last three years, 10 (17-18), 46 (18-19), 73 (19-20); 88(20-21) this can, in part, be attributed to the GOteach Canvas Community.

Priority: Medium
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   09/18/2021
Status: Continue Action Next Year
Ongoing funding for support and maintenance of GOteach Canvas community is still needed. During the 2020/2021 ADY the full-time faculty member continued hosting virtual huddles and updated the Canvas shell with employment and transfer opportunities.

The main objectives of the program include expanding and supporting pathways to student educational goals and fostering a more diverse student population in the teaching profession. Increasing access to in-person huddles and information between all three campuses would require additional support.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021   10/02/2020
Status: Continue Action Next Year
Funding request was not approved during the previous cycle after program review. A grant request was written for the COS foundation to consider, the grant was not funded.

The request has been revised and scaled down to focus on a key area of maintaining the Canvas shell during specific months of the academic year.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Adjustment to Base Budget - Financial support needed to maintain and update the online Canvas Community and host monthly virtual Zoom meetings. The funds will support expanding and maintaining the facilitating of the GOteach Canvas community. Specifically, the Canvas shell needs to be updated monthly with current information and supports for Education students. Additionally, the continuous recruitment of COS Education students is needed, as well as auditing of the community to ensure members are active COS students.

The projected financial need is based on a revised determination of the time needed to keep the Canvas community updated during key months of the academic year. (Active)

Why is this resource required for this action?: To maintain the GOteach Canvas community and recruit for growth during key months of the academic year would require an allocation of approximately $3,200. This would allow funding to provide six hours a month towards maintaining the Canvas shell and hosting monthly a virtual huddle. This amount is based on paying an adjunct instructor at the lab activity rate for six hours a month from Sept-December, and February-May to maintain the GOteach Canvas community and hosting huddles.

GOteach is essential to help support Education student success and increase transfer rates. Because, only one Education course is required for the AA-T, the Canvas community offers a unique method to keep students connected before and after they have completed the EDUC 050 course and throughout the time they are working towards earning their AA-T. In 2019 the community had 54 members this number grew to 75. Additionally, the Community had 111 Education/ECE students registered for its Spring conference that was postponed due to COVID-19 and will be rescheduled.

The goals of Goteach are to provide support and resources related to requirements for transferring and credentialing, peer

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Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: (2021-2022) Research coordination with science department and GE committee to approve NSCI 131 to meet GE AREA B1 specifically for Elementary Teacher Education AD-T students

Research the approval process for NSCI 131 (C-ID Chem 140/PHYS 140) to be approved for GE AREA B1specifically for Elementary Teacher Education AD-T students.

Coordinate with the science department to review the COR to determine if the course could meet the requirements based on the Transfer Model Curriculum for the adoption of NSCI 131 as a GE requirement for Area B1 as is outlined in the Transfer Model Curriculum for the Elementary Teacher Education AD-T.

Leave Blank:
Implementation Timeline: 2021 - 2022
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Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Victoria Rioux, Education Instructor
Rationale (With supporting data): Implementing this change would reduce transfer and graduation barriers for EDUC students earning the AA-T Elementary Teacher Education.

 NSCI 131 equivalent courses are used to meet the GE Area B1 requirement for EDUC students at all other local community colleges.

According to the Fresno state catalog, NSCI 1A meets area B1 but is just for liberal studies majors. "If you select NSCI 1A, you will see that in the course description the course meets B1 for Liberal Studies majors only.
** This course currently is not found in the CSU GE certified list for B1, but is articulated through the Liberal Studies major because it follows a unique GE pattern from a traditional pattern.

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Other local community colleges currently the NSCI 131 (C-ID Chem 140/ PHYS 140) comparable course to meet the requirement for GE B1 for Education major students. Specifically, Porterville College allows its Education major students to use NSCI 131 from COS to meet the requirement for their students.

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2021-2025
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: (2021-2022) Development of a data collection and evaluation system to improve student fieldwork placement and student success

Continue to gather data to develop a record of student fieldwork placement. Develop a catalog of collaborating TK-12 partner schools and their individual procedures for student observations during distance learning and in-person instruction. This data will also help develop a system to evaluate and support student fieldwork experience.

Leave Blank:
Implementation Timeline: 2020 - 2021, 2021 - 2022
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Identify related course/program outcomes: PLO: Career-Students will be able to clarify and articulate career goals of becoming a teacher.
SLO: 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): Victoria Rioux, Education Faculty
Rationale (With supporting data): Previous program reviews indicated maintaining field placement sites was an area of difficulty. Field placement remains an issue. The current focus is to develop a streamlined process for students to complete their fieldwork observations. Secondly, the goal is to develop a database of partnering schools in order to better network with these partners schools to improve ongoing relationships and maintain placement sites for students. Thirdly, the goal is to eventually develop a system of evaluation of sites to ensure students are given access to master teachers during their field experience.
Priority: Medium
Safety Issue: No
External Mandate: Yes
Safety/Mandate Explanation: Pre-teaching experience is a requirement for admission to the CSU credential programs. Students satisfy this requirement by successfully completing EDUC 050 and the mandatory 45 hours of field experience.

Update on Action

Updates

Update Year: 2021-2022   09/18/2021
Status: Continue Action Next Year
During the summer of 2020 EDUC 50 student fieldwork site placement was analyzed and systematically inventoried to develop a catalog of collaborating school districts. It was determined that there are 30+ districts in the Kings and Tulare counties that collaborate with EDUC 50 students for their fieldwork. Visalia Unified and Tulare City Schools are the largest collaborating partners providing placements for the majority of the students in EDUC 50.

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Due to COVID-19 protocols ongoing changes to the list, number, and protocols of cooperating partner schools are occurring. The process of recording and analyzing student fieldwork placement needs to be continued until TK-12 schools allow students to return to campus as visitors. This is anticipated in late 2021-2022, or the Fall of 2022.

Currently because of the changing health conditions district protocols are changing frequently.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021   09/28/2020
Status: Continue Action Next Year

During the summer of 2020 EDUC 50 student fieldwork site placement was analyzed and systematically inventoried to develop a catalog of collaborating school districts. It was determined that there are 30+ districts in the Kings and Tulare counties that collaborate with EDUC 50 students for their fieldwork. Visalia Unified and Tulare City Schools are the largest collaborating partners providing placements for the majority of the students in EDUC 50.

However, due to COVID-19 changes have occurred in the number of cooperating partner schools. The catalog has undergone changes from the summer of 2020, some of which are temporary for the Fall semester, and some are temporarily suspending partnership for the entire 2020-2021 academic year until schools return to full opening.

As a result of the changes to the number of partner school collaborations due to COVID-19 the process of recording and analyzing student fieldwork placement needs to be continued until TK-12 schools return to full face-to-face instruction which is anticipated in the 2021-2022 academic year.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: (Completed) Maintain and improve laboratory environment supply acquisition and fiscal control to support student learning opportunities

Program Review - Education

Provide on-going and stable support for the CFS Division technician. This position is essential for the CFS division to operate. Currently, this position is part-time, an increase to full-time support is needed.

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021
Leave Blank:
Leave Blank:
Identify related course/program outcomes: Because the technician works in all the laboratories, culinary, fashion and child development, outcomes in all of these areas are directly affected. Because the technician develops and maintains fiscal spreadsheets showing each course, department and total division expenses courses in the CFS division which are not directly related to laboratory content are also related.
Person(s) Responsible (Name and Position): Vanessa Bailey, Division Chair; Jesse Wilcoxson, Area Dean
Rationale (With supporting data): This position is essential for division classes. The technician orders and maintains supplies and equipment for the child development, fashion, and culinary lab, as well as shops twice/week for culinary classes. Shopping is also done for fashion and child development but is not needed as frequently. In the culinary lab, the technician maintains, orders and cleans equipment, maintains and rotates food supplies, conducts end of semester cleaning as well as develops spreadsheets to track culinary expenses by class section. The culinary spreadsheets are sent to the culinary faculty weekly. The technician also develops and maintains spreadsheets to showing available funds and expenses for each department in the division. These department spreadsheets are sent to CFS Full-time faculty monthly, with information available more frequently if needed.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   09/18/2021
Status: Action Completed
The action item has been completed. The lab technician position for CFS has been permanently funded as a part-time position.
Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021   10/02/2020
Status: Continue Action Next Year
The need for a laboratory technician is even more vital due to COVID-19 to support the preparation and distribution of lab materials for student support during COVID-19. The position is currently funded through Workforce grants and requires monitoring and shifting of grants. The support technician has contributed to ensuring students have the materials needed to continue to complete lab courses during online instruction.
Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.
District Objectives: 2021-2025

Program Review - Education

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: (Completed) Explore Maintenance of the AA in University Studies in Elementary Teaching Preparation Degree: 2020-2021

Explore the possibility of conducting the outcome assessment of the AA in University Studies in Elementary Teaching Preparation. Explore gathering data related to students who receive this award to determine if these are primarily Education major students to consider if this degree could be included in the Education program to benefit Education students.

Leave Blank:
Implementation Timeline: 2020 - 2021
Leave Blank:
Leave Blank:
Identify related course/program outcomes: PLO: Clarify and articulate career goals of becoming a teacher
SLO: Develop a plan and time schedule for meeting admission and credential program requirements
Person(s) Responsible (Name and Position): Victoria Rioux, Education Instructor
Rationale (With supporting data): While reviewing data for the current program review it is indicated that a large number of students are declaring majors as education students, in two separate areas. In 2019-2020, 654 students declared themselves as Education majors associated with the (AA-T) Associates in Arts in Elementary Teacher Education for Transfer and were awarded 73 degrees for this major in 2019-2020. Additionally, in 2019-2020, 308 students declared they were Education majors in association with the University Transfer in Teacher Preparation for transfer students, and 293 students were awarded an AA in University Studies in Elementary Studies in Elementary Teaching Preparation.

Closer examination may be needed to determine if these students earning the AA in University Studies for Transfer may benefit from closer collaboration with the Education program.

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   09/18/2021
Status: Action Completed
In March of 2021, Adrianne Duarte submitted a revision to the University Studies in Elementary Teaching Preparation AA to the Associates of Arts in Liberal Arts- Pathway to Educational Occupations. This Degree serves to meet the needs of education major students who might not transfer to a university that requires the AD-T.

Adrianne and the counseling department have agreed to continue to assess this degree under and the other three University Studies degrees. They will continue to maintain the assessment and program review of this degree.

This degree is currently in curriculum review and is anticipated to be approved for the 2022-2023 ADY.

Program Review - Education

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Action: (Discontinued) Assess the coordination of support for Education major students with transfer services, Fresno State, and Fresno State ITEP to increase transfer rates: 2020-2021

Coordinate support for education major students. Collaborate with transfer counselors, CSU Fresno admissions, and ITEP Program to increase student transfer rates. Coordinate support services such as, GOTeach, and community resources for education major students.

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021
Leave Blank:
Leave Blank:
Identify related course/program outcomes: PLO: Career - Students will be able to articulate career goals of becoming a teacher.
SLO: Credential requirements- Develop a plan and time schedule for meeting admission to a BA teaching credential program.
Person(s) Responsible (Name and Position): Victoria Rioux, Education Faculty
Rationale (With supporting data): Previous program review suggested the need to improve program support for students. This program support included coordination with CSU Fresno's Education Program and coordination of COS services for student success.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   09/18/2021
Status: Action Discontinued
Transfer coordination between Fresno State, Fresno State ITEP continues to occur with outreach to students in EDUC 50, Introduction to Teaching, and through GOteach.

EDUC 50 students are regularly presented with information about the CSU Fresno ITEP Program, and the number of scholarship awards for COS students transferring to ITEP continues.

Ongoing collaboration with Fresno State including the ITEP admission program and the Billingual Authorization (BAP) will be explored and presented to Education 50 students during the 2020-2021 academic year.

the continued coordination can be completed by EDUC 50 Instructors and GOteach membership.
Impact on District Objectives/Unit Outcomes (Not Required):

Program Review - Education

Update Year: 2020 - 2021

10/01/2020

Status: Continue Action Next Year

During the 2019-2020 academic year, EDUC 50 students were given a presentation from the transfer center as well as provided with individual ED plans from Transfer counselor Amanda Thomas and supported in scheduling counseling appointments to improve transfer rates of Education major students.

EDUC 50 students were presented with information about the CSU Fresno ITEP Program, and the number of scholarship awards for COS students transferring to ITEP increased from 28 in 2019 to 42 in 2020.

The coordination and the MOU between Future Educator Support (FES) and COS would be discontinued due to inconsistencies and misrepresentations of services for students. Continued exploration for CBEST support for Education students is needed.

An Education conference to coordinate employment on transfer and admission opportunities for Education students was scheduled to be held in March of 2020, was postponed due to COVID-19. This collaborative effort will be continued to late spring 2021 or early fall 2021.

Ongoing collaboration with Fresno State including the ITEP admission program and the Billingual Authorization (BAP) will be explored and presented to Education 50 students during the 2020-2021 academic year.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
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