

# Comprehensive Program Review Report



## Program Review - Education

### Program Summary

#### 2022-2023

**Prepared by:** Victoria Rioux

**What are the strengths of your area?:** Staffing:

The Education department is composed of one full-time faculty member and two active adjunct instructors, all who are certified to teach online courses. Additionally, there is one more available instructor in the adjunct faculty pool.

#### Awards

The Education program offers one degree for transfer, AA-T Elementary Teacher Education. This degree allows students to transfer to universities to earn a Bachelor of Arts in Liberal Studies to apply to a California teaching credential program.

One strength of the Education department is the continual growth of the degrees awarded. Over the last three years the program awards for the AD-T Associates in Arts in Elementary Teacher Education for Transfer have continued to grow. 73 degrees were awarded in 2019/20; 88 awards for 2020/21, and 99 in 2021/22. This is an increase of 10+ awards for each of the last three years.

Another strength is in the area of transfer admissions to Fresno State's Integrated Teacher Education Program (ITEP). Fresno State ITEP received applications from 85 COS Education students and granted admission to 51 of these students for the ITEP for Fall 2022. 43 of these students started the Fall cohort and were all awarded a \$1,000 scholarship from the COS Foundation. 86% of the ITEP Fall cohort were COS education students.

#### Declared Majors

The overall number of declared Education major students has remained relatively the same from the previous year with only three fewer declared students from the previous year. There were 665 declared Education majors in 2020/21, and 663 declared for 2021/22. This is a positive sign that the number of Education majors has not been greatly impacted by the decreased enrollment patterns observed in community colleges across the state and in the district.

To increase interest in the Education major full-time faculty co-presented with Transfer Center counseling faculty about the Education pathways available at COS to high school students at the "Make a Difference--TEACH!" conference hosted by Fresno State and the Tulare County Office of Education in spring of 2022 to increase outreach and marketing to local high school students.

#### Courses Offered

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

One positive trend observed was in FTES. The FTES to FTEF ratio for the Education Program increased from 12.62 in 2020/21 to 13.50 in 2021/22.

EDUC 50, Introduction to Teaching is a required course for the Education program degree, AA-T 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. The pre-fieldwork experience component of this course is used by students to meet the requirement of 600 clinical hours for earning a California teaching credential.

Prior to the pandemic EDUC 50 was primarily offered in face-to-face format and only a single hybrid offering was available. In 2020/21 EDUC 50 classes were almost only offered in hybrid-Zoom option, and one synchronous Zoom format. However, format changes were made in 2021/22 to support student needs. In 2021/22 more variety of offering formats were made available to include an increased number of in-person hybrid classes, some synchronous Zoom-hybrid offerings, and a return to traditional face-to-face offerings. The Education department worked to make format changes to accommodate student needs and take into consideration health and safety concerns.

The central focus for Education faculty in 2021/22 was to provide consistent and appropriate lab fieldwork placement opportunities for education students despite local TK-12 schools continued restrictions for student observers/volunteers due to ongoing COVID restrictions. Despite the challenges Education students were able to continue to have access to fieldwork observation experiences to meet the fieldwork requirement. One way this happened was by networking with districts throughout Kings and Tulare County to allow students to complete some of the fieldwork experiences in live classrooms where permissible and adding options to enable students to Zoom into live classrooms for real-time observations. These options were to augment the pre-recorded video options which were partially continued from the previous year as part of extensions to the fieldwork format changes approved by 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. The goal was to transition all fieldwork back to in-person where possible.

Another strength of the Education program is the continued collaboration among adjunct and full-time faculty to provide consistent instruction for education students across the major. Including the coordination of lab fieldwork opportunities for students. Changes to the instructional format and fieldwork improved collaboration between the full-time and adjunct Education faculty to ensure a consistent lab fieldwork experience.

The FTES for EDUC 50 dipped slightly from 56.70 in 2020/21 to 53.33 in 2021/22. There are many factors including the lab fieldwork challenges/school restrictions due to COVID which may have impacted these numbers.

EDUC 120 is an elective course for the program degree, AA-T ELEM-TED (Associates in Arts in Elementary Teacher Education for Transfer). EDUC 120, Tech Skills for Educators is typically offered as an online course during the spring, summer, and fall.

The FTES for EDUC 120 increased and almost returned to 2019/20 levels. The FTES increased from 4.3 in 2020/21 to 6.3 in 2021/22. This is closer to the 6.6 observed in 2019/20. The faculty increased marketing and outreach of the course through EDUC 50 classes and GOteach members.

#### GOteach Canvas Community

The GOteach Canvas Community was created in 2018 and has continually served as a support for Education students. The Canvas Community is maintained by the full-time faculty member and has approximately 100 active members. The full-time faculty maintains the Canvas shell by sending updates at least once a month as well as holding monthly huddle/meetings. The main objectives of the program includes expanding and supporting pathways to support Education major students' educational goals and fostering a more diverse student population into the teaching profession.

In 2021/22 the monthly huddles were moved to a hybrid format to continue outreach to students in multiple formats. Students were invited to join the meetings in person or through Zoom. On average 10-15 students attended the monthly meetings 75% in person and 25% through Zoom. GOteach meetings featured guest presenters from local universities to provide transfer outreach and employers including Hanford Elementary READY Program, PRO Youth and the COS TRIO program offered employment opportunities. -----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.

#### Success Rates

The Education department saw an overall decrease in student success rates from previous years, but did note the continued increase in success rates for Hispanic students, and an increase in male students to the program. The overall success rate decreased from 75.7% in the previous year to 63.7% for 2021/22. This is a 12% decrease from the previous year. However, close to the trend observed across the district which went from 79.1 % in 2020/21 down to 69.4% in 2021/22. -----Many factors may have played a role in these changes including waves of COVID at key points in the semester, additional challenges to lab placement requirements including vaccine or testing verification are some of the factors.

Education faculty made changes to instructional modalities as one method to support student success including a return to the

traditional face-to-face format for the central EDUC 50 course.

Hispanic students continue to represent 73% of Education major students. -----The success rate for these students has steadily increased and was similar to the success rate for all education students for 2021/22. Hispanic students had a success rate of 64.0% for 2021/22 in comparison to 63.7% for all students. However, this rate was a decrease from previous years, but in line with the success rate of their peers in the Education program.

Male and female students had a similar success rate with females performing slightly better. Males, 62.5%, and Females at 63.7%. -----The number of male students in comparison to the number of female students has been increasing. In 2020/21 84% of the students were female and 14.7% were male. The percentage of male students increased in 2021/22, to 18.4%, and females were 80% of Education students. This is a positive trend for increasing the diversity of teachers in classrooms.

In 2021/22 students receiving services through Access and Ability Center have a success rate very similar to their peers in the Education Department, 63.3% for students who receive AAC services and 63.7% for those with no services. This data indicates the Education department is working positively to support the needs of their students with disabilities. About 7% of the students in the Education Department receive AAC services.

**What improvements are needed?:** Continue focus on increasing the overall success rate for Education students to 80% and specifically an increase in success rate for multi-ethnicity and part-time students to the average for all Education students.

An area where the largest success gaps were noted was between part-time and full-time status students. Full-time students had a success rate of 71.6%, significantly higher than the Education department as a whole. Whereas the part-time students had the lowest success rate of 50.7%. Interestingly, 62% of the Education students were considered full-time in 2021/22 this is a decrease from 2020/21 when 71% of the Education students were full-time. There was an increase to the number of part-time students in Education going from 28.9% in 2020/21 to 37% of the education students in 2021/22.

This data demonstrates a need to provide additional support and awareness around the needs of part-time students in the education major. The additional demands of the lab requirements for the core EDUC 50 class may influence the part-time student success rate. Additionally, many students expressed an increase in time demands due to external factors and the need to work while attending school. Supporting part-time students will be an area of focus for Education faculty.

One goal from 2019/20 was to increase success rates for multi-ethnicity students. This will continue to be an area of focus for the Education department. ----- There had been an increasing trend in the success rates for multi-ethnicity students, however, in 2021/22, this group had a success rate of 60.0%, 3% lower than their peers. About 3% of Education students self-identify as multi-ethnicity which has been the percentage made up for the last few years. -----One means to combat the equity gaps observed in the data is to identify potential barriers to student success through surveys and class poles to help reduce these factors. Additionally connecting students to GOteach Community helping them to have a sense of inclusion on campus and in the Education department can help to increase success and add to the diversity of the teacher workforce.

Increase coordination with local districts to procure enough available field site placements for all Education students to successfully complete their fieldwork observations, approximately 375-420 classroom placements each year.

Streamline onboarding placement with partner districts for volunteer requirements including orientation with VUSD and coordinate with the COS Health Center for student TB clearance as required for lab fieldwork observation placements.

Increase program marketing to male students, African American and Asian American and Native students to increase the student diversity in the Education department and teacher pipeline.

**Describe any external opportunities or challenges.:** Expanding lab fieldwork site placements and streamlining the process for student placements is a central external challenge. Coordination with Visalia Unified School District to improve the onboarding process is ongoing. Historically, Visalia Unified School District has been the primary district requested by Education students for observation placements. Expanding access to lab fieldwork placements was supported by the full-time faculty by contacting other local districts to expand opportunities for students. One of the connections was facilitated through Tulare City Schools by allowing students to Zoom into live classroom instruction to meet the COVID restriction limitations while continuing the partnership for students to observe.

Employment opportunities for Education major students increased during 2021/22. Various local employers actively recruited COS education students. These included Pro Youth Heart after school program and Hanford Elementary School District's READY Program. Expanding work experience offerings by increased promotion of the classes to Education students could help to mutually benefit the students while also providing a workforce to local education agencies.

Transitions from COVID restrictions allowed GOTEACH huddles to return to meet in person as a format option. Providing students with multiple formats to join either in-person or via Zoom expanded access to the outreach and support. Students benefitted from the social collaborative opportunities which helped increase engagement on campus. These meetings are vital to help connect students with external organizations such as employers and admissions advisors and university transfer representatives to help with transfer rates.

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 demand. 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." Additionally, the need for teachers is so great the Commission on Teacher Credentialing nearly doubled the number of teacher waivers, from 448 in 19/20 to 929 in 20/21, this means one in five teachers in California is teaching with a waiver or emergency permit. These statistics demonstrate the continued need for fully prepared teachers.

**Overall SLO Achievement:** EDUC 50 was last assessed in 2019/20 and is scheduled for assessment again in 2022/23. The EDUC 50 SLOs were assessed in the Spring of 2020 data was analyzed and updated in TracDat. Student assessments indicated students are meeting the goals set for outcomes. Student performance on SLO # 5 "Conducting 45 hours of fieldwork observations..." was lower than the other four SLO's. The SLOs for EDUC is scheduled to be assessed again in 2022/23.

SLOs for EDUC 120 were assessed in Spring 2021 data was analyzed and updated in TracDat. Some of the SLOs indicated improvement was needed.

SLO #2 Hardware and Software: "Given an immersion in a computer-based medium (learning management system) students will effectively use computer hardware and software to manage information locally and on the WWW.", an outcome goal of 85%, when assessed this goal was met at 84%, just under the set goal.

SLO#3 Information Literacy, "Given experiences communicating with multiple forms of media and using electronic research and information literacy skills, students will be able to instruct others to perform these skills in other situations.", students were able to demonstrate their ability to communicate with multiple forms of media using electronic research and information literacy skills with a high level of degree, 92%. However, the second half of the outcome "instruction others how to perform these skills" was not assessed in the scheduled outcome method and will need to be reevaluated before the next assessment cycle.

**Changes Based on SLO Achievement:** EDUC 50: 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.

EDUC 120: SLO #2 Hardware and Software: The outcome was assessed with 84% mastery, just below the 85% goal for the outcome. As a result, more direct instruction related to this course outcome is planned in future course implementations.

EDUC 120: SLO#3 Information Literacy- it was noted that the current assessment method only assessed half of the outcome. It was determined that the outcome would need to be assessed in two parts to ensure students were meeting the outcome. This has been added to review for the following assessment cycle.

**Overall PLO Achievement:** The Program outcomes for Education were assessed in the Spring of 2021 and is scheduled to be assessed again in 2023/24.

Outcomes for the Elementary Education AA-T. A Microsoft form was created to use as a survey to assess the PLO's for the Elementary Teacher Education AAT. The survey invitation was sent to 89 students who earned an ADT 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 more frequently and then assessed at the end of three years. The increased frequency in data collection will provide a larger data population set which will help us to more accurately assess and make relevant changes to the program as needed.

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

# Program Review - Education

## Action: (2022-2023) 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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Implementation Timeline: 2020 - 2021, 2021 - 2022, 2022 - 2023

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Identify related course/program outcomes: All PLO's and SLO directly relate 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: 2022 - 2023

09/15/2022

Status: Continue Action Next Year

Continuing to focus on closing equity gaps among Hispanic and multi-ethnicity students is a goal for the Education Department.

Positive gains have been made year over year for Hispanic Education students, 70.2%(18/19); 71.3% (19/20); 72.9% (20/21), and 64%( 21/22). While this is a decrease in success from the previous year it is a slight increase over the peers in the program which had a success rate of 63.7%. At the same time, this subgroup of students remains an area of focus for support to continue to achieve success rates at or above their peers. The long-term goal is for all students to achieve success at 85% or higher in Education courses. As such, continued support is needed.

Secondly, multi-ethnicity students are also a priority group, after making positive gains in the previous academic years they demonstrated a success rate of 3% lower than their peers, at 60.0% in comparison to 63.7%. Continued review is needed.

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

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

# Program Review - Education

**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 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 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: (2022-2023) Coordination and Development of the COS Basic Skills Requirement Evaluation and Verification

Create a Basic Skills Requirement (BSR) verification to be added electronically to student transcripts. The goal is to collaborate with the COS Transfer Counseling faculty to create an electronic BSR verification that will allow students to have a BSR verification included in their COS transcripts.

Students will be able to submit their COS transcripts to demonstrate their BSR when applying for admission to Fresno State's Integrated Teacher Education Program (ITEP) or a credential program, a substitute permit, or applying for other education programs such as a PPS, or SLP.

Counseling faculty along with Education faculty will develop a BSR verification form, counseling faculty will present this form to appropriate divisions (English and Math) for their approval. Then it will be determined who the appropriate personnel will be able to evaluate (counseling/admission and records) for adding the verification to student transcripts.

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

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**Identify related course/program outcomes:** PLO: Disciplines: Students will be able to demonstrate a basic grasp of the disciplines most commonly taught in elementary schools

PLO: Communication: Demonstrate professional interpersonal, verbal communication and written skills.

SLO: Credentialing 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; Mainou Her, Transfer Counselor

**Rationale (With supporting data):** Students will be able to submit their COS transcripts to demonstrate their BSR when applying for admission to a credential program, applying for a substitute permit, or applying for other education programs such as a PPS, or SLP.

In particular, this additional electronic verification will benefit COS students applying for admission to Fresno State's ITEP program, as meeting the BSR through coursework is considered as part of admission eligibility for the program.



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In July of 2021 AB 130 established updates to the BSR which allow students to demonstrate their BSR knowledge through the completion of coursework.

Requirements for the Coursework include:

- Must have earned a grade of "B-" or better
- Must be completed at a Regionally Accredited institution, including community colleges
- Must have earned 3 semester units or 4 quarter units
- Must have been taken for academic credit
- Must be degree applicable (not remedial)
- For Reading: must be in the subject of critical thinking, literature, philosophy, reading, rhetoric, or textual analysis
- For Writing: must be in the subject of composition, English, rhetoric, written communications, or writing
- For Mathematics: must be in the subject of algebra, geometry, mathematics, quantitative reasoning, or statistics

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
<b>District Objective 2.3</b> - 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.
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

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

## Action: (2022-2023) 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.

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**Implementation Timeline:** 2020 - 2021, 2021 - 2022, 2022 - 2023

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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

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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:** 2022 - 2023

09/15/2022

**Status:** Continue Action Next Year

Beginning in late October of 2021 and expanding in January of 2022 some of the partner districts began allowing for a return of students to school sites for lab observations. The requirements for placement varied by school and included some changes due to COVID. These changes have continued to be experienced in Fall 2022 including an easing of some of the regulations related to vaccine and COVID testing for placements.

Creating a comprehensive outline of fieldwork placement sites including the current placement/ volunteer onboarding procedure is essential to student success in the Education Program. Because there are new changes including the return of schools previously restricted due to COVID it is essential to continue the data collection of school site placements into 2022/2023.

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

**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.

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):**

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



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<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 4.1</b> - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
<b>District Objective 4.2</b> - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.
<b>District Objective 4.3</b> - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: (2022-2023) Expand Work Experience Offerings for Education Students

Expand Work Experience offerings for Education Students. Increased Work Experience offerings can help support transfer rates as students gain units from paid and unpaid work experience, fill gaps in workforce shortages for local education agencies and increase overall Education FTES.

Currently, minimal marketing and information for Work Experience offerings have been presented to Education students. Making a more clear connection to the ability to earn credit for their work in the education workforce is needed.

The goal will be for the Education faculty to become the assigned faculty for Education Work Experience classes starting in the Spring of 2023. In the fall and early part of January, Education faculty will host information meetings about Education work experience, and present the offerings at GOteach huddle meetings and to students in current Education classes.

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**Implementation Timeline:** 2022 - 2023

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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: Teachers Role Develop a fundamental understanding of schooling in the U.S. related to the teacher's role

SLO: Reflect on Career Choices Engage and reflect upon career exploration process to help students decide whether or not they want to become an elementary school teacher.

**Person(s) Responsible (Name and Position):** Victoria Rioux, Education Faculty

**Rationale (With supporting data):** Currently, 6.3 FTES participate in Education work Experience, this is an increase from 2020/21 when FTES was 4.3 for Work Experience. This increase demonstrates an interested in work experience offerings for students. Additionally, there is a strong demand for hiring Education major students to fill paraprofessional and after-school program increased vacancies.

Increased Work Experience offerings can help increase Education FTES overall, support transfer rates as students gain units from paid and unpaid work experience, and fill gaps in workforce shortages for local education agencies.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### 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

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**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 4.1** - Increase the effective use of data and transparency in decision making at all institutional levels 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 B1 specifically 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.

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**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.

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:**

### Update on Action

#### Updates

**Update Year:** 2022 - 2023

09/17/2022

# Program Review - Education

**Status:** Continue Action Next Year

The TMC for the Elementary Teacher Education Associate in Arts in Elementary Teacher Education for Transfer (AA-T), is currently in the beginning stages of review. Currently of this Faculty Discipline Review Group (FDRG) has been created and the curriculum for the degree is being reviewed this year. Some influences that may result in changes to the degree stem from the new PK-3 credential recently approved by the Commission on Teaching Credentialing (CTC), which required 24 units of ECE. Changes to the TMC may influence whether or not this request is still needed for review.

A collaborative discussion will be planned with the Science division to consider a review of NSCI 131 to meet GE AREA B1 specifically for Elementary Teacher Education AD-T students.

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

## Action: (Discontinued) Research and acquire technology (Swivl) to live 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:****Leave Blank:**

**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

# Program Review - Education

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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](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>

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

# Program Review - Education

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.

### Update on Action

#### Updates

**Update Year:** 2022 - 2023

09/15/2022

**Status:** Action Discontinued

Beginning in late October of 2021 and expanding in January of 2022 some of the partner districts began allowing for a return of students to school sites for lab observations with some restrictions.

This positive trend continued into Fall 2022 when there was a complete reopening of lab fieldwork placements with partnering school districts for in-person live observations. This change has discontinued the need to purchase Swivl technology for access to live classroom instruction to provide fieldwork lab observation opportunities.

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

### 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: (Discontinued) 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

# Program Review - Education

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

**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 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 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

09/15/2022

**Status:** Action Discontinued

GOteach Canvas Community has been maintained consistently since it began in 2018. Despite challenges from COVID monthly huddle meetings continued to be held for students over the last several academic years, and in 2021/2022 the community returned to hold hyflex huddles to expand access. The Canvas community has maintained a membership of approximately 100 active students engaging with the Canvas materials.

Despite not receiving additional funding to expand support for the community, the full-time faculty has been able to maintain and promote the Canvas Community and continue to engage Education students with relevant transfer, scholarship, and employment opportunities.

Ongoing marketing and hyflex huddles will continue to be supported by the full-time faculty maintaining the GOteach Canvas Community.

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

**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.



# Program Review - Education

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):**

## *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

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