

Comprehensive Program Review Report



Program Review - Education

Program Summary

2023-2024

Prepared by: Victoria Rioux, Education Faculty

What are the strengths of your area?: The Education Department is composed of one full-time and three adjunct faculty instructors.

Declared Majors: The overall number of declared Education (EDUC) major students is similar to the prior year with a slight decrease of 14 students. This is a positive sign that Education majors have remained consistent despite the challenges with enrollment trends observed across the state. In 2022/23 there were 649 Declared Education Majors down from 663 in 2021/2022, and 665 in 2020/21. Marketing for the education major to local high school students took place during the “Make a Difference--TEACH!” conference hosted by Fresno State and the Tulare County Office of Education in April of 2023, and at the 2023 College and Career Expo in April of 2023, and the 6th Grade MAPS (motivate, Access, Plan, Success) March of 2023.

FTES/FTEF: Total Number of EDUC students has seen a modest increase in the last three years, from 363 to 403 and 405 over 2020/21, 2021/22, and 2022/23 respectively. The EDUC Department saw a slight increase in the FTES/FTEF ratio from 13.21 to 13.40, 2021/22 to 2022/23.

Awards: The Education program offers one degree for transfer, AA-T Elementary Teacher Education (AA-T ELEM-TED). Students earning this degree typically pursue the goal of transferring to a university to earn a Bachelor of Arts in Liberal Studies and go on to apply to a California teaching credential program.

The Education Department awarded 80 AA-T in 2022/23, this was a decrease in awards from the prior year, an all-time high of 99 awards in 2021/22. Award outcomes may be impacted by COVID-19 instruction disruptions. Across the District, there was a decrease in transfer awards, from 880 to 785 ADTs 2021/22 to 2022/23, per data reported via Fall 2023 Convocation slides.

Additionally, there are other Elementary Education degrees offered which observed interesting patterns. These degrees are not currently part of the Education Program but are of importance to the Education Program and reflect student success trends for Education major students. For example, AAT-TS ELTEA, saw a decrease in awards from 140 awards in 2021/22 to 120 awards in 2022/23. Whereas the AA-TS EL TEA saw an increase of awards from 0 in 2021/22 to 2 awards in 2022/23. Additionally, 2022/23 was the first year awards were reported for the AA-LA-EDOCCU (Liberal Arts Education Occupations) in which 40 degrees were awarded.

Education Department plans to pilot the Elementary Teacher Education Cohort beginning fall 2023 which will provide more comprehensive insight into barriers, challenges and supports for Education student degree success.

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

EDUC 50: EDUC 50, Introduction to Teaching is a required course for the Education program degree, AA-T ELEM-TED. As part of the course requirements, students complete 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 credential program admission requirements. The FTES/FTEF for EDUC 50 has also seen a slight increase over the last three years, beginning at 12.6 (2020/21), to 13.0 (2021/22), and 13.2 (2022/23). EDUC 50 saw a significant increase in student success rates moving from 64.7% to 74.3% in 2021/22 to

2022/23. This rate surpasses the pre-covid success rate of 71.1% in 2018/19.

The central focus for Education faculty over the last several years has been to improve access to lab placement, in particular, due to the challenges with COVID-19 K-12 classroom lab placement restrictions for EDUC students. The full return to in-person lab placements for 2022/23 had a direct impact on student success, a 9.6% increase in EDUC 50 courses.

Another improvement to the lab placement access is coordination with the COS Health Center nursing staff to provide the required TB clearances for lab students during class instruction. This coordination has expedited the lab placement for EDUC 50 students.

EDUC 120: EDUC 120 is an elective course for the program degree, AA-T ELEM-TED. Typically, one section is offered online each term. EDUC 120 saw a significant decrease in success rates. Moving from 58% in 2021/22 to 50% in 2022/23. At the same time, this course noted an increase in atypical student enrollment patterns for the class. Education faculty have made shifts to the offering format from online to online with an orientation to help increase student success.

EDUC Success Rates: The Education Department saw a significant increase in student success rates from the prior year. The overall success rate went up by 7.3% from 64.3% in 2021/22 to 71.6% in 2022/23. This was primarily a result of the significant increase in EDUC 50 success rates. The growth in success rate could be observed in almost all subgroups of EDUC, however in comparison to the total success rates some subgroups remain an area of focus.

Hispanic Student Success Rate Analysis: Hispanic students continue to represent approximately 73% of Education students. The success rate for these students has steadily increased and was just below the success rate for all EDUC students. Hispanic students had an increase in success from 65.3% in 2021/22 to 69.7% for 2022/23, and very close to the District's success rate for Hispanic students 71.1%. Because it is still below the EDUC total of 71.6% there is more work to be done.

Multi-Ethnicity Student Success Rate Analysis: One goal from 2019/20 was to increase success rates for multi-ethnicity students. However, there is not enough data to analyze for multi-ethnicity students as reported in Tableau for 2020/21, in 2021/22 the rate was 60%, and again not enough data to report for 2022/23. This will continue to be an area of focus.

Analysis of Success Rates Based on Gender: Male and female students both saw increases in success rates, female students 65.2% in 2021/22 to 72.6% in 2022/23; and male students went from 62.5 % in 2021/22 to 68.6% in 2022/23. However female students (72.6%) outperformed male students (68.6%). Non-binary student data was not available for analysis. The male success rate will continue to be an area of focus for Education faculty.

A positive trend is the continued increasing number of male EDUC students. Female students represented 83% 2020/21, then 80.6% 2021/22, and now 73.8% 2022/23 of EDUC students, and male students have steadily increased from 15% in 2020/21 to 17.8% in 2021/22 up to 25.9% in 2022/23. This is a positive trend for increasing the diversity of teachers in classrooms. Additionally, this increase in male representation at COS parallels the State of California Teacher Preparation Programs, Females 73%/Males 26% (2020/21). See the "Gender and Race/Ethnicity Distribution of New Enrolled Teacher Candidates in the Teacher Preparation Programs, 2016-17 to 2020-21 Gender and Race/Ethnicity category 2016-17 2017-18 2018-19 2019-20 2020-21 Female 70.6% 70.4% 71.2% 71.2% 73.0% Male 29.4% 29.6% 27.6% 26.9% 26.0% Non-binary/Other 0.0% 0.1% 0.1%" (Data from the Teacher Supply in California, 2021-22 A Report to the Legislature presented at the April 2023 CTC Meeting: Data Source: Commission on Teacher Credentialing Annual Report Card; 2016-17 to 2020-21.)

Students Receiving Services through Access and Ability: AAC students had an increase in success and even outperformed their peers who do not receive services. AAC student success rate increased from 62.5% in 2021/22 to 72.7% in 2022/23. This is better than their peers, 71.5% without services. In 2022/23 about 8% of the students in the Education Department received AAC services.

Analysis of Student Success based on Unit Load: An area where the largest success gaps were noted was between part-time and full-time students. While part-time students saw a significant increase in success from 53.8% in 2021/22 to 64.3% in 2022/23, this is still significantly lower than their full-time peers, 72 % in 2021/22 and 75.5% in 2022/23. The gap in student success can also be seen in part-time (71%) to full-time (73.6%) students across the district.

Full-time to part-time percentages have fluctuated over the last four years with full-time students ranging from 61%-69% and part-time students ranging from 30-38% of EDUC students. The ratio of full-time students increased from 60% to 64% and part-time shifted from 39.7% to 34.5% from the prior year. Additional support and awareness around the needs of part-time students is an area of focus. The additional demands of the lab requirements for the core EDUC 50 class may have an influence on the

part-time student success rate. Many students expressed an increase in time demands due to external factors and the need to work while attending school.

Giants on the Path to Teach (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 by sending updates at least once a month as well as holding monthly huddle/meetings. The main objective of the program is to support Education major students' academic and professional goals.

In 2022/23 the monthly huddles were held face-to-face. GOteach huddles and featured guest presenters from local industry partners and universities to provide transfer outreach. One highlight was a trip to visit the Fresno State ITEP campus. In January of 2023, the College of the Sequoias Foundation provided funding to help supplement and expand the outreach of GOteach. The financial support allowed the expansion of outreach by providing a stipend for adjunct faculty to help the full-time faculty prepare and host monthly huddles and participate in outreach events. Also purchased with the grant funds were marketing materials and light refreshments for GOteach huddles, and grad swag (to celebrate graduating GOteachers). With the assistance of the Foundation funds extended outreach took place at the 6th Grade MAPS Day, the Career Expo Day, and at the Teach! Make a Difference Conference hosted by Fresno State.

Increased inter-disciplinary and cross-functional collaboration: The Education together with the Transfer Center/Articulation Office, English Department, and Admissions & Records Department collaborated for the development of a Basic Skills Requirement (BSR) verification form. This was a year-long process of coordinating across departments and student service support areas. Additionally, cross-functional collaboration occurred with the coordination of services provided through the COS Health Center and the support of the District's Nursing staff to provide EDUC Lab students with TB risk exams & assessments during instructional meetings to help streamline lab placements.

Industry Outreach and Support for Local Workforce Needs: Pro Youth Express Hiring Event was held in July of 2023 for Education/ECE students. After meeting with the Director Pro Youth in May at the COS Employer appreciation breakfast it was clear there was a workforce need for paraprofessional after-school tutors. Working collaboratively with the Career Center the Education faculty develop a hiring event. The Career Center hosted resume and interview workshops; participating Education students were outfitted in professional clothing through Giant Threads for the event where 16 of 18 students were offered positions with PRO Youth as after-school tutors.

Expansion of K-16 Partnerships to expand teaching pathways: In the spring of 2023, Visalia Unified School District (VUSD) partnered with COS Education Department to apply for the Central San Joaquin Valley K-16 Partnership grant to develop an Education pathway at Mount Whitney HS. VUSD was awarded the grant and plans are underway for the pathways to launch the first cohort in fall of 2024. Ideally, the plan for the partnership is for these students to then enroll in the Education program at COS upon graduation and transfer into an ITEP program through one of the partner transfer institutions. Education faculty has met with VUSD partners continued collaboration meetings are planned for the fall of 2023 to support the implementation of the grant.

CSU Fresno and Fresno Pacific University both individually partnered with COS Education program to apply for Integrated Teacher Education Program Planning and Implementation Grants from the Commission on Teaching Credentialing, and in the Spring of 2023, both received approval for their grants. Fresno State in particular highlighted the successful transfer pathway and strong demand from COS Education students for the pathway in their grant proposal. Over the next two years, the Education faculty will work collaboratively with these transfer institutions to help implement these ITEP grants and the transfer bridge through these ITEP pathways for COS Education students.

See the 2023 ITEP Grant Awards Below:

Fresno State: Integrated Teacher Preparation Program Planning Grant Round 1 Funding, March 2023: California State University, Fresno* \$249,950.00 Education Specialist (Mild to Moderate Support Needs), Education Specialist (Extensive Support Needs)
-Integrated Teacher Preparation Program Implementation and Expansion Grants Round 1 Funding, March 2023: California State University, Fresno* \$499,864.00 Multiple Subjects (TK/K), Multiple Subjects with Bilingual Authorization

Fresno Pacific University: Integrated Teacher Preparation Program Planning Grant Round 1 Funding, March 2023: Fresno Pacific University* \$249,995.00 Early Childhood Special Education, PK-3 Early Childhood Education
-Integrated Teacher Preparation Program Implementation and Expansion Grants Round 1 Funding, March 2023: Fresno Pacific University* \$499,055.00 Multiple Subjects (TK/K), Multiple Subjects with Bilingual Authorization, Single Subject Science, Single Subject Mathematics, Education Specialist (Mild/Moderate Support Needs), Education Specialist (Extensive Support Needs)

What improvements are needed?: Degree Awards will be monitored. While a decrease in awards was noted for 2022/2023, this

was similar across the district.

Continue to focus on increasing the overall success rate for Education students to 80%. Targeted focus on the EDUC 120 success rates which need significant improvement. Added orientation and offering format changes may help to improve enrollment patterns and success rates. Targeted focus to improve success rates among Hispanic students and improve success rates among part-time students.

Continue coordination with local districts to procure enough available field site placements for all Education students to successfully complete their fieldwork observations, approximately 325-350 classroom placements each year.

Increase collaboration and support for adjunct education faculty. With the addition of two new education faculty scheduled for start in 2023/24, this will require additional support for faculty development and continuity of the program. Develop a goal to have adjunct instructors complete the COS online teaching training to allow for more course offerings across education faculty.

Describe any external opportunities or challenges.: Program support and expansion is a critical concern for the Education Department. A challenge to maintaining relationships with partner districts for lab placements, grant expansions for feeder schools, and transfer institutions, along with maintaining the GOteach Community and helping to pilot an Elementary Teacher Education Cohort, and providing support to new Education adjuncts requires a lot of added time and workload for the single full-time faculty. Additionally, maintaining and improving student success is a central focus for the Education Department. The Education faculty has worked to develop collaborative relationships and partnered with cross-functional teams to offset the work and continue to provide program support to students. Also, the Education faculty has sought Foundation funding to help support the maintenance of GOteach. However, there still remains a large undistributed workload, as highlighted by the program elements in the narrative above, to effectively maintain support and grow the Education Department at COS to keep up with the workforce demands and teacher supply shortages in California. Hopefully, as the Education Program expands post-COVID19 there may be the potential to add additional Full-time faculty to the department.

One main external challenge continues to be improving the lab placement experience for Education students including maintaining relationships with K-12 Districts to improve the onboarding process, expand available classroom placements, and improve the quality of classroom placements. Efforts to improve the fieldwork experience for students through the COVID-19 pandemic and into the return to face-to-face lab experiences have had a positive impact on success rates in EDUC 50 (9.6% increase for 2022/23). Ideally, lab placements would be shifted from student selection to individualized placements assisted by a lab coordinator. A lab coordinator would help to improve the adequate and timely placement of lab students. Currently, there is no designated Education lab coordinator, however, adding a lab coordinator could directly impact and improve student success.

Legislation requirements and added flexibility to the California teaching credential requirements are routinely being updated. This necessitates the full-time faculty to stay informed of changes and potential impacts to the Education pathway at COS. In particular, the addition of the PK-3 ECE Specialist Instruction Credential as an added credential pathway for certification in transitional Kindergarten up to third grade will have potential implications for the Education program as candidates earning this credential must have 24 units of ECE courses, or a bachelor's degree in an approved ECE designation. Students may seek to continue in the ELEM TED AD-T pathway to earn both a multiple subject credential and add the 24 units of ECE to add the PK-3 ECE certification. However, some students previously enrolled in the Elementary Teacher Education, AA for Transfer (ELEM TED AD-T) pathway may determine they would rather follow an Early Childhood (ECE) pathway for the subject matter competency requirements and only seek to be certified for the PK-3 grade span. An ongoing review of this potential shift will be watched.

The labor market supports an increased demand for both paraprofessionals and certificated teachers. Various local employers including PRO Youth/Heart, and Exeter School District partnered with COS Education program to recruit and fill paraprofessional positions within their organizations. A recent job search on Edjoin (Sept. 2023) for openings in Kings and Tulare Counties for "Teacher Assistant / Aide / Paraprofessionals" returned 114 job postings for a total of 352 job vacancies. There is a significant need in the Education workforce in this area.

A continued shortage of teachers provides multiple job opportunities for future teachers. "The CDE's Estimated Teacher Hires data by geographic regions for 2022-23 shows that about one-tenth (10.8 percent) of the estimated teacher hires would occur in the South San Joaquin Central Valley Fresno, Kern, Kings, Madera, Tulare, 2,392.7 10.8%". Additionally, the immediate need for teachers persists and can be noted in the in the "increase of Short-term Staff Permits (STSPs) and Provisional Intern Permits (PIPs) issued between 2020-21 and 2021-22 (37.5 percent and 11.7 percent, respectively)." For district and county intern credentials, Tulare ranked 3rd and Kings ranked 9th out of the state for "Top 10 Counties With Highest Requested Number of IPW (Intern, Permit and Wavers) Documents in 2021-22." (Reported in Teacher Supply in California, 2020-21 A Report to the Legislature by the CTC April 2023 Commission Meeting. These statistics clearly demonstrate the continued need for fully prepared teachers.

The TULE building has ongoing problems with technology. Some of the classrooms do not have the capacity to support all students being on Wi-Fi at the same time for projects or other in class activities. Several offices (504A, 504B, 504C) have frequent network outages, which makes it impossible to provide student support during office hours or complete work in a timely or effective manner. TULE 509 is being utilized for the Fall 2023 semester for a live synchronous hyflex course offering, and there have been frequent issues with the hyflex monitor. IT technicians have been extremely responsive and helpful but per their reports and responses, they are limited in what they are able to do to provide permanent fixes, as the infrastructure (cabling, wiring, etc.) of the TULE building is outdated and needs to be completely replaced.

Overall SLO Achievement: The EDUC 50 SLOs were assessed in the Spring of 2022 data was analyzed and updated in Trac Dat. Analysis of the outcome data demonstrated mastery of all the outcome goals across the five sections of EDUC 50 that were analyzed. The SLOs for EDUC 50 are scheduled to be assessed again in the spring of 2026.

SLO 1: Teacher's Role: was mastered at an average of 77% (63/81 students). SLO 2: Professionalism: is mastered at an average of 90% (73 of 81 students). SLO 3: Career Exploration: is mastered at an average of 96% across five of the EDUC 50 sections assessed. SLO 4: Credentialing Requirements: is mastered at an average of 87% (71/81 students). SLO 5: Fieldwork Experience (45 hours of classroom observation) is mastered at an average of 82% (81 of 95) across five of the EDUC 50 sections assessed. These students submitted a fieldwork experience log reflecting the completed 45 hours with 100% competency.

SLOs for EDUC 120 were assessed in Spring 2022 data was analyzed and updated in TracDat. The data analysis indicated that slight improvement was needed for SLO 2, and SLO 3 required an update to the assessment plan (SLO 3).

SLO 1 Skill Demonstration: was met with a high rate of achievement. SLO 2 Hardware and Software: had an outcome goal of 85%, when assessed this goal was met at 84%, just under the set goal. SLO 3 Information Literacy, has two separate skills to be evaluated. In the assessment plan used 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 designated assessment plan method (2021/2022) and required reevaluation. As a result, the assessment plan for SLO 3 was updated (2022/2023) to include both skills requiring students to demonstrate AND instruct others how to perform these skills. In the summer of 2023 SLO 3 was reassessed, 85% of the students submitted completed projects for this outcome. Of those submissions, 91% or 11 of 12 earned passing grades demonstrating mastery of the outcome, indicating that SLO 3 was met with a high rate of achievement.

Changes Based on SLO Achievement: EDUC 50: No necessary changes were indicated from the outcome data analysis. All SLOs for goals for EDUC 50 were met. However, after reviewing the outcome goal of 70% mastery for SLO #1 "Roles and Responsibilities" the faculty determined the outcome goal should be increased to 80% to parallel the outcome goals for the other SLOs. This update will be reflected in TracDat and evaluated as part of the next outcome assessment cycle scheduled for spring 2026.

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. SLO 3 Information Literacy: The assessment plan was updated and reassessed in the summer of 2023, indicating SLO 3 was met with high success. These changes were updated in TracDat. All three outcomes for EDUC 120 will be assessed again in spring 2025.

Overall PLO Achievement: The Program outcomes for Education were assessed in the Spring of 2021. Using a survey, data was collected from students who earned the ELEM TED AD-T between fall 2020 and spring 2021. The survey assessed the five associated outcomes: communication, current Issues within education, cultural awareness, identification of core elementary discipline areas, and clarify and articulation of career goals for teaching. All five PLOs were met with a high degree of success. They are next due to be assessed in spring 2024.

Changes Based on PLO Achievement: No PLO changes were indicated based on high achievement of the assessed outcomes. However, this achievement data is based on a less-than-desirable percentage of Education students, 22% or 20 of 89 students surveyed responded, which is similar to the response percentage in the prior assessment cycle. Due to the low response the PLO assessment data will be collected more frequently at the conclusion of each academic year, rather than at the end of the three-year cycle. It is hopeful that the increased frequency of data collection will provide a larger data population set which will provide a more comprehensive understanding of student performance on the PLOs and help to provide information for relevant changes to the program as needed.

Outcome cycle evaluation: Program outcomes and course SLOs are evaluated as an ongoing cycle. The program and courses have been assessed regularly and will continue on the three-year pattern established.

The PLOs for the ELEM-TED AD-T were last assessed in spring 2021 and are due to be assessed again in spring 2024.

The SLOs for EDUC 50 were evaluated in spring 2023 and are due to be evaluated again in spring 2026. The SLOs for EDUC 120 were evaluated in spring 2022, & summer 2023 they are next due in spring 2025.

Action: (2023-2024) 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 about how and why success rates are lower for Hispanic and students who identify as multi-ethnicity. 23/24 - Education Cohort qualitative data will be used to make PLO changes for Hispanic EDUC students.

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Implementation Timeline: 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024

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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: 2023 - 2024

09/14/2023

Status: Continue Action Next Year

There has been continued positive gains year-over-year for Hispanic Education students, 70.2%(18/19); 71.3% (19/20); 72.9% (20/21), 64%(21/22), and 69.7%(22-23). These success rates are very close to the district average for Hispanic students 71.1% (COS Total Hispanic Success 22-23). However, the 69.7% (22-23 EDUC Hispanic) is improving - but still slightly below the total success rate for all EDUC students 71.6% (22-23). This represents a 1.9% difference and is significantly lower than the success rate of their White peers, 81.8% (22-23).

Upon further examination of the data, it shows that Full-time Hispanic students had greater success, 74.9% (22-23) than part-time Hispanic students 60.7% (22-23). This significant difference indicates an area for improvement and a target for intervention and support.

In a review of the data for multi-ethnicity students there is limited information due to a limited population subgroup data is not reported for this group every year. The reported data is 75.0% (18-19); 76.9% (19-20); no data (20-21); 60.0% (21/22); no data (22-23). Last year, when data was reported for this subgroup the success rates were 4.8% lower than their peers. As a result, this is data that should be continued to be reviewed and an area of focus.

The Education Department has determined to continue to focus on closing equity gaps among Hispanic and multi-ethnicity students in alignment with the district goals to increase success rates among all groups, and the Education Department's goal to raise success rates to 80% across all subgroups. - Implementing the Elementary Teacher Education Cohort can help to provide additional insight into areas of focus for improving student success in these populations.

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

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

Program Review - Education

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):

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 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: (2023-2025*) Elementary Teacher Education Cohort Pilot

Pilot an Elementary Teacher Education Cohort beginning in fall 2023 and ending in spring 2025 with a target goal of 15-20 students. First-time freshman ELEM TED AD-T major students will be invited to join the cohort. Supported by a cross-functional team students will be provided wrap-around support to ELEM TED ADT students while working to earn their degree. Including faculty mentorship, peer collaboration, faculty transfer support, career placement support, and industry connections.

Informational meetings will be held inviting ELEM TED F/T/F students to be a part of the cohort. Continuous onboarding and outreach will take place the duration of fall 2023, at which point the cohort will be set and monitored over the next two years, until spring of 2025 when both qualitative and quantitative data will be analyzed.

The goal of the cohort is to both support students while they are working to achieve their transfer goals and to identify opportunities to improve student success and retention rates by increasing the college's understanding of the experiences and perceptions of Education students. In particular, we intended to identify challenges and barriers students face that could lead them to be unable to achieve their educational goals (transfer, degree, and employment). The Education Department plans to use qualitative information gathered from student comments in the focus groups to provide better insight into the barriers or supports to student success.

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Implementation Timeline: 2023 - 2024

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Identify related course/program outcomes: Create cross-functional teams (teaching faculty, counselors, staff, administrators, students) for Giant Pathway to track and support students in completing their chosen pathway (District Objective 2.1.1)

Providing support for transfer goals (District Objective 2.2.1)

Coordinating with public and private universities to expand transfer opportunities (District Objective 2.2.2)

Align transfer outreach and support to Giant Pathways (District Objective 2.2.3)

Program Review - Education

Enhance engagement with K-12 partners about the transfer process (District Objective 2.2.4)
 Research and identify obstacles to transfer students (District Objective 2.2.5)
 Expand opportunities to collect input from students; respond to their needs ((District Objective 3.1.4)

EDUC 50 SLO 3: Career Exploration “Engage and reflect upon career exploration process to help students decide whether or not they want to become an elementary school teacher.”

EDUC 50 SLO 4: Credentialing Requirements, “Develop a plan and time schedule for meeting admission to a BA teaching credential program.”

EDUC PLO 1: Communication

EDUC PLO 5: Career Articulation

Person(s) Responsible (Name and Position): Victoria Rioux, Education Faculty; Mainou Her, Articulation Officer and Transfer support, Suny Vang, Transfer Counselor, Amanda Thomas, Career Counselor, Liz Garcia T/C Coordinator, Rosealia Rodriguez, Career Center Coordinator

Rationale (With supporting data): In fall 2022, the the Education Department and Transfer Faculty conducted a plan to identify and implement a student focus group/cohort between 2023 to 2025, specifically with students who are majoring in Elementary Teacher Education. This endeavor aimed to identify opportunities to improve student retention rates by increasing the college's understanding of the experiences and perceptions of COS students. In particular, this focus group was intended to identify challenges and barriers students face that could lead them to be unable to achieve their educational goals (transfer, degree, and employment). The Education Department and Transfer faculty plan to use qualitative information gathered from student comments in the focus groups to inform enrollment and retention strategies for incoming and current COS students

The specific services provided to students part of this cohort included, but not limited to:

Transfer resources and support – counseling services

Academic support – faculty mentor support

Industry/career services networking – career services

Community building - peer-to-peer collaboration

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 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 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.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents 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: (2023-2024) Support Coordination of Integrated Teacher

Program Review - Education

Education Programs (ITEP) Implementation Grants with Partner Institutions (Fresno State & FPU)

Expanded relationships with partner transfer institutions. CSU Fresno and Fresno Pacific University both individually partnered with COS Education program to apply for Integrated Teacher Education Program Planning and Implementation Grants from the Commission on Teaching Credentialing, and in the Spring of 2023, both received approval for their grants. Fresno State in particular highlighted the successful transfer pathway and strong demand from COS Education students for the pathway in their grant proposal.

Over the next two years, the Education faculty will work collaboratively with these transfer institutions to help implement these ITEP grants and support the development of the ITEP pathways for COS Education students. Education faculty will coordinate with transfer counselors and the articulation officer at COS to ensure courses align with program goals. Education faculty will meet with Fresno State and FPU liaisons to ensure coordination, marketing, and recruitment across institutions take place.

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

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Identify related course/program outcomes: Providing support for transfer goals (District Objective 2.2.1)

Coordinating with public and private universities to expand transfer opportunities (District Objective 2.2.2)

Align transfer outreach (District Objective 2.2.3)

EDUC 50 SLO 3: Career Exploration "Engage and reflect upon career exploration process to help students decide whether or not they want to become an elementary school teacher."

EDUC 50 SLO 4: Credentialing Requirements, "Develop a plan and time schedule for meeting admission to a BA teaching credential program."

EDUC PLO 1: Communication

EDUC PLO 5: Career Articulation

Person(s) Responsible (Name and Position): Victoria Rioux, Education Faculty; Dr. Jesse Wilcoxson, CFS Area Dean

Rationale (With supporting data): Education majors have continued to be a large population of students at COS, and supporting these students to achieve their transfer goals is a goal of the Education Department.

The student demand for university access as well as the high interest in the Fresno State ITEP program has created a very competitive program limiting COS students' ability to transfer and receive a bachelor's degree and teaching credential. The expansion of the ITEP grant at Fresno State and additional at Fresno Pacific will provide increased access to accelerated pathways for students to earn their bachelor's and credential locally and increase COS transfer success. Additionally, the Fresno State ITEP plans expansion for additional authorizations including Education Specialist (SPED) and Bilingual Authorization (BAP).

The labor market supports an increased demand for certificated teachers. A continued shortage of teachers provides multiple job opportunities for future teachers. "The CDE's Estimated Teacher Hires data by geographic regions for 2022-23 shows that about one-tenth (10.8 percent) of the estimated teacher hires would occur in the South San Joaquin Central Valley Fresno, Kern, Kings, Madera, Tulare 2,392.7 10.8%". Additionally, the immediate need for teachers persists and can be noted in the "increase of Short-term Staff Permits (STSPs) and Provisional Intern Permits (PIPs) issued between 2020-21 and 2021-22 (37.5 percent and 11.7 percent, respectively)." For district and county intern credentials, Tulare ranked 3rd and Kings ranked 9th out of the state for "Top 10 Counties With Highest Requested Number of IPW (Intern, Permit and Wavers) Documents in 2021-22." (Reported in Teacher Supply in California, 2020-21 A Report to the Legislature by the CTC April 2023 Commission Meeting. These statistics clearly demonstrate the continued need for fully prepared teachers.

Below are the grants awarded to partner institutions:

Fresno State: Integrated Teacher Preparation Program Planning Grant Round 1 Funding, March 2023: California State University, Fresno* \$249,950.00 Education Specialist (Mild to Moderate Support Needs), Education Specialist (Extensive Support Needs)

Integrated Teacher Preparation Program Implementation and Expansion Grants Round 1 Funding, March 2023: California State University, Fresno* \$499,864.00 Multiple Subjects (TK/K), Multiple Subjects with Bilingual Authorization

Fresno Pacific University: Integrated Teacher Preparation Program Planning Grant Round 1 Funding, March 2023: Fresno Pacific

Program Review - Education

University* \$249,995.00 Early Childhood Special Education, PK-3 Early Childhood Education

Integrated Teacher Preparation Program Implementation and Expansion Grants Round 1 Funding, March 2023: Fresno Pacific University* \$499,055.00 Multiple Subjects (TK/K), Multiple Subjects with Bilingual Authorization, Single Subject Science, Single Subject Mathematics, Education Specialist (Mild/Moderate Support Needs), Education Specialist (Extensive Support Needs)

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 4.1 - 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.
District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: (2023-2024) Support Coordination of K-16 Partnership Grant with Visalia Unified Education Pathway at Mt. Whitney HS

Expansion of K-16 Partnerships to expand teaching pathways: In the spring of 2023, Visalia Unified School District (VUSD) partnered with COS Education Department to apply for the Central San Joaquin Valley K-16 Partnership grant to develop an Education pathway at Mount Whitney HS. VUSD was awarded the grant and plans are underway for the pathways to launch the first cohort in fall of 2024.

The goal of the pathway partnership is to create a continuous teaching pathway for students from high school, into community college at COS and on to a 4-year university to earn their BA+teaching credential. Education faculty will partner with VUSD grant administrators and Mt. Whitney Education teachers to facilitate a pathway for the HS students feed into the COS Education program upon graduation and transfer into an ITEP program through one of the partner transfer institutions.

Education faculty has met with VUSD partners in the spring of 2023, and continued collaboration meetings are planned for the fall of 2023 to support the implementation of the grant. Including marketing and education related to the COS Elem TED ADT, and transfer process.

Leave Blank:

Implementation Timeline: 2023 - 2024

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Identify related course/program outcomes: Providing support for transfer goals (District Objective 2.2.1)

Enhance engagement with K-12 partners about the transfer process (District Objective 2.2.4)

Align transfer outreach (District Objective 2.2.3)

EDUC 50 SLO 3: Career Exploration "Engage and reflect upon career exploration process to help students decide whether or not they want to become an elementary school teacher."

EDUC 50 SLO 4: Credentialing Requirements, "Develop a plan and time schedule for meeting admission to a BA teaching credential program."

EDUC PLO 1: Communication

EDUC PLO 5: Career Articulation

Program Review - Education

Person(s) Responsible (Name and Position): Victoria Rioux, Education Faculty; Dr. Jesse Wilcoxson, CFS Area Dean

Rationale (With supporting data): Expansion of K-16 Partnerships to expand teaching pathways, and increase EDUC student enrollment and transfer opportunities.

The overall number of declared Education major students has remained relatively the same as the previous year with a slight decrease of 14 students from the previous year. This is a positive sign that the number of Education majors has continued to stay fairly consistent despite the challenges with enrollment trends observed in from 2021 to 2022 in the district.

In 2022/23 there were 649 Declared Education Majors down from 663 in 2021/2022, and 665 in 2020/21

Secondly, the Education Department awarded 80 AA-T in 2022/23, this was a decrease in awards from the previous year all time high of 99 awards in 2021/22.

Additionally, the labor market demands more teachers. The labor market supports an increased demand for certificated teachers. A continued shortage of teachers provides multiple job opportunities for future teachers. "The CDE's Estimated Teacher Hires data by geographic regions for 2022-23 shows that about one-tenth (10.8 percent) of the estimated teacher hires would occur in the South San Joaquin Central Valley Fresno, Kern, Kings, Madera, Tulare 2,392.7 10.8%". Additionally, the immediate need for teachers persists and can be noted in the "increase of Short-term Staff Permits (STSPs) and Provisional Intern Permits (PIPs) issued between 2020-21 and 2021-22 (37.5 percent and 11.7 percent, respectively)." For district and county intern credentials, Tulare ranked 3rd and Kings ranked 9th out of the state for "Top 10 Counties With Highest Requested Number of IPW (Intern, Permit and Wavers) Documents in 2021-22." (Reported in Teacher Supply in California, 2020-21 A Report to the Legislature by the CTC April 2023 Commission Meeting. These statistics clearly demonstrate the continued need for fully prepared teachers.

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 4.1 - 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: (2023-2024: Update with revisions to Goal) Continue review for coordination with science department and GE committee to approve NSCI 131 to meet GE AREA B1 specifically for Elementary Teacher Education AD-T students -- Pending changes to the Cal-GETC and Local GE Pattern updates

(2023-2024) Review the changes to the Cal-GETC GE transfer pattern, double-counting allowances and implications for the Elem Teacher Education AD-T Transfer Model Curriculum changes along with the upcoming common course numbering implications to the GE Area B1 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.

Program Review - Education

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, 2022 - 2023, 2023 - 2024

Leave Blank:

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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: 2023 - 2024

09/14/2023

Status: Continue Action Next Year

During the 2022-2023 ADY the FDRG for the Elementary Teacher Education TMC met to begin the process of review. A survey was sent out to collect information related to the degree to CCC Education programs. Education Faculty, along with the COS articulation Officer met to review input for the TMC workgroup, and the survey input was provided to the FDRG workgroup. -- This is relevant as the TMC may change curricular requirements resulting in the change request to the AREA B1 courses in the local approval becoming unnecessary. Some findings from the survey were reported to the Association of the California Community College Teacher Education Preparation (ACCCTEP) members in the summer of 2023. As of Fall 2023, the FDRG is still working on the Elementary Teacher Education TMC.

Secondly, the UC/CSU/CCC intersegmental review of the Cal-GETC was being followed for potential changes to Area B which would result in changes that may impact the request for the NSCI to be approved for B1 for Elem Teacher Education AD-T students.

Additional changes that could have implications for this request review would be the impact of AB 111: Common Course Numbering Project. NSCI 131 (C-ID PHYS 140) is currently accepted as meeting B1 from other local CCC to partner CSUs. The shift to common course numbering may alleviate the need for the change locally.

Review of the outcome of Cal-GETC and the expected changes to the TMC will be reviewed during 2023-2024 and then the next action steps will be considered for this issue.

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

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: (Completed) 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

Leave Blank:

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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

Program Review - Education

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.

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:

Update on Action

Updates

Update Year: 2023 - 2024

09/13/2023

Status: Action Completed

In the fall of 2022, Victoria Rioux (Education Instructor) and Mainou Her (Transfer Counselor) met several times to discuss and develop a draft Basic Skills Verification form and workflow for potential application as a transcript verification for students who earn a "B-" or higher in course which can be used to demonstrate meeting the Basic Skills Requirement (BSR) for the Commission on Teaching Credentialing.

Next, Victoria and Mainou coordinated with the English Department Chair, Dr. Matthew Nelson to propose the English Department review which English course could demonstrate meeting the Reading, Writing, and Rhetoric requirements for the coursework expectations to meet the BSR. At the same time, the English department had been receiving multiple requests from previous students to verify courses for the BSR. This was becoming a timely issue in multiple ways. Information was provided to the English Chair to share with the English department (fall 2022). Then in March of 2023, Mainou Her and Victoria Rioux attended the English Division meeting to help provide additional information and answer questions related to the coursework option for meeting the BSR. At that March meeting, the English Division voted to approve ENGL 1; 2, and 4 as meeting the coursework requirement for the BSR.

Following the March meeting, Mainou Her updated the COS BSR Verification form to reflect these approved courses. Less clarity was needed to determine acceptable Math courses for meeting the BSR as the courses approved were clearly written in the regulations, Any math courses that meet area B4 including Math 10, 11, and or statistics could be used by students to meet the math section of the BSR.

Starting Fall 2023 students can complete the BSR verification request form and submit it to Admissions and Records. The Admissions and Records department will verify the student's transcripts and or approved AP test scores and then provide the student with the added BSR Verification Notation on the student transcript.

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

Program Review - Education

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

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: (Completed) 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.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

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

Program Review - Education

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2023 - 2024

09/14/2023

Status: Action Completed

In the fall of 2022, the Education Faculty met with the retiring Work Experience coordinator to learn more about Work Experience requirements and benefits to be able to expand Work Experience opportunities for Education students.

At the start of the Spring semester (2023), EDUC 50 and EDUC 120 students were provided with information for enrolling in Work Experience. This information was provided during class meetings and also to all Education students in the GOteach Canvas Community. Additionally, the January GOteach huddle focused on Work experience and securing a job as a paraprofessional.

Marketing to Education students was completed through emails, flyers, and information at Huddles. This helped to establish a clearer connection to the ability to earn credit for their work in the education workforce as students gain units from paid and unpaid work experience.

This marketing of Work Experience directly to Education students has continued, Brittany Faulkner Work Experience Coordinator-Instructor presented at the August 2023 GOteach Huddle. She invited students to prepare to enroll for Spring 2024.

Furthermore, the marketing and promotion of employment through the Pro-Youth Express Hiring Event held in the summer of 2023 connected incoming Education students with employment as after-school tutors to help fill gaps in workforce shortages for local education agencies which was a direct goal for this action. Students were informed about the ability to also join work experience by using their after-school employment hours.

This action is being discontinued, as coordination between the Education Instructor and the new Work Experience Coordinator-Instructor has been established, and ongoing outreach has been put into place. Additionally, students in the Elem TED Cohort will be provided information for enrolling in work experience throughout their participation in the cohort.

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 4.2 - 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: (Discontinued) Development of a data collection and

Program Review - Education

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, 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 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

09/14/2023

Status: Action Discontinued

Beginning Fall of 2022 there was a full return to in-person lab observations for EDUC 50 students. Many partner districts approved the return of COS lab observation students. The placement requirements for most of the partner districts have been organized into a document for lab students. Additionally, collaboration was developed with the Visalia Unified Human Resources department to onboard student volunteers and provide observation orientation for all lab fieldwork students as a general outline for professionalism expectations. These steps have helped improve placement procedures for students.

Beginning Fall 2023 students will complete an exit survey evaluating their fieldwork experience and provide insight into their fieldwork experience and mentor teacher support. This information will help Education faculty be able to make adjustments to the placement procedure/FW lab sites as needed. However, COS observation students remain limited in their ability to self-select mentor teachers as they are relying on volunteer teachers and administrators willing to allow student observations at their site.

One factor that may improve the selection of mentor teachers would be providing a stipend to the mentor teachers as well as setting criteria for serving as a mentor observation teacher. Further research would be needed, as funding to support this would be required. There were 335 EDUC 50 lab students in 2022-223 which required mentor teachers/placements. Providing a small \$25 stipend for one mentor teacher per lab student would have had a cost of \$8,375 for 2022-2023.

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

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.

Program Review - Education

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):

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