

# Comprehensive Program Review Report



## Program Review - Education

### Program Summary

#### 2020-2021

**Prepared by:** Victoria Rioux, Education Instructor

**What are the strengths of your area?:** The Education program hired a full-time faculty member in 2019; this has helped create a consistent and central figure to support Education students and the growth of the program. The program provides Education students with the pre-fieldwork experience required for acceptance into a California credential program. The program offers a degree for transfer, (AA-T) Associates in Arts in Elementary Teacher Education for Transfer.

The Education program has many strengths. One particular strength is the continual growth of the program. Declared Education major students have increased from 333 (17-18) to 577 (18-19) and recently to 654 (19/20).

Program awards for the new AD-T Associates in Arts in Elementary Teacher Education for Transfer have grown from 1 award in the first year it was offered to 10 awards in the second year, then 46 and increased to 73 awards in 2019-2020. Additionally, the college offers an AA in University Studies in Elementary Teaching Preparation for Transfer. The college awarded 121 of these degrees in 2017-2018, 183 the following year, and 293 in the 2019-2020 academic year.

The active course offerings have also been increased to support the continued increase in demand in the department. Currently, there are two active courses in the department, EDUC 50 and EDUC 120.

EDUC 50 is typically offered face-to-face and hybrid. The number of course offerings for EDUC 50 has steadily increased from four face-to-face and one hybrid offering (18-19) to six face-to-face and one hybrid (19-20). In the fall of 2020, eight sections of EDUC 50 were offered. Additionally, two more adjunct instructors were hired in the Spring of 2019 to prepare for a future increase in demand. EDUC 50 is offered at all three physical campuses in the district and typically has at least one hybrid offering.

EDUC 120 is traditionally offered as an online course during the spring, summer, and fall. A hybrid section of EDUC 120 was added for fall 2020. However, this section was closed due to low enrollment and changes in instruction formats due to COVID-19. EDUC 120 will continue to be offered spring and summer 2021 online.

The student success rate for the Education program has remained at 73% for the last two academic years. In the spring of 2020, Education students faced the challenge of completing their fieldwork lab requirements due to partner TK-12 school closures mid-way through the semester. The closure of partner TK-12 schools had a direct impact on Education students' fieldwork experience and their ability to successfully complete the required 45 hours of fieldwork. However, full-time and adjunct Education faculty worked together to mitigate the issues and provide alternative fieldwork experiences for the students to complete their required lab hours. Success rates among male students in the Education program have improved from 65% (18-19) to 71% (19-20), just below the program average success rate of 73%.

EDUC 50 increased the success rate slightly from 71% (18-19) to 72% (19-20). EDUC 120 had a noticeable increase in student success from 70% (18-19) to 76% (19-20).

The FTES has shown steady increases in the least three academic years, going from 42.83 (17-18), and 58.23 (18-19), to 70.83 (19-20). These numbers were helped by hiring a full-time faculty member and adding more sections of EDUC 50. Additionally, the FTF has increased from 2.6 (17-18), and 3.52 (18-19) to 4.72 (19-20).

During the 2019-2020 academic year, the Education Program worked hard to recruit and develop the GOteach Canvas Community into a broad support system for education major students. Monthly GOteach huddle meetings were held, and participation in the monthly meetings grew to 20 students. Active recruitment for the Canvas community took place in the Education courses and at campus events during the fall and spring. In the Spring of 2020, a large Education conference with 111 registered students was scheduled to take place. The event scheduled for March 2020 planned to host a keynote motivational speaker and collaboration sessions with admission recruiters from Fresno State, Fresno Pacific, and local Education employer Teaching Fellows Foundation. However, due to COVID-19, the conference was canceled and has been postponed until late Spring 2021 or Fall of 2021. GOteach was able to grow in size and increase its support to Education major students with the addition of a full-time faculty member and the collaboration of the GOteach lead facilitator.

**What improvements are needed?:** A closer look at student success rates in Education shows white students have a success rate of 81%, significantly higher than the program average. Hispanic students have a success rate that is below the program average at 70.3%. The data also reflects that students who identify with multi-ethnicity have the lowest success rates of the program at 68.4%, this is up from the previous year which was 64%. There is no current data for the success rate of African-American students in the multi-year analysis. The Education program seeks to increase diversity in the teacher pipeline, as a result, this is an area of focus.

In part, success rates are dependent on the completion of the lab fieldwork experience. Facilitating and maintaining field site placement for Education students has been exceptionally challenging during the shift to online instruction due to COVID-19. In the spring of 2020, some students were unable to start or complete their lab fieldwork requirements as TK-12 schools closed to in-person instruction. The challenge to provide an adequate number of field site placements for students in the fall of 2020 due to COVID-19 restrictions with partnering TK-12 schools has continued. The Education program will be exploring the benefits of developing MOU's with partner TK-12 schools to expand field site placements and help maintain current field site placements to meet the needs of an increasing number of Education students.

Continuing the development of the GOteach Canvas community has been challenging this year (2020-2021) primarily due to the exhaustion of the grant funding for the lead facilitator position, and in part due to the movement to distance learning instruction due to COVID-19. A grant request to the COS foundation was written (spring 2020) to continue funding the Canvas community facilitator position. However, the grant was not funded. Facilitating the GOteach Canvas community will require additional financial support. The program will continue to seek opportunities to develop the Canvas community offered to Education students.

Support for Education students to prepare for and successfully complete the California Basic Education Skills Test (CBEST) is needed. Education students are required to complete the CBEST exam before acceptance into a credential program. COS students who transfer to Fresno State's Integrated Teacher Education Program (ITEP) must complete the CBEST before the start of their second year in the program. Education students are introduced to the credential requirements of the CBEST exam in EDUC 50. However, currently, there are limited local CBEST test prep supports. Tulare County Office of Education provides an online CBEST test prep service for a fee. Beyond the limited test preparation offered, Education students struggle to find the time within their schedules to study for and take the examination. The Education program is exploring options to increase the CBEST test preparation opportunities for education students.

**Describe any external opportunities or challenges.:** Reliance on TK-12 schools' collaboration to partner with COS Education students for field site placement can be an external obstacle. Because the EDUC fieldwork experience requires cooperation with partnering TK-12 school districts, a more thorough analysis of school site placement procedures and development of MOU's may need to be developed for improved accessibility to observation sites.

New restrictions for student visitors and volunteers to partnering TK-12 schools due to COVID-19 restrictions have also emerged as an external issue facing the program. Fieldwork site placement data was analyzed and it was determined that during the 2019-2020 academic year, Education students partnered with 32 different districts from Kings, Tulare, and Fresno Counties for the lab fieldwork requirements. The two largest partner districts were Visalia Unified School District and Tulare City Schools. The number of partner TK-12 schools has been significantly reduced due to COVID-19 and partner school's shifts to distance learning. Currently, in the fall of 2020, there are approximately 15 partnering districts. The largest partner district, Visalia Unified School District, which typically provides around 100 placements for students, is not currently allowing for student observers as of early fall 2020.

The movement to remote instruction among TK-12 partner schools and the delivery of TK-12 instruction through Zoom at a reduced number of daily minutes has added to the challenge of providing fieldwork experiences for Education students to meet

their lab hour requirements in the traditional format. Additionally, Education students are faced with ensuring they have supporting technology and reliable internet to conduct their fieldwork lab requirements due to COVID-19 restrictions with partnering TK-12 schools. Alternatives have been developed and are consistent with other C-ID 200 courses in other California community colleges.

Collaboration between Fresno State's Integrated Teacher Education Program at the Visalia Campus and the COS Education program has continued. In the Fall of 2018, ITEP began its first cohort. The following fall, the College of the Sequoias Foundation established \$50,000 in scholarships available to COS students transferring to Fresno State's ITEP program eligible in \$1,000 increments. College of the Sequoias Foundation reported that during the 2019-2020 Academic year, 28 awards were provided to COS students transferring to the ITEP program. In the 2020-2021 academic year, 42 awards were given to our students transferring to the ITEP program.

Teacher shortages are causing the job market for teaching to grow. In particular, the demand for special education, science, and math teachers are in the greatest demand. 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."

**Overall SLO Achievement:** SLO's in EDUC 50 is scheduled to be assessed during the spring semester (2021), and EDUC 120 is scheduled to be assessed during the 2021-2022 academic year. Overall, the student achievement toward the SLO's in EDUC 50 and EDUC 120 demonstrates strong mastery of the outcomes. Only the EDUC SLO#5: Field Experience has a lower success rate, 81% and is an area of continued focus as addressed in the areas of improvement.

**Changes Based on SLO Achievement:** Changes to EDUC 50 were made in spring 2020 to add additional hybrid courses to increase flexibility or students to complete the fieldwork lab requirements (SLO#5) due to COVID-19 and TK-12 school closures more evaluation is needed of this change to support SLO improvement. Continued progress in developing placement sites for completion of SLO #5 is being explored.

**Overall PLO Achievement:** Program outcomes for the Elementary Teacher Education program are scheduled to be assessed in the Spring of 2021. They were analyzed for the first time in Spring 2018, using a Canvas survey. The responses indicate overall positive attainment of program outcomes as reported by graduating students.

**Changes Based on PLO Achievement:** Hiring a full-time faculty instructor was a goal of the program, to help develop the program and collaboration across disciplines for students in the Education Program. This goal was accomplished in part by hiring a faculty member in the fall of 2019. The faculty member will continue to serve as an advocate for students because the program involves courses located in a large number of divisions.

**Outcome cycle evaluation:** Program outcomes are evaluated as an on-going cycle. Outcomes for the Elementary Education AA-T and EDUC 050 is scheduled to be assessed in the spring of 2021, and EDUC 120 will be completed during the following academic year, 2021-2022. Data from these assessments will be analyzed and used to improve student and program success.

## Action: (2020-2021) 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.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** All PLO's and SLO directly related to the increased success rates of students in the courses.

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

**Rationale (With supporting data):**

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

*Link Actions to District Objectives*

# Program Review - Education

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

## Action: (2020-2021) Funding for GOteach Canvas Community maintenance and growth

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

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

**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. 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); this can, in part, be attributed to the GOteach Canvas Community.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2020 - 2021

10/02/2020

**Status:** Continue Action Next Year

Funding request was not approved during the previous cycle after program review. A grant request was written for the COS foundation to consider, the grant was not funded.

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

# Program Review - Education

the academic year.

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

## Resources Description

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

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

**Why is this resource required for this action?:** To maintain the GOteach Canvas community and recruit for growth during key months of the academic year would require an allocation of approximately \$2,750. This would allow funding to provide six hours a month towards maintaining the Canvas shell and hosting monthly a virtual huddle. This amount is based on paying an adjunct instructor at the lab activity rate for six hours a month from Sept-December, and February-May to maintain the GOteach Canvas community and hosting huddles.

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

The goals of Goteach are to provide support and resources related to requirements for transferring and credentialing, peer collaboration, and support with current education trends and best practices. Furthermore, the purpose is to expand and support Education pathways to help students meet educational goals and foster a more diverse student population into the teaching profession.

**Notes (optional):** [\$2,750 - Adjunct lab rate @ approx \$55 x 6 to 6.5 hours a month x 8 months]

**Cost of Request (Nothing will be funded over the amount listed.):** 2750

## 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

## Action: (2020-2021) Development of a data collection and evaluation system to improve student fieldwork placement and student success

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

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** PLO: Career-Students will be able to clarify and articulate career goals of becoming

# Program Review - Education

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:** High

**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:** 2020 - 2021

09/28/2020

**Status:** Continue Action Next Year

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

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

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

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

## Link Actions to District Objectives

District Objectives: 2018-2021

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

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

**District Objective 4.1** - Increase the use of data for decision-making at the District and department/unit level

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

**District Objective 4.3** - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

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



# Program Review - Education

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

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020, 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** PLO: Career - Students will be able to articulate career goals of becoming a teacher.

SLO: Credential requirements- Develop a plan and time schedule for meeting admission to a BA teaching credential program.

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

**Rationale (With supporting data):** Previous program review suggested the need to improve program support for students. This program support included coordination with CSU Fresno's Education Program and coordination of COS services for student success.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

**Update Year:** 2020 - 2021

10/01/2020

**Status:** Continue Action Next Year

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

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

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

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

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

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

## Link Actions to District Objectives

District Objectives: 2018-2021

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

**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

## Action: (2020-2021) Explore Maintenance of the AA in University

# Program Review - Education

## Studies in Elementary Teaching Preparation Degree

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

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** PLO: Clarify and articulate career goals of becoming a teacher

SLO: Develop a plan and time schedule for meeting admission and credential program requirements

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

**Rationale (With supporting data):** While reviewing data for the current program review it is indicated that a large number of students are declaring majors as education students, in two separate areas. In 2019-2020, 654 students declared themselves as Education majors associated with the (AA-T) Associates in Arts in Elementary Teacher Education for Transfer and were awarded 73 degrees for this major in 2019-2020. Additionally, in 2019-2020, 308 students declared they were Education majors in association with the University Transfer in Teacher Preparation for transfer students, and 293 students were awarded an AA in University Studies in Elementary Studies in Elementary Teaching Preparation.

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### *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 4.1</b> - Increase the use of data for decision-making at the District and department/unit level
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

## Action: (2020-2021) Maintain and improve laboratory environment supply acquisition and fiscal control to support student learning opportunities

Provide on-going and stable support for the CFS Division technician. This position is essential for the CFS division to operate. Currently, this position is funded through Workforce grant which requires monitoring and shifting between WorkForce grants.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020, 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Because the technician works in all the laboratories, culinary, fashion and child development, outcomes in all of these areas are directly affected. Because the technician develops and maintains fiscal spreadsheets showing each course, department and total division expenses courses in the CFS division which are not directly related to laboratory content are also related.

**Person(s) Responsible (Name and Position):** Milli Owens, Division Chair, Jesse Wilcoxson, Area Dean



# Program Review - Education

**Rationale (With supporting data):** This position is essential for division classes. The technician orders and maintains supplies and equipment for the child development, fashion, and culinary lab, as well as shops twice/week for culinary classes. Shopping is also done for fashion and child development but is not needed as frequently. In the culinary lab, the technician maintains, orders and cleans equipment, maintains and rotates food supplies, conducts end of semester cleaning as well as develops spreadsheets to track culinary expenses by class section. The culinary spreadsheets are sent to the culinary faculty weekly. The technician also develops and maintains spreadsheets to showing available funds and expenses for each department in the division. These department spreadsheets are sent to CFS Full-time faculty monthly, with information available more frequently if needed.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

**Update Year:** 2020 - 2021

10/02/2020

**Status:** Continue Action Next Year

The need for a laboratory technician is even more vital due to COVID-19 to support the preparation and distribution of lab materials for student support during COVID-19. The position is currently funded through Workforce grants and requires monitoring and shifting of grants. The support technician has contributed to ensuring students have the materials needed to continue to complete lab courses during online instruction.

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

## Link Actions to District Objectives

District Objectives: 2018-2021

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

**District Objective 2.3** - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

**District Objective 2.4** - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

**District Objective 4.3** - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

## Action: (Completed) Expand student-centered scheduling and course offerings: 2019-2020

Increase the number of EDUC 050 offerings, and expand the hybrid course offerings. Consider adding hybrid offerings of EDUC 120. The new full-time Education faculty member will complete the COS Online Teaching Certification program.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Victoria Rioux, Education Faculty; Deborah Nolan; Milli Owens, Division Chair; Jesse Wilcoxson, Dean.

**Rationale (With supporting data):** Elementary Education is the third largest program at COS. The demand for class offerings of EDUC 050 has increased as it is a requirement for the AA-T in Elementary Education. Increasing offerings and expanding hybrid offerings of the courses will meet the student demand. Expansion of the hybrid version could potentially increase student success rates by allowing freedom in their schedules to complete the required lab/ fieldwork component during the day, and complete the course work component online. Potential decrease in course capacity will also necessitate an increase in course

# Program Review - Education

offerings.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

**Update Year:** 2020 - 2021

09/28/2020

**Status:** Action Completed

Course offerings for EDUC 050 have been steadily increasing from 2018 when 5 sections were offered. In the 2019-2020 academic year, this was expanded to 7 sections. In the 2020-2021 academic year, the course offering was again expanded to 8 sections. Additionally, two more Education adjunct instructors were hired to draw from for future increases in course offerings of ED 50. The full time-faculty member completed the OTCP certificate to be able to expand the hybrid offering for future enrollments for ED 50.

The ED 120 course offerings were expanded for Fall 2020 to include an online and hybrid version of the section. However, the hybrid offering was canceled in part due to COVID-19 and low enrollment numbers. Consideration for a hybrid offerings may be considered again in the Fall of 2021.

**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

## Action: (Completed) Expand course offerings and provide program support: 2019-2020

Expand our course offerings, especially EDUC 50 during the day. Provide program support, which includes coordination with CSU, Fresno's education program. All the typical program responsibilities, such as program review, coordination of outcomes, and curriculum management, need a designated faculty member.

**Leave Blank:** Essential for Operation

**Implementation Timeline:** 2019 - 2020

**Leave Blank:** 09/06/2018

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 1.1: The District will increase FTES 1.75% over three years. District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives. 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 four-year institutions 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.

**Person(s) Responsible (Name and Position):** Jesse Wilcoxson, Dean; Milli Owens, Division Chair

**Rationale (With supporting data):** We currently offer 5-6 sections of EDUC 50 every semester. Our education courses have strong success rates and 100% growth in FTES in two years. The demand for education courses is increasing. Productivity averages 17. A full-time faculty member is needed to teach classes, especially during the day. This full time faculty member

# Program Review - Education

---

would also do program review, course and program outcomes, curriculum development and maintenance, coordination of program with transfer institutions, especially CSU Fresno .

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**