

2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2020-2021

CLUSTER: HAWK

NEXT SCHEDULED CPPR: 2022-2023

PROGRAM: EDUCATION

LAST YEAR CPPR COMPLETED: N/A

CURRENT DATE: 2/9/2021

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [resource plan](#)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

Associate Degree for Transfer

ELEMENTARY TEACHER EDUCATION, Associate in Arts for Transfer

Associate in Arts

PARAPROFESSIONAL EDUCATOR/PRE-TEACHING, Associate in Arts

Certificates of Achievement

CHILD DEVELOPMENT FOR ELEMENTARY EDUCATORS, Certificate of Achievement

HIGH SCHOOL/MIDDLE SCHOOL TEACHER PATHWAY, Certificate of Achievement

PARAPROFESSIONAL EDUCATOR/PRE-TEACHING, Certificate of Achievement

Certificate of Specialization

PARAPROFESSIONAL EDUCATOR FOUNDATION, Certificate of Specialization

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

The 2019-2020 year was deeply impacted by the COVID-19 Pandemic which hit during the first semester of adding a second section to the course. This meant an immediate transition to fully

online instruction and labs. Faculty Lead had already begun the process of planning a fully online version of the course, so began implementing strategies right away not only for effective online instruction, but also to continue to provide options for the 45-hour classroom observation lab element of the course. Lead was instrumental in helping to establish a fully online lab resource for the statewide CCCTPP. For Fall 2020 we offered two sections of asynchronous lecture/lab EDUC 200; Spring 2021 we are offering two sections of synchronous lecture/asynchronous lab. Faculty continue to fine tune various elements of the course to optimize student success, including a move to OER to replace the use of physical textbooks by Fall 2021.

The racial justice movement of 2020 has also informed instruction in EDUC200, supporting the foundational emphasis on preparing teachers to work with minoritized students. Added emphasis has been placed on resources and learning activities that amplify the lived experience of our own students, social justice and preparing these pre-service teachers to build community in their own classrooms based on culturally sustaining pedagogy.

Faculty Lead, Student Success Coach and Academic Counselor have worked to strengthen partnership with Cal Poly San Luis Obispo School of Education and Liberal Studies Department to facilitate more transfer and credential program opportunities.

The CBEST Test preparation workshop has been refined to include faculty specialists providing subject-specific instruction to support our students in pursuing their credentials with events held in Fall 2020 and Spring 2021. The TPP team also hosted its first Racial Equity and Social Justice in the Classroom conference during Fall of 2020 – this conference drew many of our TPP students, along with many from other schools. We also held a Career Night in the Fall. EDUC 200 students were strongly encouraged to attend these events.

Faculty Lead has continued to meet with statewide Teacher Preparation Pathway team to navigate the changing learning environment and to stay up to date on promising practices in programs statewide. In addition, Lead has contributed as a speaker on Children’s Literature in a Diverse Society to two statewide conferences for TPP students and co-facilitated portions of the ACCCTEP Convening on anti-racist teaching. Lead is currently collaborating on research being conducted through the CCTE.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program’s most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update,

if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

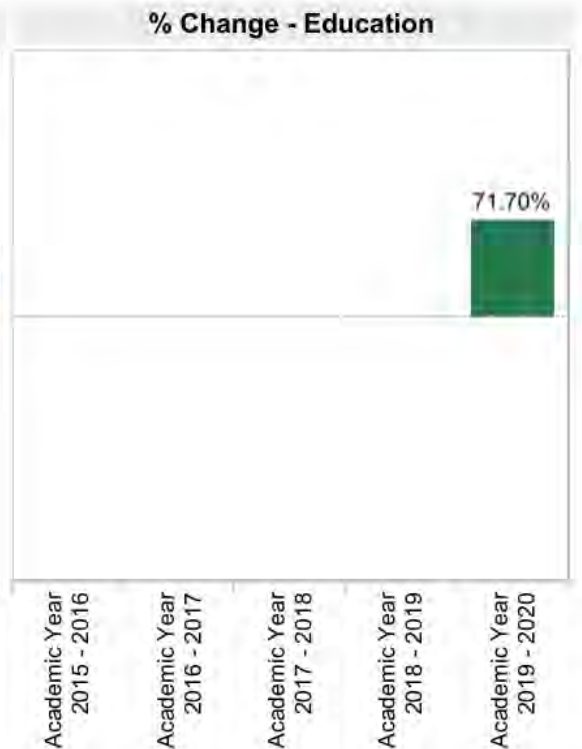
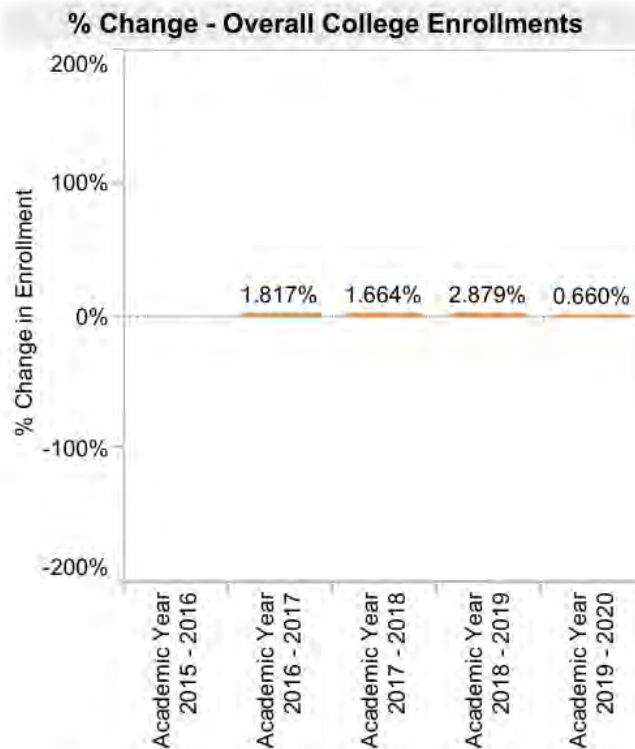
SLOCCCD Program Review Data - Enrollment

Department:
Education

Course:
All

Dual Enrollment:
All

Prison:
All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

EDUC 200 experienced dramatic growth (71.70%), due to the addition of a second daytime section in Spring 2020.

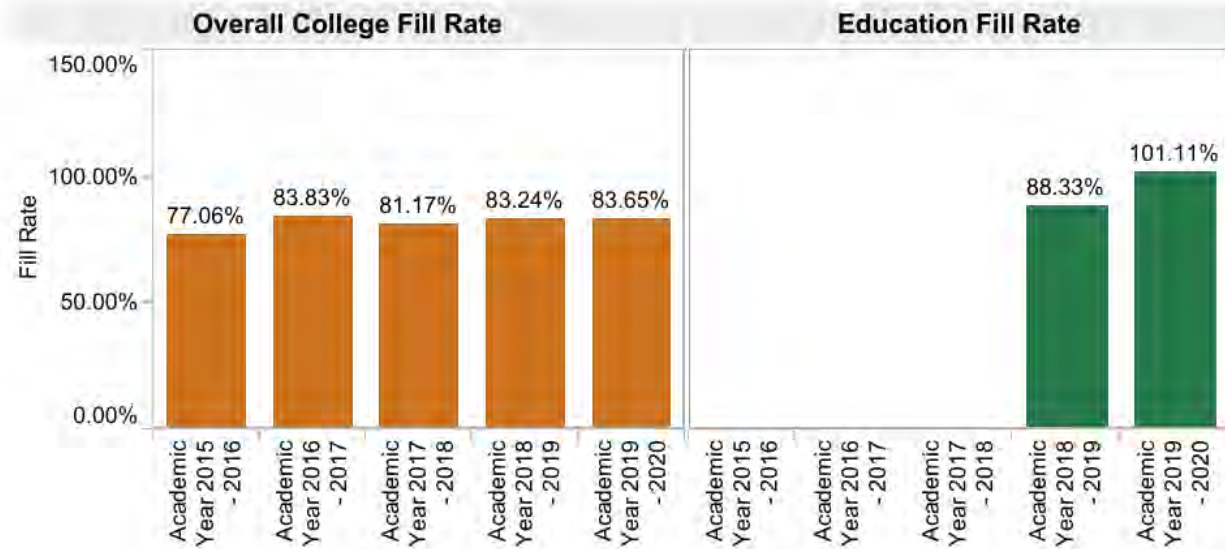
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Education

Course:
All

Dual Enrollment:
All

Prison:
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Student demand increased as awareness about this course spread. It is the second full year of the course, so word is still getting around. Current academic year has seen strong enrollment as well. This course serves as a pre-requisite for many credential programs, including the one at Cal Poly SLO. This is a cost-effective way for candidates to meet that requirement, so we do have students from other schools who enroll. Offering this fully online has opened it up to students who live outside the area which helped to support increased enrollment.

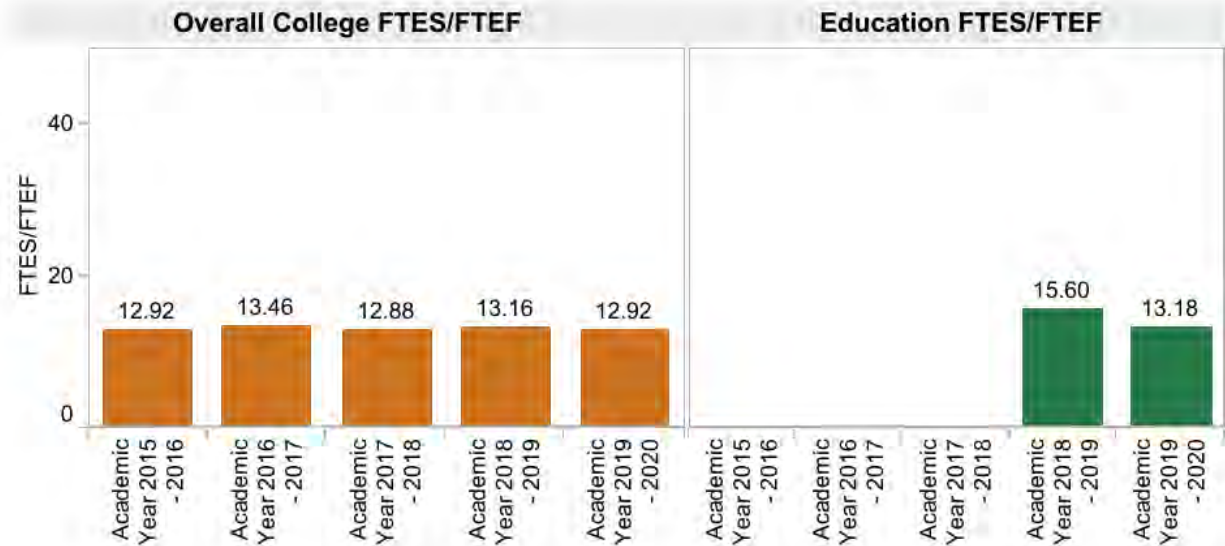
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Education

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Efficiency dropped slightly year-to-year. The most significant cause is likely the addition of a second section and the fact that the community is still learning about the opportunity to complete courses specifically for K-12 teacher preparation. Another factor that influences efficiency is the course cap of 30. The cap is set to 30 due to the nature of the lab portion of this course which requires placement of students in local classrooms (under traditional conditions). While students cannot currently be placed in physical classrooms, faculty must now curate and coordinate virtual observation opportunities and continue to facilitate the lab portion of the course.

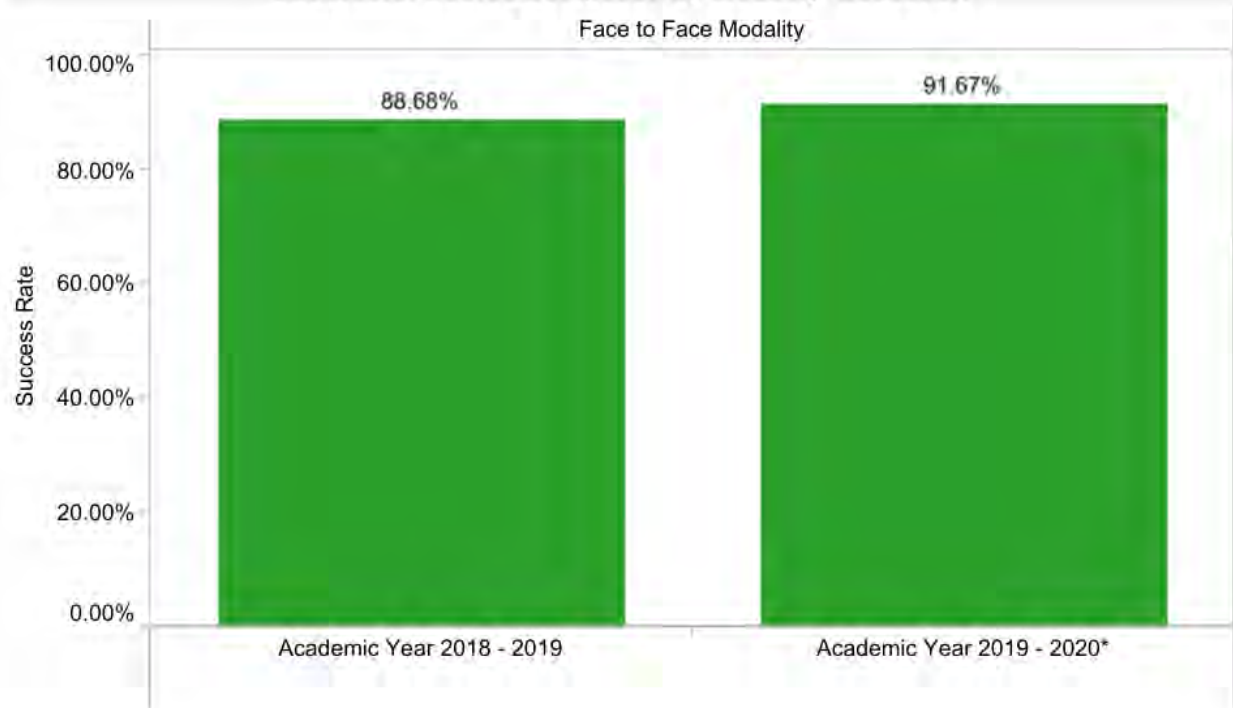
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Education

Course:
All

Legend:
■ Face to Face Modality

Successful Course Completion by Modality - Education



Successful Course Completion by Modality Table - Education

		Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	88.68%	91.67%
	Total Department Enrollments	53,00	91,00

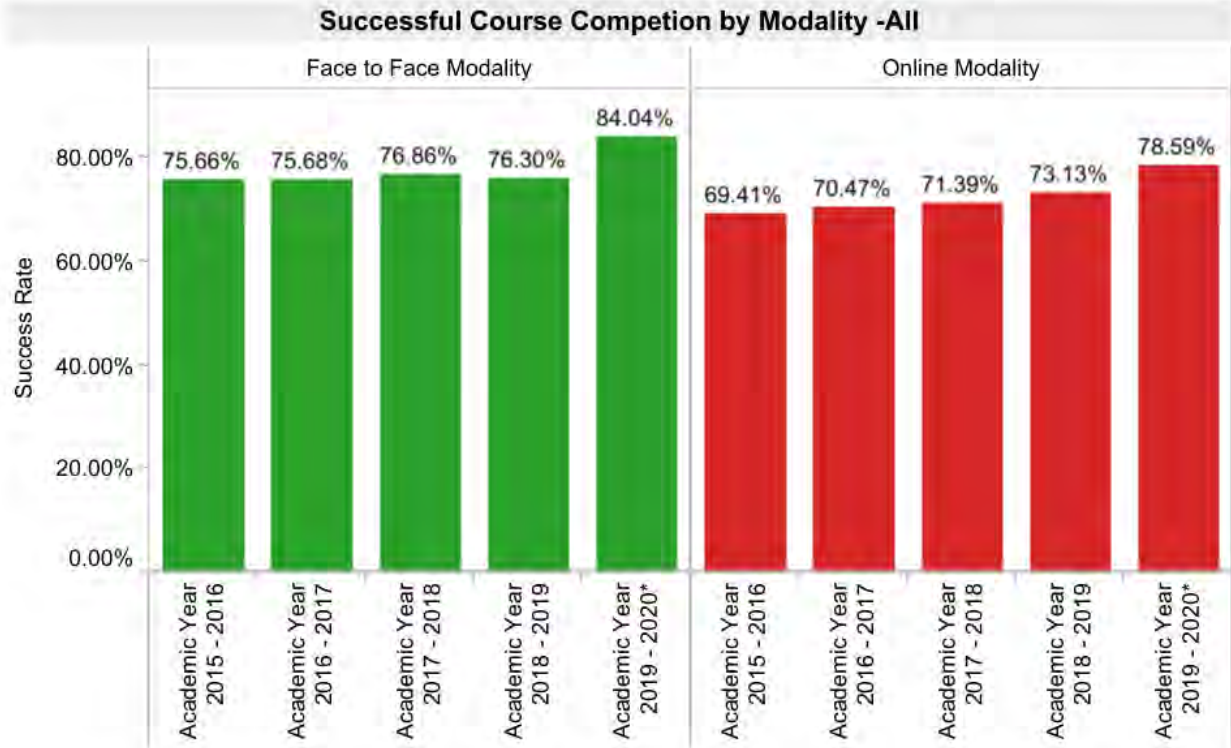
This course was planned and taught in the Face to Face modality in Fall 2019 and began Spring 2020 in the same. Transition to fully-online courses occurred in mid-March. Both faculty members adapted as quickly as possible to the new modality and did their best to provide support and ongoing excellent course delivery throughout the remainder of Spring and Fall 2020 terms.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

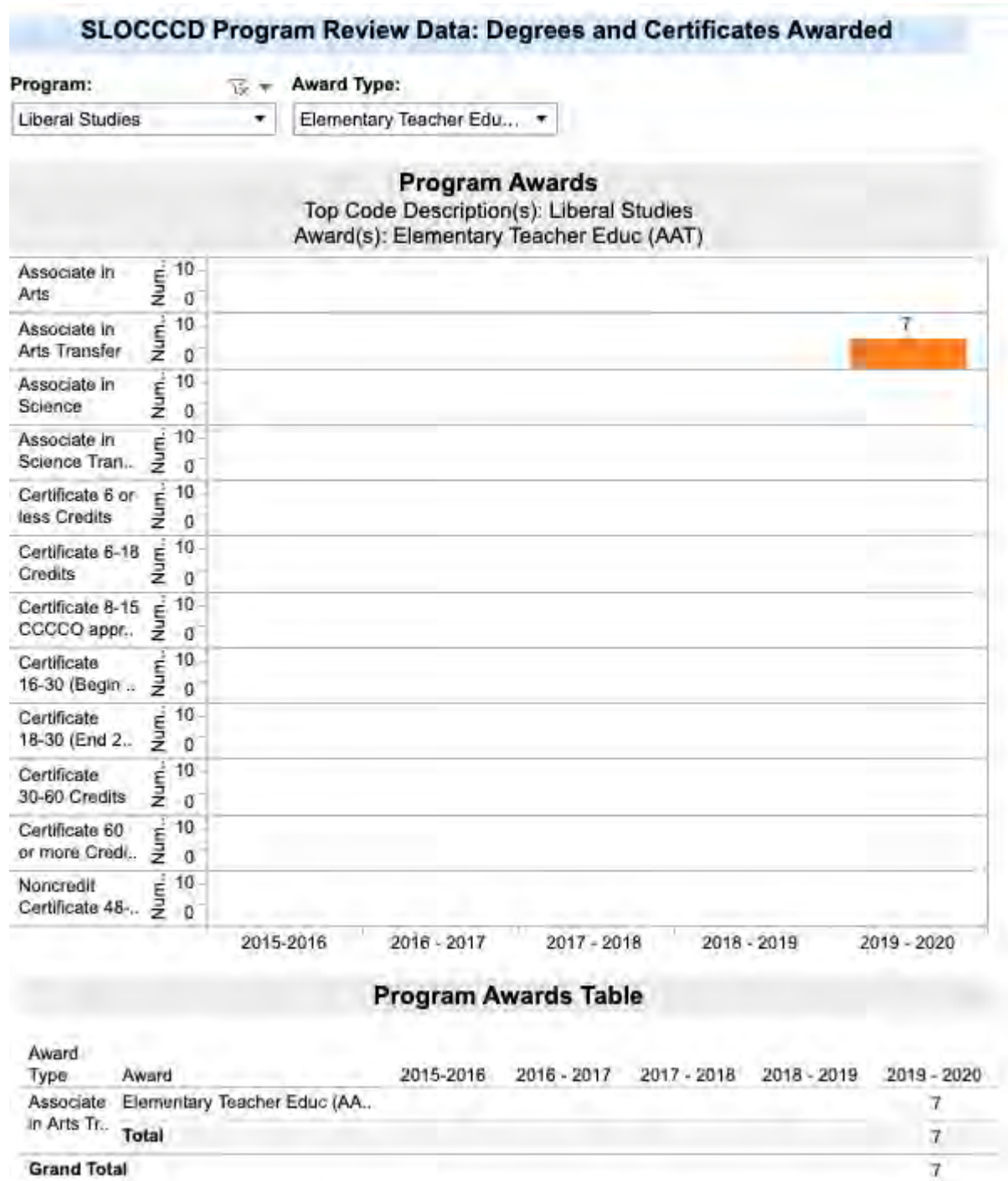
Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - All

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	75.66%	75.68%	76.86%	76.30%	84.04%
	Total Department Enrollments	52,399	53,120	53,586	52,830	51,883
Online Modality	Department Success Rate	69.41%	70.47%	71.39%	73.13%	78.59%
	Total Department Enrollments	9,950	10,438	12,311	14,888	16,965

EDUC 200 successful course completion surpassed overall campus averages for the same time period.



Degrees and Certificates Awarded: As of the 2019-2020 school year, seven Associate Degree for

Transfer were awarded. Given the growth of EDUC 200, along with addition of two new courses for Fall 2021, we anticipate the coming years to show continued growth.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Education

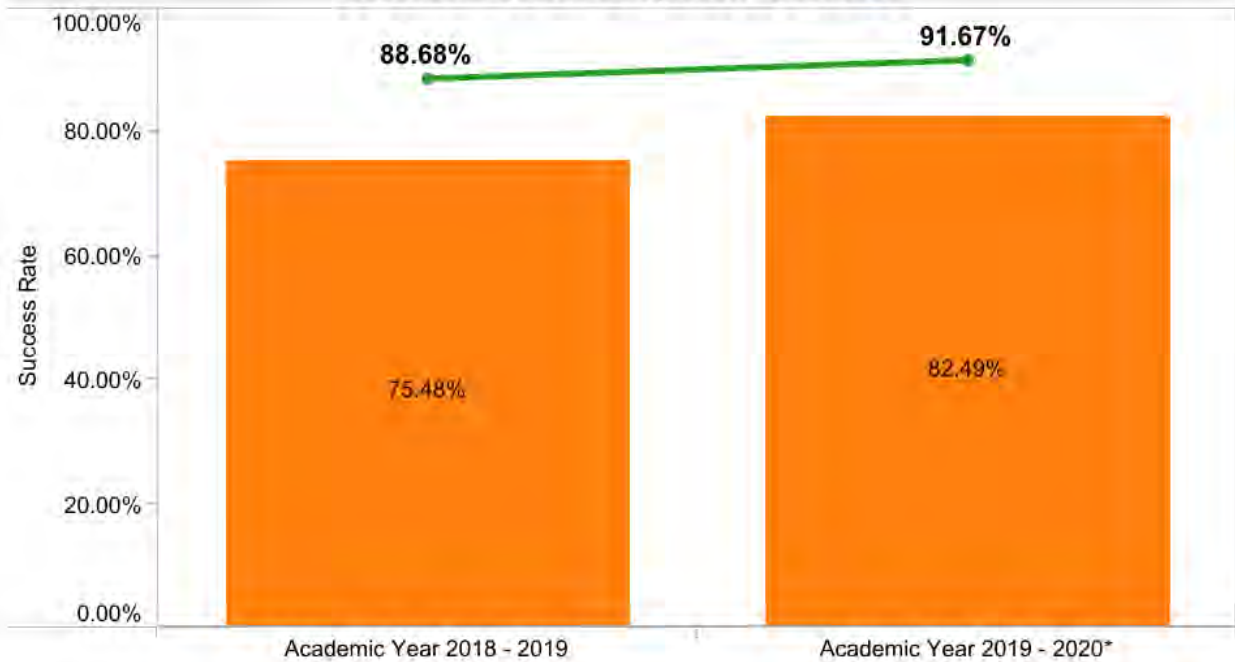
TERM_ID
All

Measure Names

- Department Success Rate
- Overall College Success Rate

COURSE
All

Successful Course Completion - Education



Education Success Rate Table

	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	88.68%	91.67%
Total Enrollments	53	91

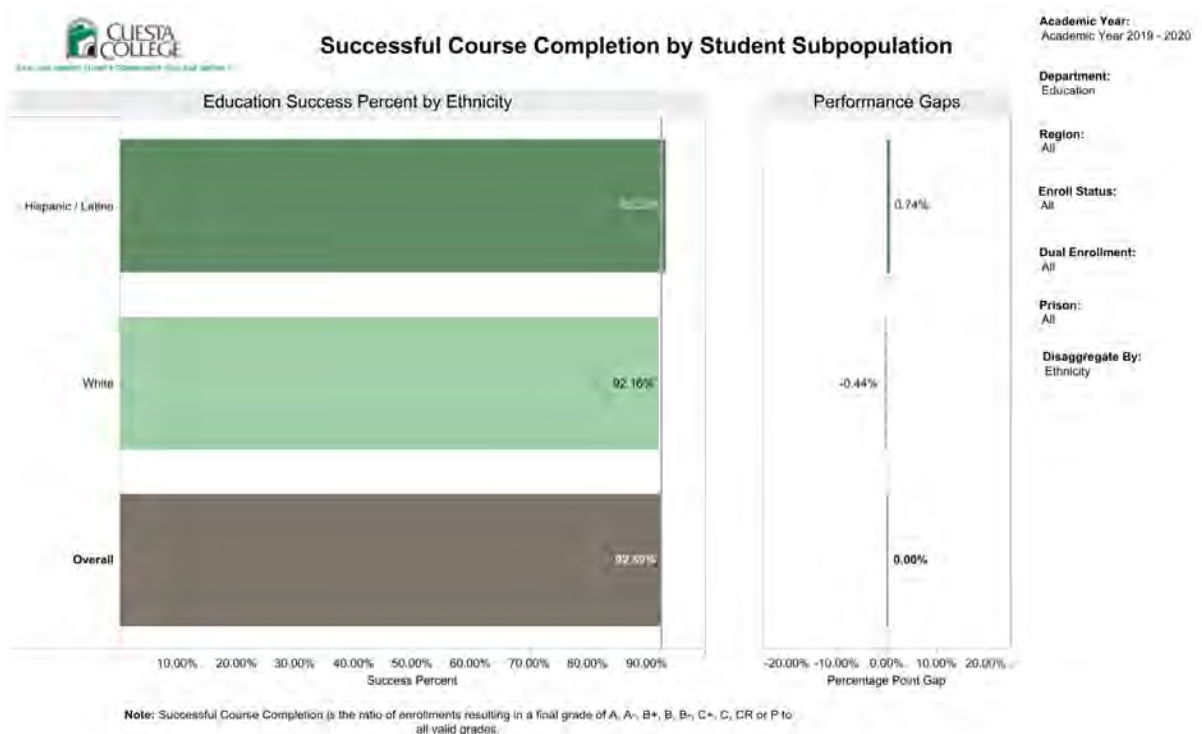
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

General Student Success – Course Completion

The completion rate of 91.67% for EDUC 200 exceeded that of the overall college course completion rate of 82.49% for the same time period. It also increased slightly year-to-year from 88.68% to 91.67%.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Disaggregated Student Success



This course was developed as a part of the DHSI Federal Title V Grant with the goal of supporting recruitment of Latinx teachers. Successful completion of this course by students who identify as Hispanic/Latino (93.33%) slightly surpassed that of students who identify as white (92.16%) and surpassed that of the overall course completion rate (92.59%).



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2019 - 2020

Department:
Education

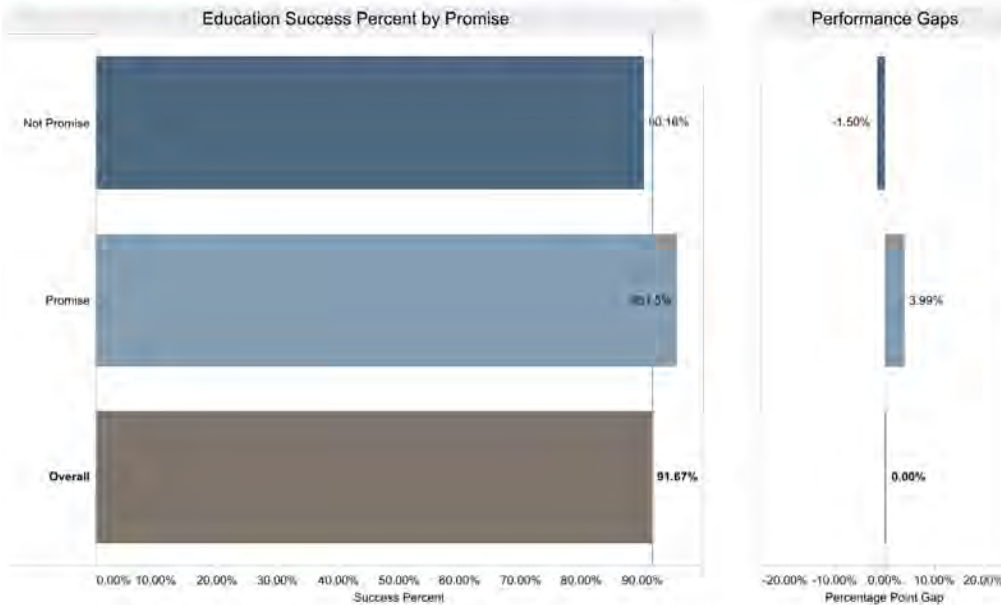
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Promise



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Students enrolled in the Cuesta Promise program had higher course completion rates (95.65%) than those not enrolled (90.16%) and higher than the course average of 91.67%.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2019 - 2020

Department:
Education

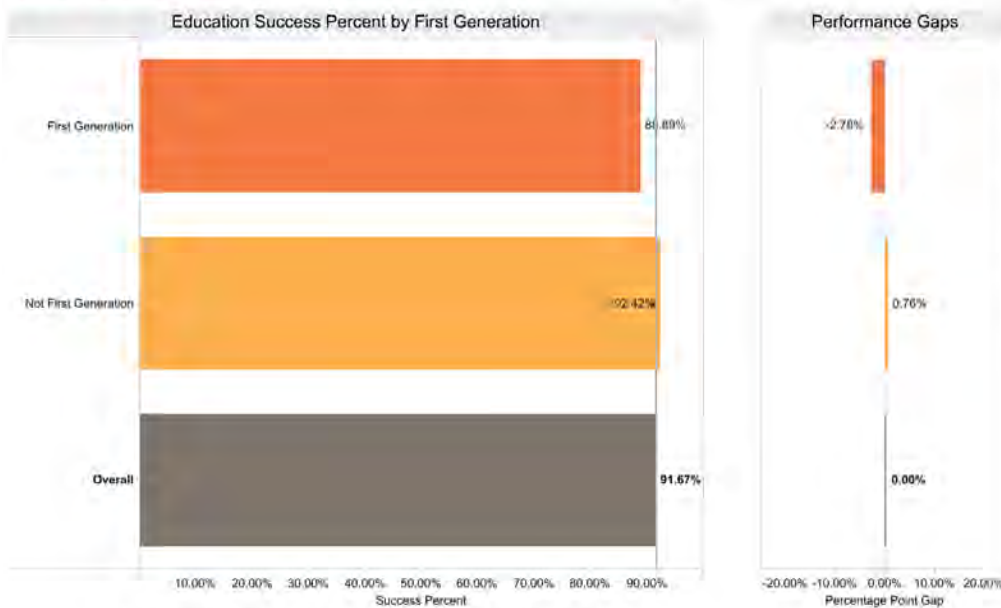
Region:
All

Enroll Status:
All

Dual Enrollment:
All

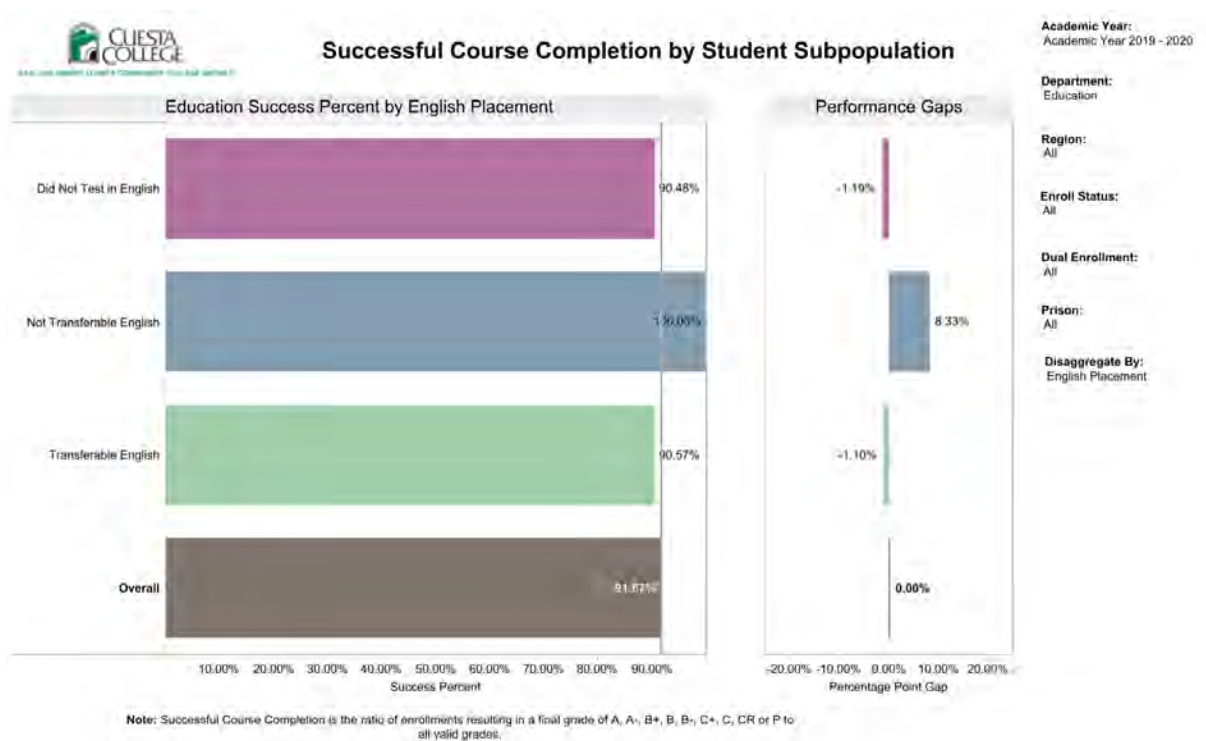
Prison:
All

Disaggregate By:
First Generation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

First Generation students had a lower success completion (88.89%) than non-First-Generation students (92.42%). The course content is being constantly updated with added emphasis on Culturally Sustaining Pedagogy and inclusive course design. Faculty are making a concerted effort to build community in the online space. Peer-reviewed research in curriculum and pedagogy has shown these to be promising practices and can lead to improved outcomes for students, especially for those who may have experienced bias and other obstacles to their learning success in earlier school experiences. Much of the course provides opportunities for students to reflect and collaborate, as well as to contribute to content which has been shown to validate students' funds of knowledge, thus affirming that they belong in the college community. As faculty become more practiced in online course design and all students are becoming more comfortable in the online space, we anticipate we will see improvement in outcomes for all students.



Students enrolled in Non-Transferrable English completed this course at a rate of 100%, while those who did not test in English completed at a rate of 90.48% and those in Transferrable English completed at a rate of 90.75%

Comment on disaggregated data. This course is still very young and the data set is relatively small. However, the trend towards higher enrollment and a strong course completion rate suggest that this course is serving the needs of all students, and particularly those it is intended to serve.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Since this program is still quite new, we do not have much in the way of employment or certification data. The team has developed and implemented a CBEST Test Preparation workshop series to provide support to students. Since the CBEST was 'tabled' for awhile and test centers continue to operate at minimal levels, we do not have much data yet on the impact of these workshops. However, as we have adapted the series based on participant feedback, we have seen a significant increase in participation and interest.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: **NONE**.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: **NONE**.*

- A. New or modified plans for achieving program-learning outcomes
 - o Ongoing evaluation of course design, updating resources to reflect contemporary issues and content in public school classrooms.
 - o New courses to be offered in Fall 2021 to meet student interest, GE requirements (pending CSU approval) and employer demand:
 - EDUC 220 – Introduction to Paraeducator and Special Education
 - EDUC 210 – Ethnic Studies for Educators
- B. Anticipated changes in curriculum, scheduling or delivery modality
 - o Faculty is working to eliminate hard copy textbooks and replace with OER materials and links to publicly available web resources, Cuesta College Library articles, instructional videos, etc.
 - o Faculty is fully prepared to offer this course in any of the following modalities:

- Face-to-Face Lecture and Lab
 - Face-to-Face Lecture/Asynchronous Lab
 - Synchronous Lecture/Asynchronous Lab
 - Asynchronous Lecture/Lab
- C. Levels, delivery or types of services
- See above
- D. Facilities changes
- No changes projected except for hopes to return to in-person teaching
- E. Staffing projections
- Faculty for EDUC 220 may be drawn from current part-time pool between ECE and EDUC and/or from new FT hire in ECE/EDUC
 - Faculty for EDUC 210 will need to be hired. It is possible that this course could be co-taught with existing part-time faculty, however, we do not currently have an instructor with the MQDD for Ethnic Studies.
- F. Other
- The TPP team, including Grant Coordinator, Student Success Coach, Academic Counselor, Lead, and Division Chair have actively pursued building this program out by adding workshops and conferences in the midst of the pandemic. EDUC 200 involves guest lecturers, opportunities for collaborative learning, and flexibility for students who work during the school day. The forced migration online has led to creative and collaborative idea generation. Members of the team have actively sought out partnership opportunities with Cal Poly SLO and Cal Poly Pomona and are cultivating opportunities with these institutions to provide our students with resources and options to further their studies and careers.

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.