

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019

CLUSTER: WED

NEXT SCHEDULED CPPR: 2022-2023

PROGRAM: EDUCATION

LAST YEAR CPPR COMPLETED: NA; FIRST ONE

CURRENT DATE: 3/8/2019

This APPW encompasses the following degrees and/or certificates:

AD-T in Elementary Teacher Education

GENERAL PROGRAM UPDATE

There have not been any changes because the program just began.

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.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

EDUC (Education) is not even listed on the drop-down menu yet because the one course is brand new and has only been offered this academic year.

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).

The course will be assessed every semester starting Fall 2019.

NARRATIVE:

The new department, Education, with the new acronym, EDUC, is housed and supported in the Applied Behavioral Sciences Division. The new degree is the AD-T in Elementary Teacher Education and consists of (1) course required for the AD-T. This AD-T is required as part of our \$2.5 million dollar Title V federal grant and supports Standard: IA, IB, IIA and Institutional Objective: 1.1.

Please click on

<https://www.cuesta.edu/academics/wed/appliedbehaviorsci/education/teacher-pathways/index.html> for details on our new web pages about all of our Education pathways.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

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The Education program has had a substantial amount of work done in its first year through the support of 3 grants: TPP, Education Futures, and the Title 5 grant, and with the help of multiple people, including the Division Chair of Applied Behavioral Sciences, two part-time Education faculty, Education Counselor, Education Grants Coordinator, Education Student Success Academic Coach, Title 5 Grant Coordinator, Full time Early Childhood Education faculty member, Applied Behavioral Sciences Division Assistant, and Director of the Children's Center. The program has had some funding for a lead faculty member and plans to have one again in the Fall.

Here is a sample of the work the Division Chair has done to receive the TPP Grant and that will give more details about what has occurred within the program thus far.

**South Central Coast Region Teacher Preparation
Grant Progress Report
Due November 15, 2018**

Please submit to: Renee.Marshall@canyons.edu
Carolyn.Shaw@canyons.edu

College: [Cuesta College](#)
District: [San Luis Obispo County Community College District](#)
Report Prepared By: [Cherie Moore](#)
Email: cmoore@cuesta.edu

Object of Expenditure	Budget	Progress Report Expenditure	Progress Report Balance	Final Report Expenditure	Final Report Balance	Final Unspent Balance
1000 Instructional Salary	0.00	0.00	0.00	0.00	0.00	0.00
2000 Non-instructional Salary	0.00	0.00	0.00	0.00	0.00	0.00
3000 Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00
4000 Supplies and Materials	1,000.00	0.00	1,000.00	318.00	682.00	682.00
5000 Other Operating	3,000.00	182.00	2,818.00	236.00	2,582.00	2,582.00
6000 Capital Outlay	1,000.00	0.00	1,000.00	0.00	1,000.00	1,000.00
7000 Other Outgo						
Total	5,000.00	182.00	4,818.00	554.00	4,264.00	4,264.00

Summary of activities and expenditures:

Elementary Education ADT - A new EDUC department has been created within the Applied & Behavioral Sciences Division that already houses the Early Childhood Education program. The Elementary Education ADT launched fall 2018. Introduction to Teaching - EDUC 200 enrolled more than 20 future teachers who will gain classroom experience at local schools this semester. The group includes students who want to teach elementary, secondary, and special education. Additionally, as of 11/8/18, over 600 students (over 280 are new or returning students) have declared a teacher pathway as part of their educational goals. These students are supported by a designated Bilingual Academic Success Coach, Coordinator and Counselor to increase rates of persistence and completion, particularly for Latinx students.

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As of 11/8/18, between July 1 and Nov. 8, 151 (duplicated) students who have expressed pathway interest have met with an academic counselor for course scheduling and guidance.

EDUC 252 (occupational work experience) was developed to give more students opportunities outside of EDUC 200 to observe teachers in the classroom.

Professional Development

- Cuesta College hosted the TPP regional meeting in fall 2018, providing breakfast and lunch to the team for an engaging and informative session with colleagues from regional Education programs.
- The Academic Success Coach participated in 3 training opportunities: 1) Equity Summit; 2) CA Community Colleges' Success Network Conference – Empowering Inclusive Learning; 3) Cuesta College UndocuAlly Training.
- TPP Teach 411 Conference was held on Friday, Nov. 9th reaching 6 Cuesta staff members including EDUC faculty, ECE faculty, Applied Behavioral Sciences (ABS) Division Chair, DHSI grant administrator, DHSI counselor, and CTE counselor.
- The ABS Division Chair, ECE full time faculty, and EDUC faculty lead have been regularly coordinating on curriculum modifications, including revised and new courses, new degrees, and Certificates of Achievements.

Future Educator Workshops:

- Outreach events targeted to teacher pathway attributed students to promote Future Teacher Club and teacher pathways were hosted 11/7 and 11/14,
- DHSI Academic Counselor coordinated 4 workshop sessions for future teachers: "Teaching – Into and Beyond the Classroom" at the Educate Conference in March 2018 at Cuesta College for local area high school Latinx students.

CBEST Test Preparation –

- Workshops are being explored for Spring 2019.

Bilingual Outreach – Content for web and promotional items have been drafted and going through a final review before going to the Director of Advancement for execution. Professional translation services have been identified.

A pop-up tent and tablecloth were purchased to support outreach efforts.

Dual Enrollment – A teaching module for Get Focused, Stay Focused (a Career Exploration course for local area high school freshman) is being created for implementation in spring 2019.

Future Teacher Club – DHSI team is exploring educational support organizations such as California Teachers Association chapters that have a focus on community college students. E-mail was sent to more than 600 students connecting them to DHSI Academic Counselor and Success Coach. A presentation was made in EDUC 200 course.

Child Development Club- A new student club was created that will focus on all child development topics, including early childhood (birth to 8) education. The advisors are the ECE full-time faculty and the Children's Center Director.

If expenditures are lower than expected, or might appear to be lower than expected given the reporting period, please include a short description of the expected expenditures through the remaining period of the grant, and indicate whether you expect there to be an unexpended balance at the end of the one-year period of your grant:

Expenditures are lower than expected due to 411 Conference travel not yet charged to Banner, pending pop-up tent and tablecloth purchase, and purchasing CBEST/CSET test prep manuals. We expect to spend all funds by the December 14th deadline.

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Here is the artwork for one of our promotional banners:



Here is another (for the retractable banner):



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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.