

2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021-2022

PROGRAM: EDUCATION

CLUSTER: HAWK

LAST YEAR CPPR COMPLETED: 2021

NEXT SCHEDULED CPPR: 2022-2023

CURRENT DATE: 2/22/2022

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 EDUC program has grown significantly from its inception as part of the DHSI Grant the college received in 2017. With a focus on recruiting and supporting students who identify as Latina/o/x, we have built a strong team between the faculty, bilingual student academic success coach and dedicated bilingual academic counselor. In line with the grant objectives, we continued to build out the EDUC offerings by writing and implementing two additional courses to meet student and community need in Ethnic Studies and Paraprofessional education. We also added a section of EDUC 200 as a dual enrollment offering at Paso Robles High School and worked on implementing a Cuesta Instructor-led section at Atascadero High School, however, this was not completed until Spring 2022 due to challenges with communication and Human Resource issues. In addition, Faculty Lead participated in statewide discussions and action in response to legislative changes related to the Ethnic Studies graduation requirement at the CSU and later in the K-12 system, along with AB130 changes to the Basic Skills and Subject Matter Requirements for California Teaching Credentials.

In 2020, the CSU System adopted an Ethnic Studies graduation requirement (Area F). Education Lead gathered information on this and in collaboration with HDHS faculty developed an Ethnic Studies for Educators course that was approved by the CSU to qualify for the Area F requirement. Lead and Bilingual Academic Success Coach were part of hiring committee for Ethnic Studies faculty. EDUC Faculty also built collaborative partnership with the Ethnic Studies educator at Paso Robles High School.

Lead collaborated with Division Chair and an ECE faculty member to develop a course for Paraprofessional Educators to help meet the demand from local schools, districts, and other organizations. Throughout the Fall of 2021, EDUC faculty and support staff collaborated with local schools and agencies to facilitate programming with the goal of recruiting Cuesta students to fill Paraprofessional Educator openings throughout the County.

During Summer of 2021, we offered a synchronous section of EDUC 200 and continued to improve the content and accessibility of the online version of the course. Enrollment numbers were modest during the summer, yet students from throughout California were able to participate in the course.

Beginning in Spring 2021, Division Chair, Faculty Lead and Paso Robles High School began the process of offering a section of EDUC 200 as a dual enrollment, taught by the Cuesta instructor. This section is the capstone for the Career Pathways at PRHS and has been very successful. When the instructor for the section offered at Atascadero High School did not meet minimum qualifications, Faculty Lead worked with high school and Cuesta administration to get the Cuesta-led section in place. There were numerous obstacles to getting the course established during the fall semester, so this course did not begin until Spring 2022, and it is now fully enrolled.

In July 2021, AB130 went into law and had significant impacts on teacher preparation. Lead Faculty engaged in statewide discussions on implementation of this new policy and attended several conferences and meetings in order to maintain communication with CTC, CSU leaders and credential analysts so as to provide Cuesta EDUC students with the most accurate information possible.

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,

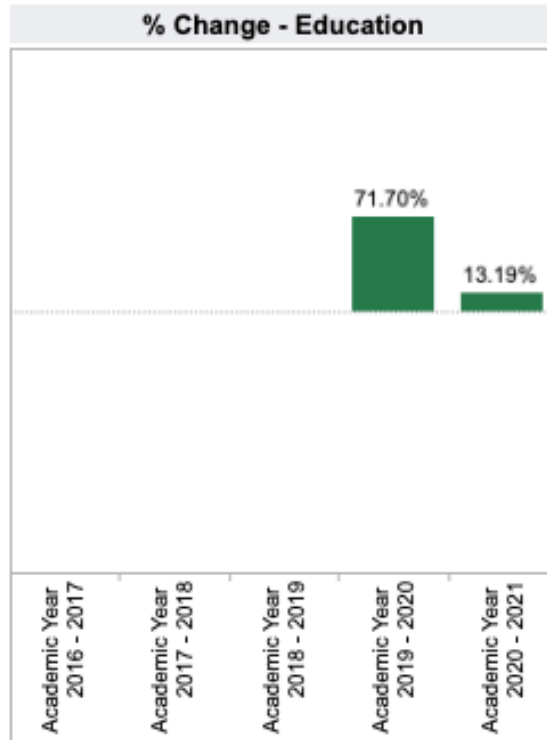
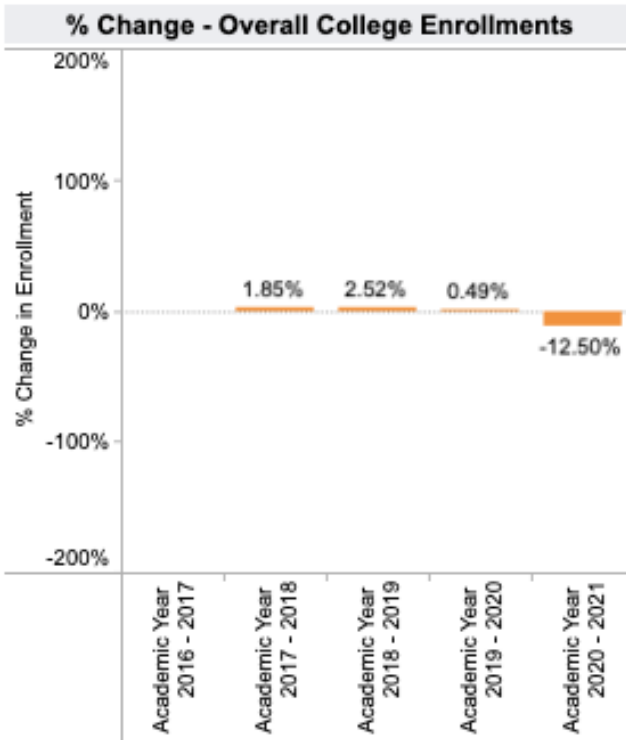
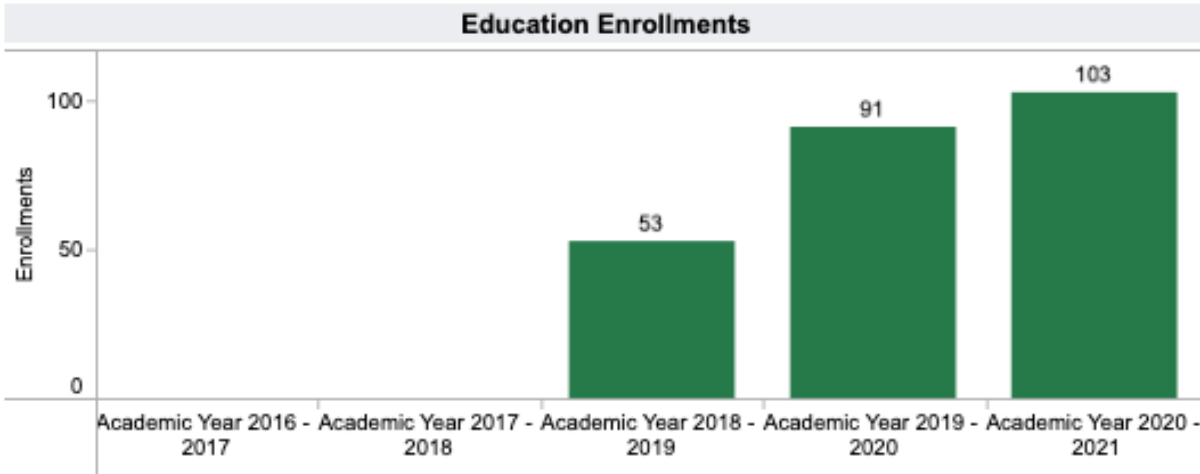
if necessary, your Program Sustainability Plan.

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

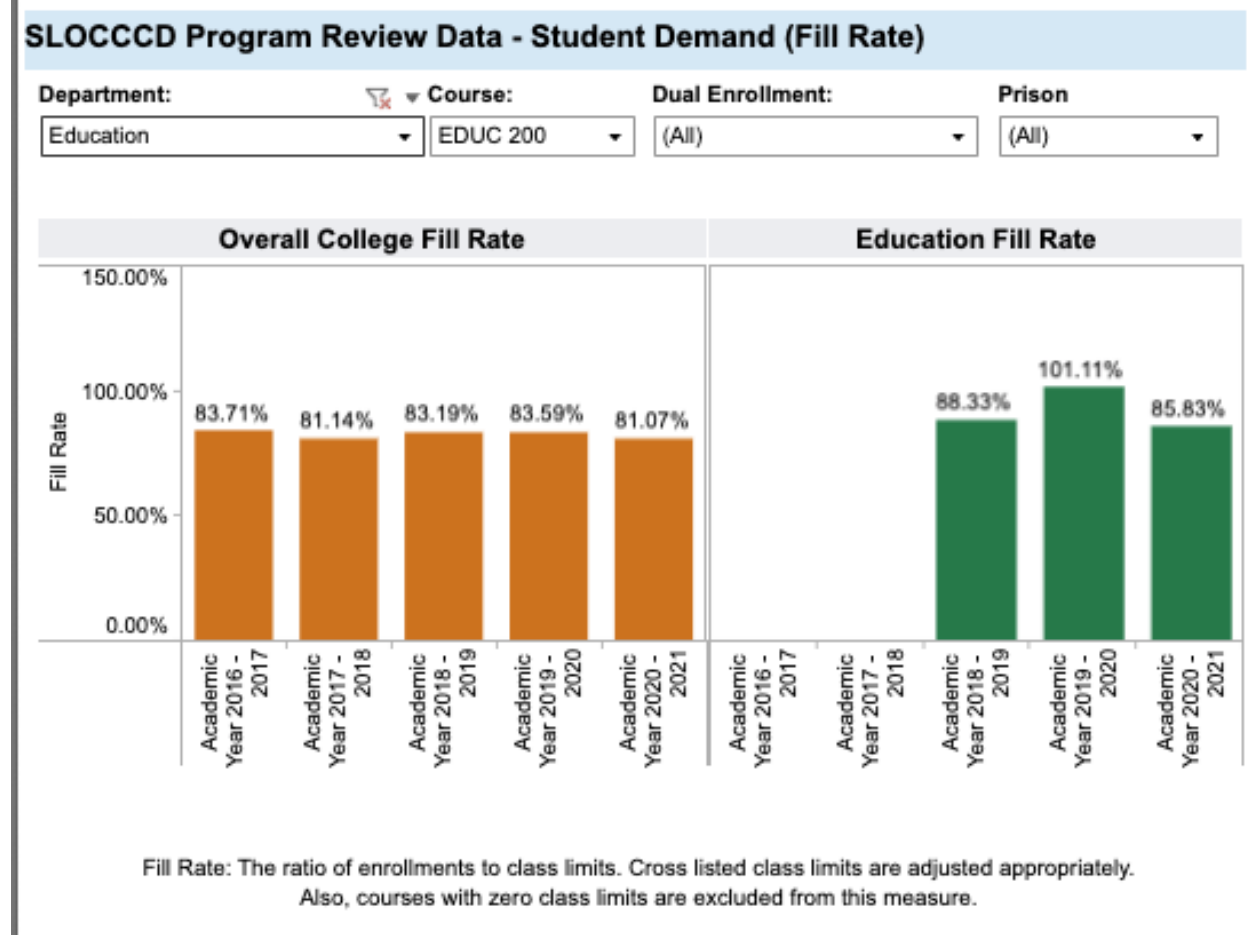
Department:
Course:
Dual Enrollment:
Prison:



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.

Enrollment in Education Department offerings continued to grow at a rate exceeding that of the

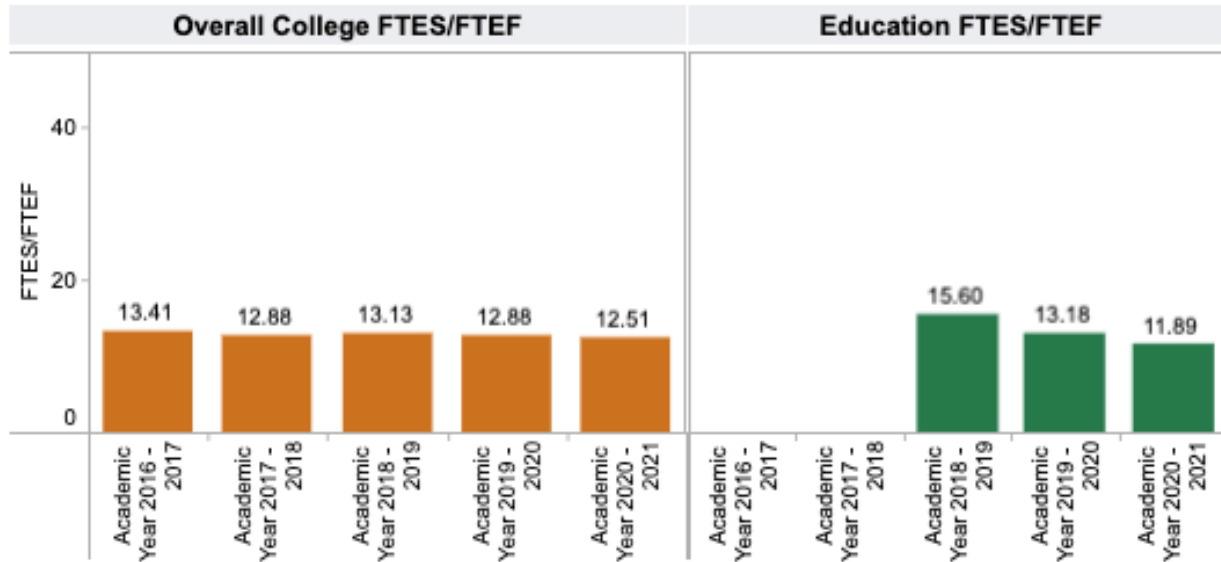
college overall. Online offerings have supported this growth with enrollment by students from outside of the district’s geographical area.



The department fill rate exceeded that of the college overall.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Course: Dual Enrollment: Prison:



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

The FTES to Full-Time Equivalent Faculty ratio was slightly below the college average. This may, in part, be due to the many obstacles to technology access students faced and or had their need to focus on non-academic basic needs demands due to the pandemic.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Education



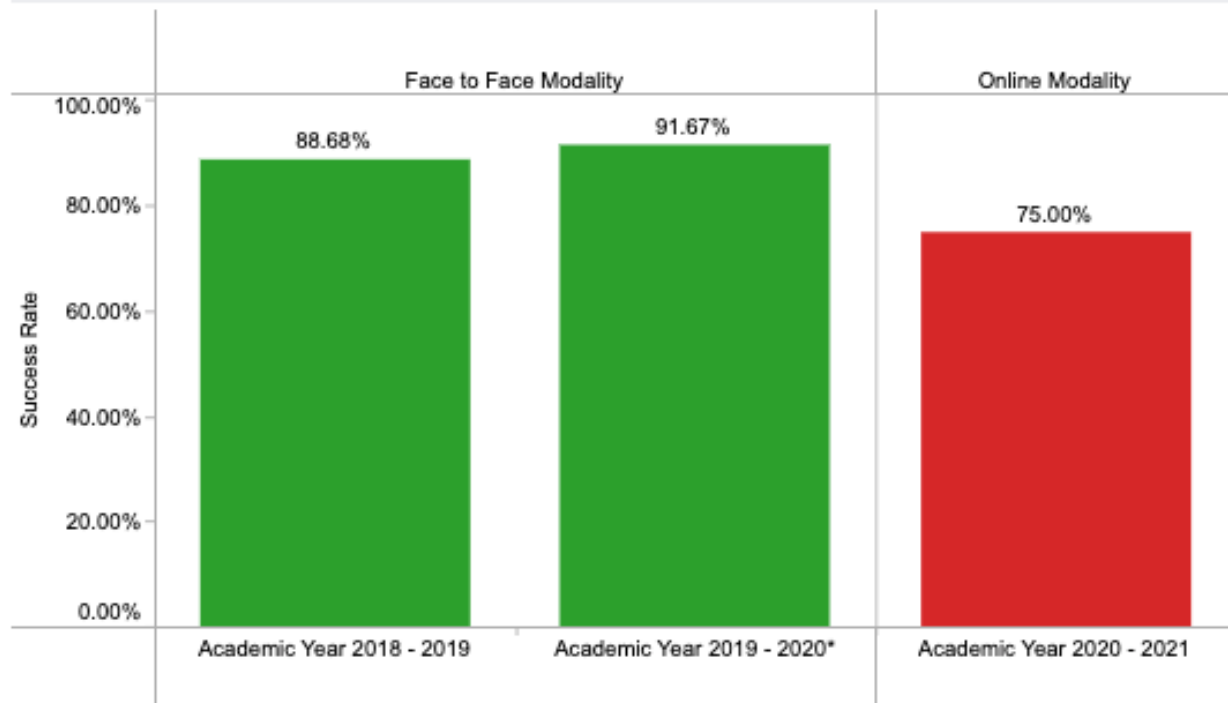
Course:

EDUC200

Legend:

- Face to Face Modality
- Online Modality

Successful Course Completion by Modality -Education



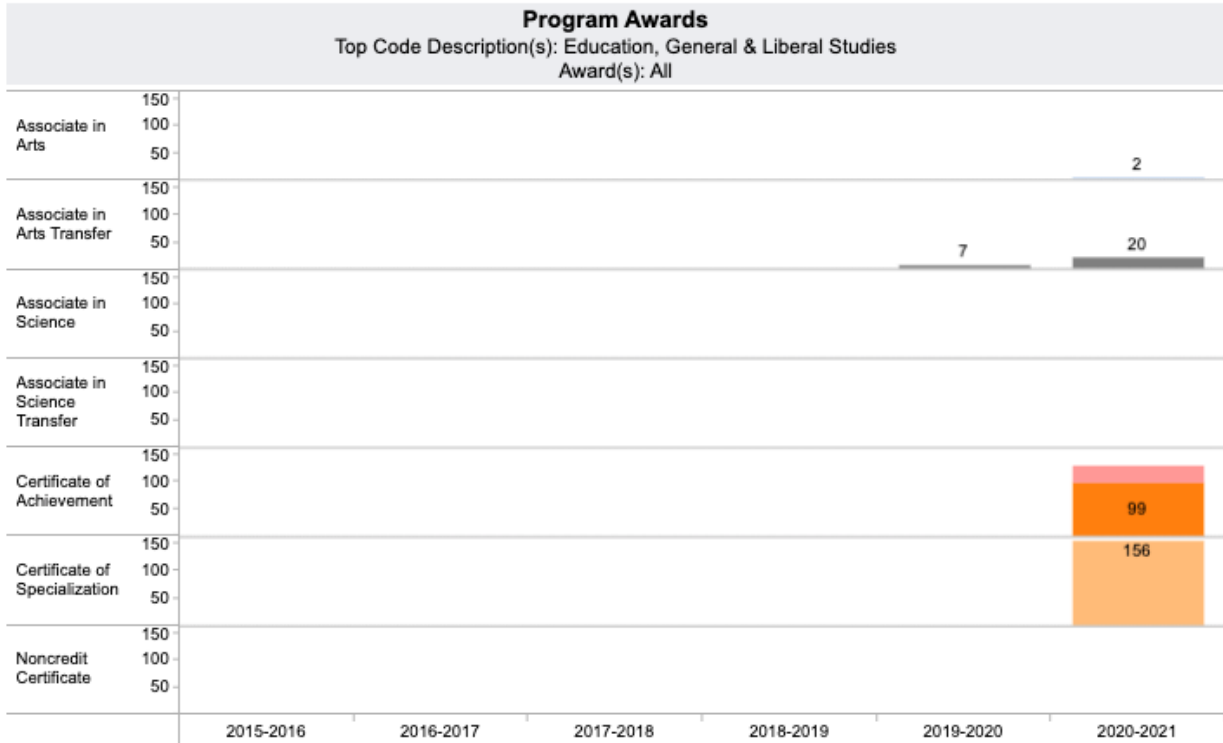
Successful Course Completion by Modality Table - Education

		Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	88.68%	91.67%	
	Total Department Enrollments	53.0	91.0	
Online Modality	Department Success Rate			75.00%
	Total Department Enrollments			103.0

Courses were only offered in the online modality due to the pandemic. Many students faced obstacles to technology access and or had their studies interrupted due to non-academic basic needs demands due to the pandemic. Now that the department has normalized the online modality for our courses, it will be interesting to see how the data evolve in the coming years.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: (Multiple values) Award Type: (All)



Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts	Parapro Educator/PreTeach (...)						2
	Total						2
Associate in Arts Transfer	Elementary Teacher Educ (AA..)					7	20
	Total					7	20
Certificate of Achievement	HS/MS Teacher Pathway (CA)						30

Program Awards: The number of degrees and certificates awarded by program type

Achievement	Parapro Educator/PreTeach (...)						99
	Total						129
Certificate of Specialization	Paraprof Educator Found (CS)						156
	Total						156
Grand Total						7	307

Program Awards: The number of degrees and certificates awarded by program type

As the table demonstrates above, the number of certificates and degrees rewarded in 2020-21 increased dramatically. This is likely due in part to the recency of the degrees and certificates being offered and students being able to complete the coursework. These certificates and degrees have helped our students transition to four colleges or directly into careers in education.

In particular, our paraprofessional offerings support our students and the dire need throughout the county and state for qualified workers in this field.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Education

TERM

(All)

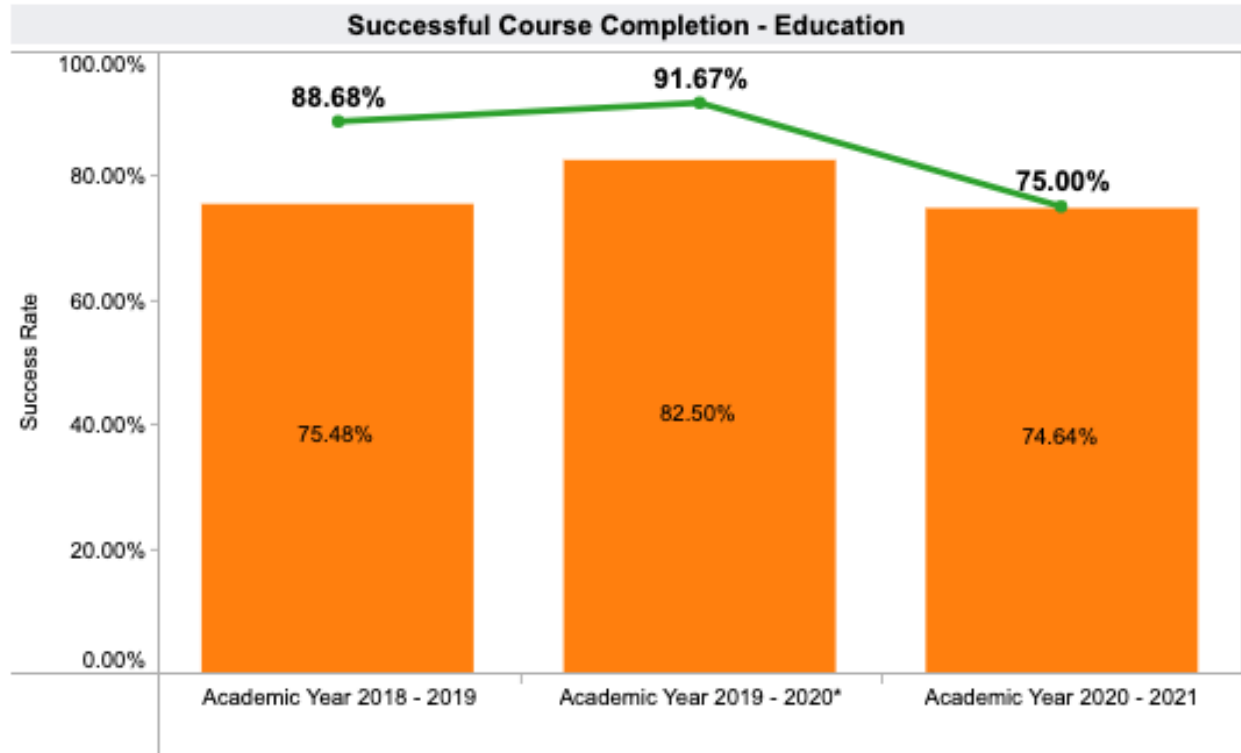
Measure Names

Department Success Rate

Overall College Success ...

COURSE

EDUC200



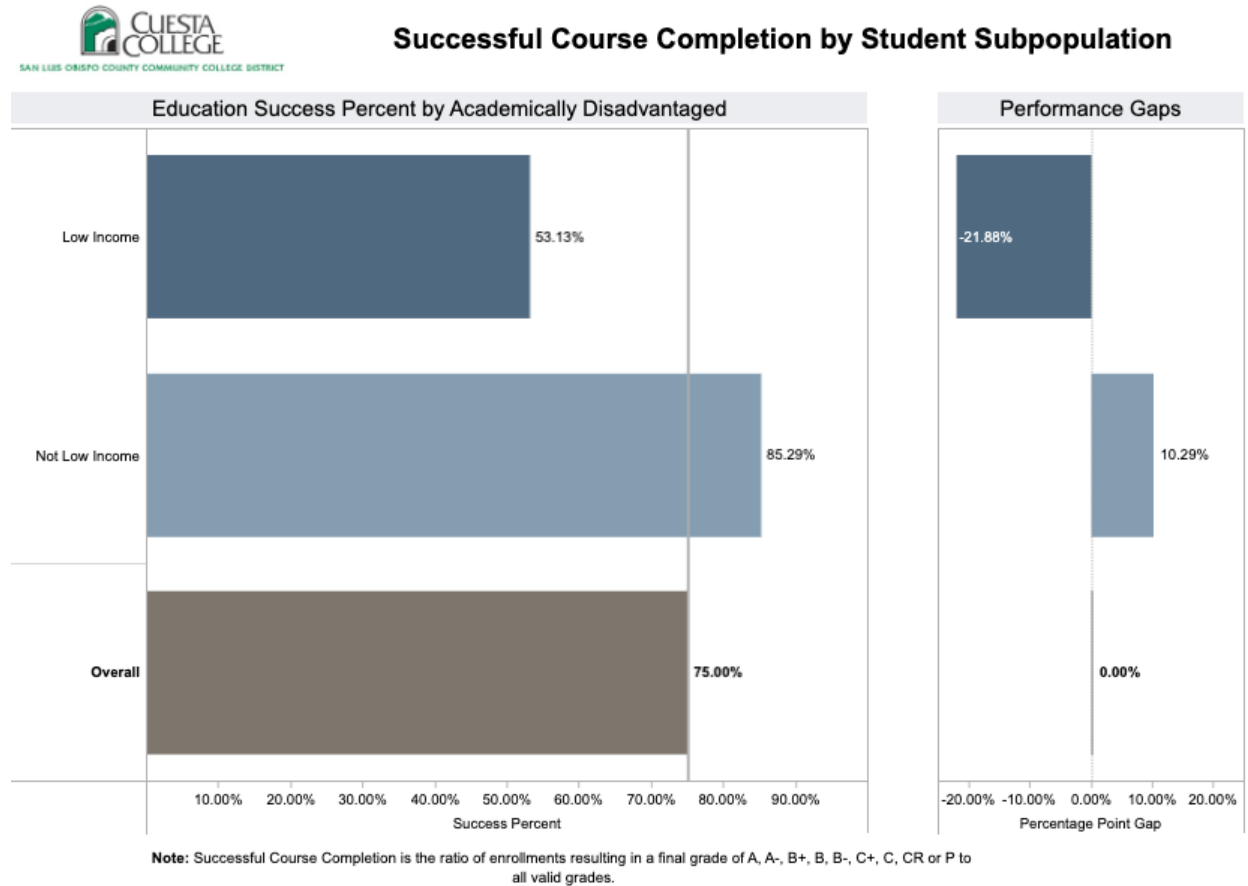
Education Success Rate Table

	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	88.68%	91.67%	75.00%
Total Enrollments	53	91	103

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

Successful completion for the department was above that of the college overall, though it was less than the prior year. Many students faced obstacles to technology access and or had their studies interrupted due to non-academic basic needs demands due to the pandemic.

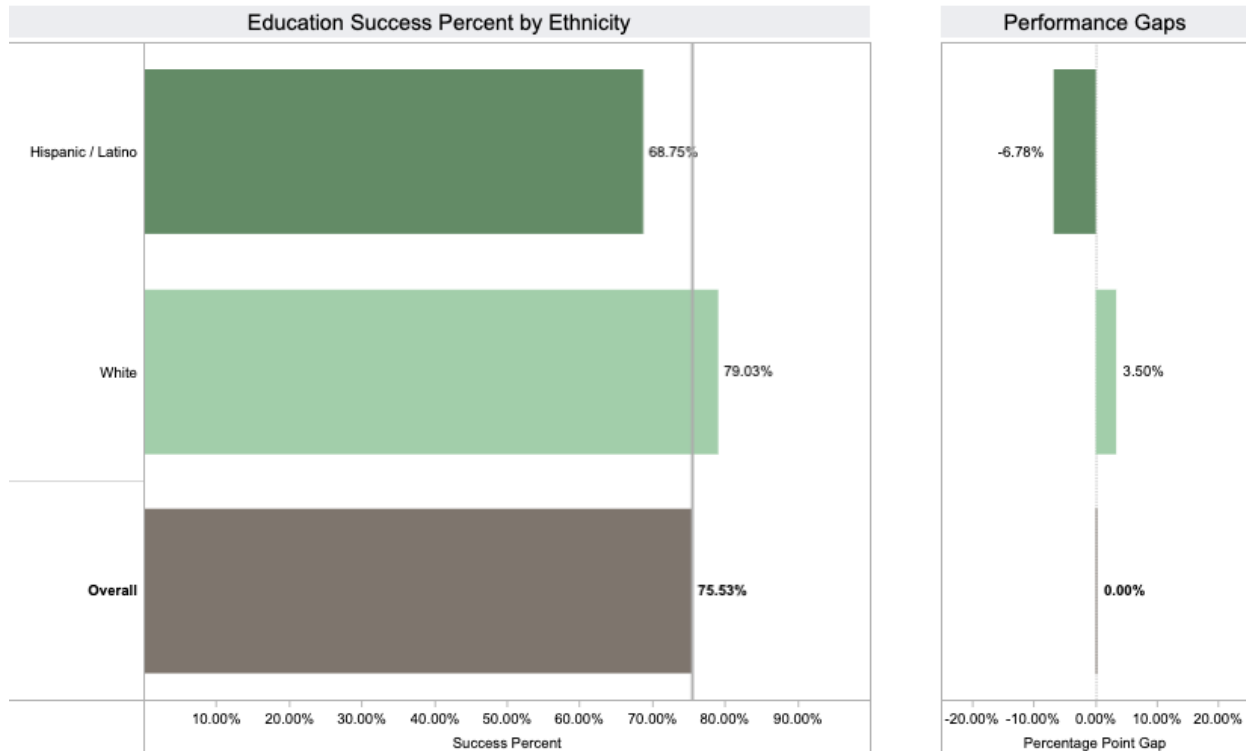
Disaggregated Data



First off – the title of this category does not match what it is measuring. This data is related to financial condition, not academic ability/performance. I would encourage the college to consider the terminology we choose to project assets over deficits.

This table suggests that there is a significant opportunity gap between students who identify as low income vs. those who do not. Many factors could be in play here, including the fact that students faced obstacles to technology access and or had their studies interrupted due to non-academic basic needs demands due to the pandemic. Many students with whom I spoke were forced to drop their studies in order to earn a living and/or to care for family members.

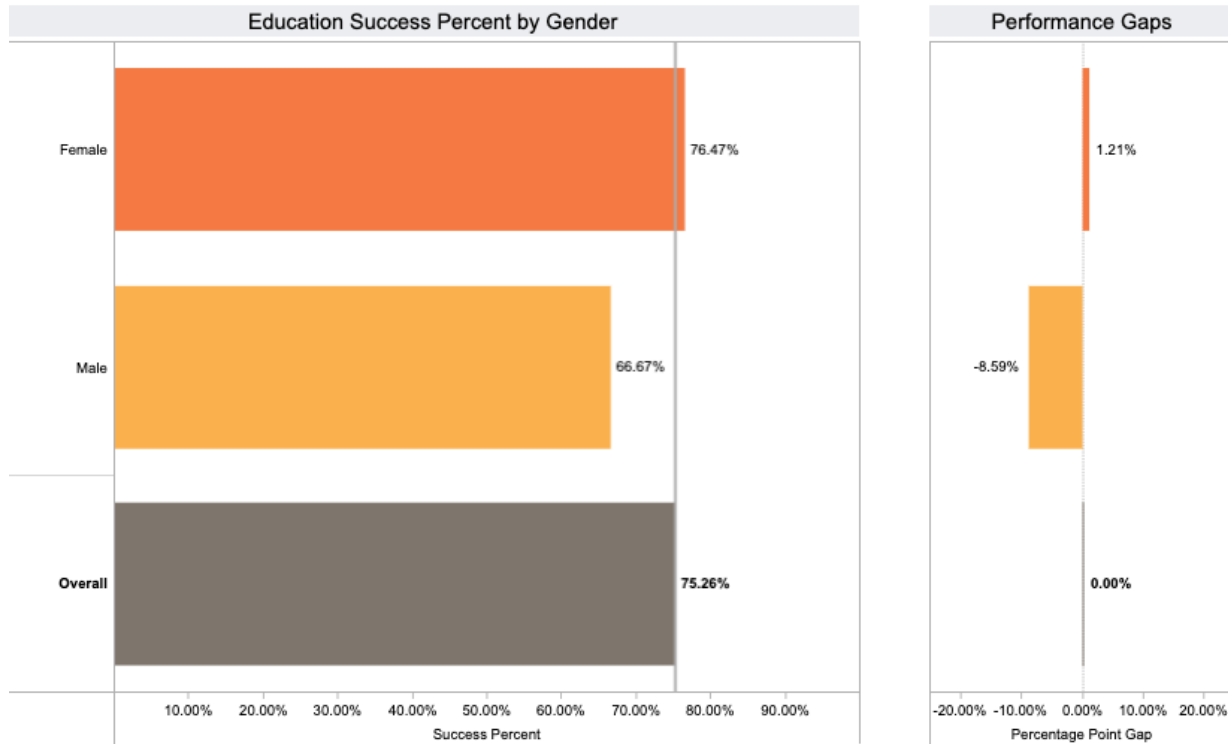
Successful Course Completion by Student Subpopulation



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

This table suggests that we still have work to do in meeting the needs of our students who identify as Latinx. Since the Elementary Education department in part evolved from the goal of recruiting and preparing teacher candidates who identify as Latinx or Hispanic, we have worked to provide wraparound services and culturally sustaining curriculum and pedagogy. This table suggests we still have work to do in this area. As a department, we have provided targeted programming and supports including bilingual academic success coach and academic counselor, programming directed at basic needs and bilingual students, material resources, and more. We will continue to work to improve our offerings to better meet the needs of these students.

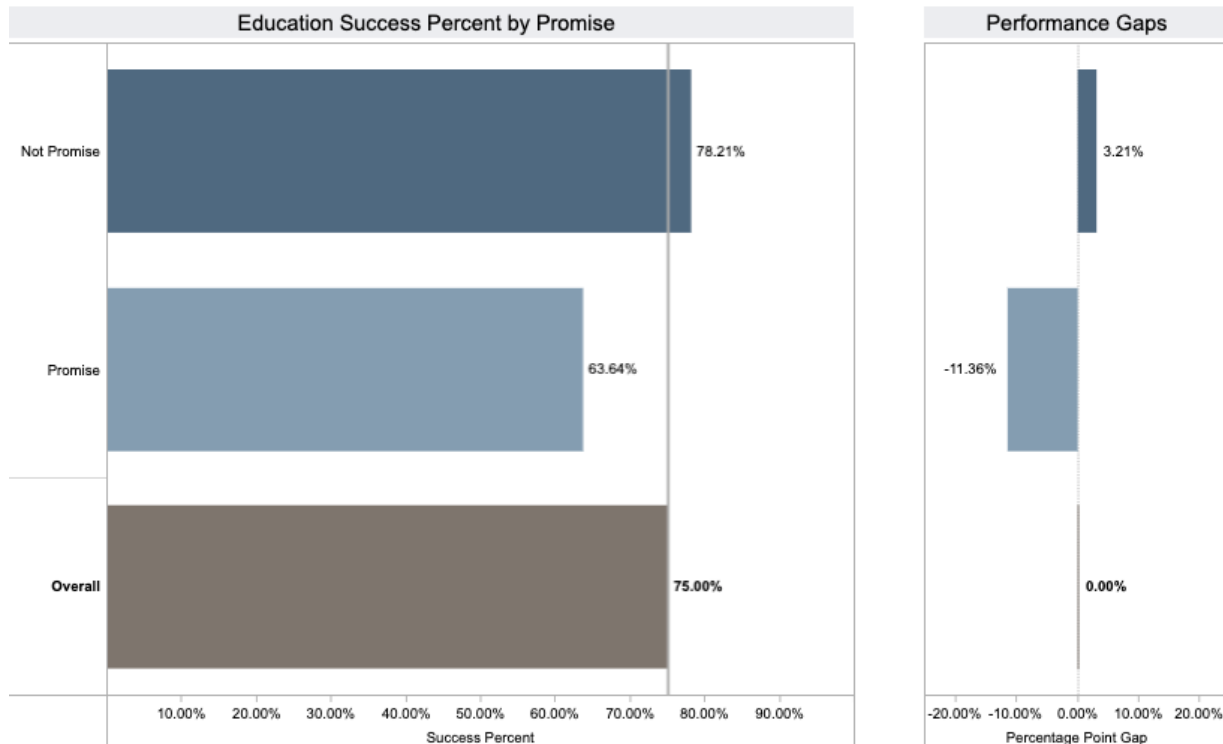
Successful Course Completion by Student Subpopulation



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

Students enrolled in EDUC courses overwhelmingly identify as female. This data indicate that of our 12 male students in the program, 66% of them (8) completed our course, while 76% (67) of the women completed. Women are overrepresented in the field of teaching, so this alerts us to continue to consider content and pedagogy to better support our male students.

Successful Course Completion by Student Subpopulation



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

According to this data, our Promise students are experiencing less success in course completion. Without polling the students, it is difficult to know the exact reason for this. Based on the trauma our students experienced as a result of the global pandemic and the fact that the students in this cohort completed high school during the emergency transition to online learning, my general impression is that they had many obstacles to their success as they lost out on the ‘normal’ senior high experience. Regardless, this data suggests that we need to consider how our younger students relate to the content and how we can provide more access to success for them.

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.

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
- B. Anticipated changes in curriculum, scheduling or delivery modality
 - Curriculum for EDUC 200 has been and will continue to be updated to project appropriate anti-bias, anti-racist content and practice.
 - Dual enrollment with Cuesta Instructor-led courses to be offered at PRHS & AHS spreading the one semester course over 2 high school semesters.
 - In order to build presence of Teacher Preparation Pathways, courses to be offered F2F at North County Campus beginning Fall 2022
- C. Levels, delivery or types of services
 - Cuesta Campus EDUC 200 will have one section F2F and one Asynchronous. Enrollment in Spring 2022 sections is high across all modalities.
 - Continuing to explore opportunities to build partnerships with 4-year universities to either develop a B.A. in Liberal Studies degree completion program or reach an agreement for guaranteed transfer acceptance to Cal Poly SLO or other regional CSU.
- D. Facilities changes
- E. Staffing projections
 - Need for additional faculty to teach F2F sections of EDUC 200 and EDUC/ETHN 210 at North County.

- Need for additional faculty to teach Dual Enrollment of EDUC 200 at area high schools (can be asynchronous)
- Ideally, the college would commit to adding at least one full-time faculty member who can serve as lead and liaison within Cuesta and between systems. This role is currently filled by a grant-funded part-time faculty member. Committing to a full-time position in this department would provide a much stronger foundation to respond to the ongoing increase in demand and need for TK-12 educators. The continuity and structure that accompany a full-time faculty position would provide stability and greater opportunity for Cuesta to serve the state and local community in this area.

F. Other

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.