

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024 **PROGRAM(S): EDUCATION**
CLUSTER: 3 **AREA OF STUDY: EDUCATION AND INFORMATION**
LAST YEAR CPPR COMPLETED: 2023 NEXT SCHEDULED CPPR: 2027 **CURRENT DATE: 2/27/2024**

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](#), which can be downloaded from this [SharePoint folder](#). Please review the [Resource Allocation Rubric](#) when preparing the 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 programs of study (degrees and/or certificates):

- Associate Degree for Transfer ELEMENTARY TEACHER EDUCATION
- Associate in Arts PARAPROFESSIONAL EDUCATOR/PRE-TEACHING
- Certificate of Achievement HIGH SCHOOL/MIDDLE SCHOOL TEACHER PATHWAY
- Certificate of Achievement PARAPROFESSIONAL EDUCATOR/PRE-TEACHING
- Certificate of Specialization PARAPROFESSIONAL EDUCATOR FOUNDATION
- Associate in Science CAREER TECHNICAL EDUCATION TEACHER PREPARATION
- Certificate of Achievement PK – 3 PATHWAY FOR ELEMENTARY EDUCATORS

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

The education department has been in close collaboration with Cal Poly, San Luis Obispo this year in a couple of different areas. First, the education department alongside CDFS is engaged in a potential partnership to set students up to start their higher education at Cuesta College, ultimately culminating in a yet-to-be-offered Pk -3 teaching credential from Cal Poly. The education department has also been specifically working with Cal Poly's liberal studies department in the hopes of better alignment between the two institutions when it comes to transfer criteria and course offerings. The ongoing partnership will hopefully lead to more open doors for our students, resulting in more accessible pathways for our students to pursue

continuing their education locally at Cal Poly, which could ultimately lead to earning their teaching credential.

Program Sustainability Plan Update

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

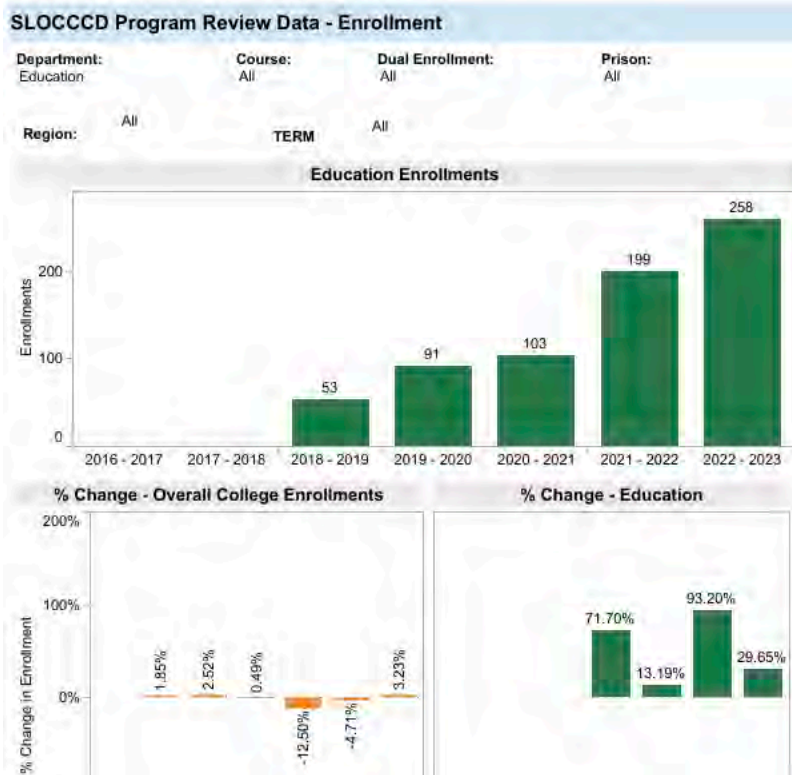
- Yes If yes, please complete the Program Sustainability Plan Progress Report below.
- No If no, you do not need to complete a Progress Report.

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

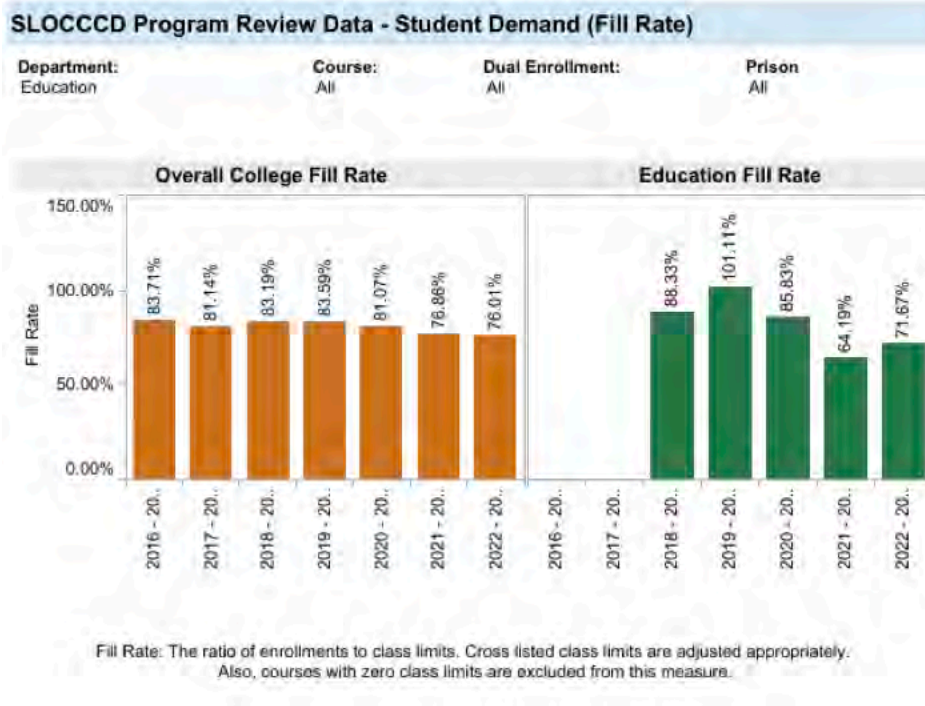
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends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

A. General Enrollment (Insert Aggregated Data Chart)



The Education department’s enrollment has grown nearly 30% from 2021-2022 to 2022-2023. When you compare this with a mere 3% increase at the overall college level, it showcases the growing need for an expanding and evolving education department. Looking beyond just the most recent year, there is a clear upward trend over the course of the last five years, each year having significant growth year over year within the department, while mild to moderate gains and losses is seen in overall college data.

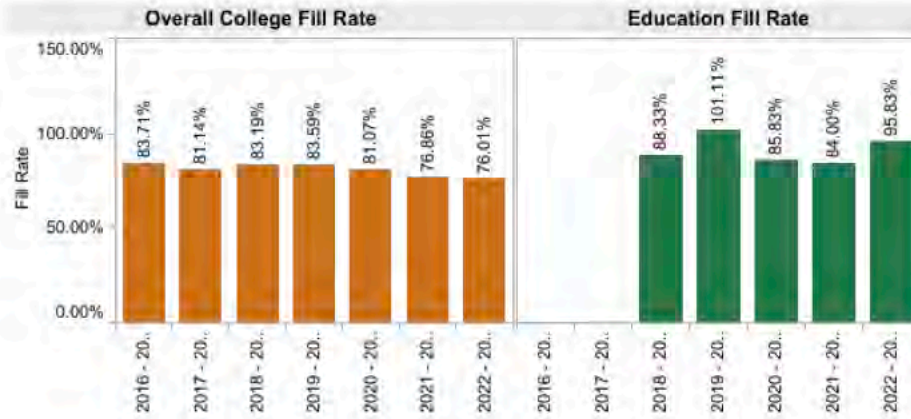
B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)



When looking at fill rate we see that the Education department is still working toward regaining the high fill rates of the pre-pandemic time. That said, the most recent year over year data shows significant growth, while at the same time course offerings have opened up in order to accommodate students with varying needs.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Education Course: EDUC 200 Dual Enrollment: All Prison: All



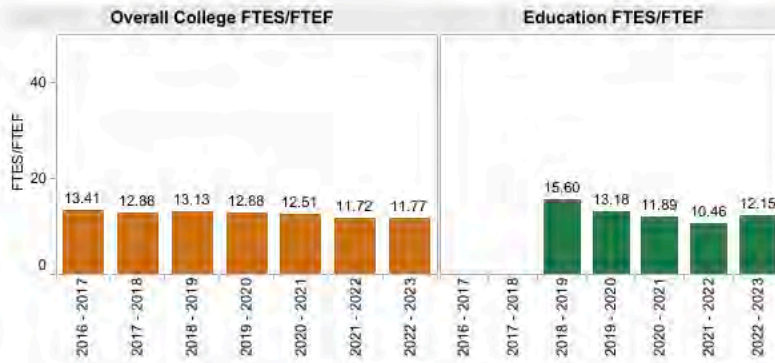
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

If you look a little bit closer and isolate the fill rates for our foundational course, Education 200, you can see that our fill rate has increased in the last year to significant levels, even starting to approach those lofty pre pandemic levels as well.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

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)

Similar to our fill rates, the Education department has been working back toward pre

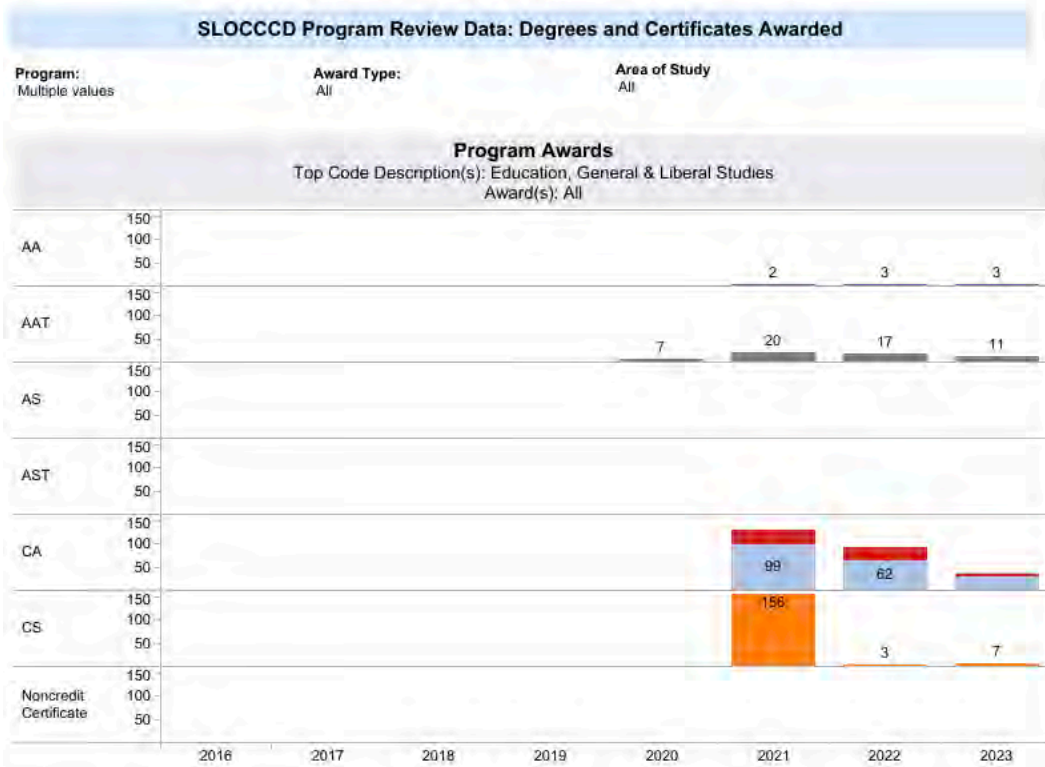
pandemic efficiency numbers. The most recent year-over-year change shows a promising increase of nearly two points in efficiency, even eclipsing the overall college efficiency, something that our department failed to do the previous two years.

D. Student Success—Course Completion by Modality (Insert Data Chart)



Here we can see the Education department’s success rate in both face to face and online modalities. The most recent year over year data shows a significant increase in success rate in both settings, with a 21% increase in success rate for face to face students, and a 14% improvement in the online setting. This results in a meaningful success rate for a distance education program at greater than 86%.

E. Degrees and Certificates Awarded (Insert Data Chart)



When looking at the number for degrees and certificates that our department awarded, it is clear overall numbers have gone down in recent years. What stands out most is the Elementary AAT (our ADT for transfer for elementary education) has gone down by nearly a third while staying fairly consistent over the past couple of years. This is a real opportunity for our department and the college to dig in and work toward supporting our Education students in pursuing their next steps. As this is a community need, and our enrollment suggests that the desire is there, there is work for us to do to get this to translate to the appropriate degrees awarded.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

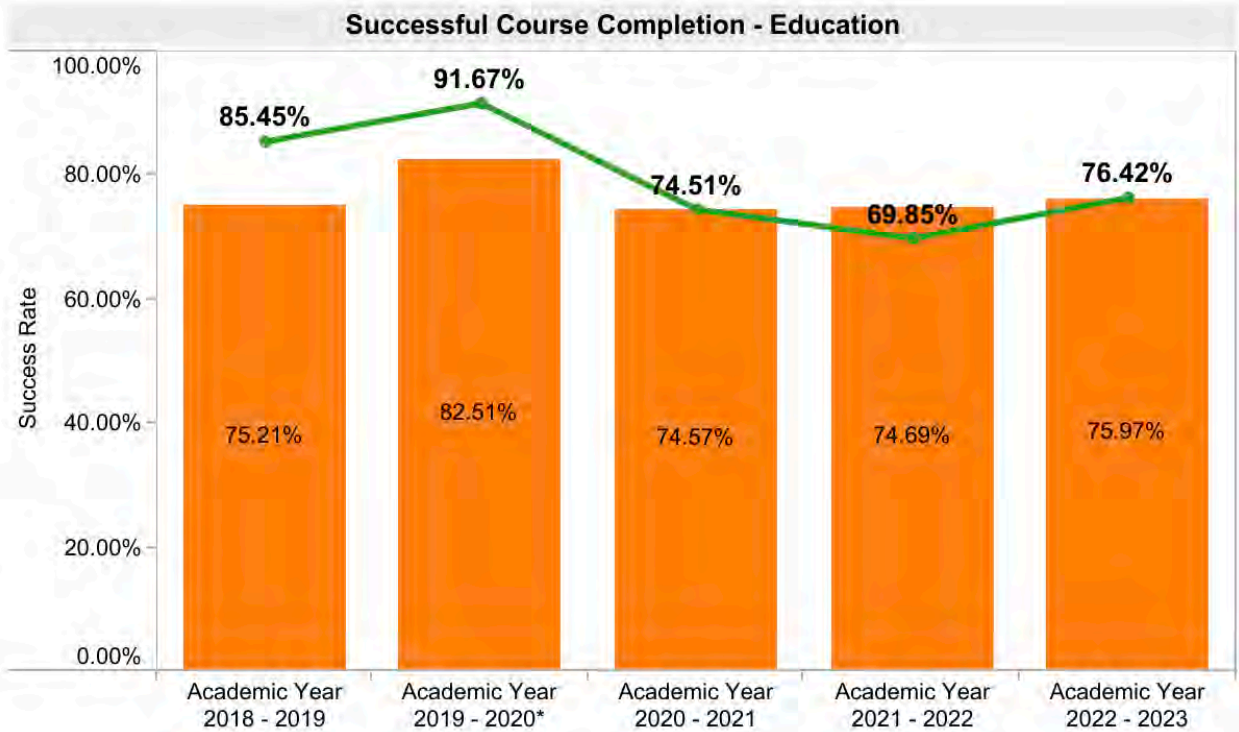
Select Department:
Education

TERM
All

Measure Names

- Department Success Rate
- Overall College Success Rate

COURSE
All



Education Success Rate Table

	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	85.45%	91.67%	74.51%	69.85%	76.42%
Total Enrollments	55	91	104	200	214

In looking at the education success rate of the Education department and comparing it to that of the overall college, you can see that the two are in lockstep as of the most recent year. This shows relative growth for the department, as the previous year showed a success rate of about five percent less than the overall college, but that gap since been erased, leveling the success of the department with that of the overall college.

- G. 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.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2022 - 2023

Department:
Education

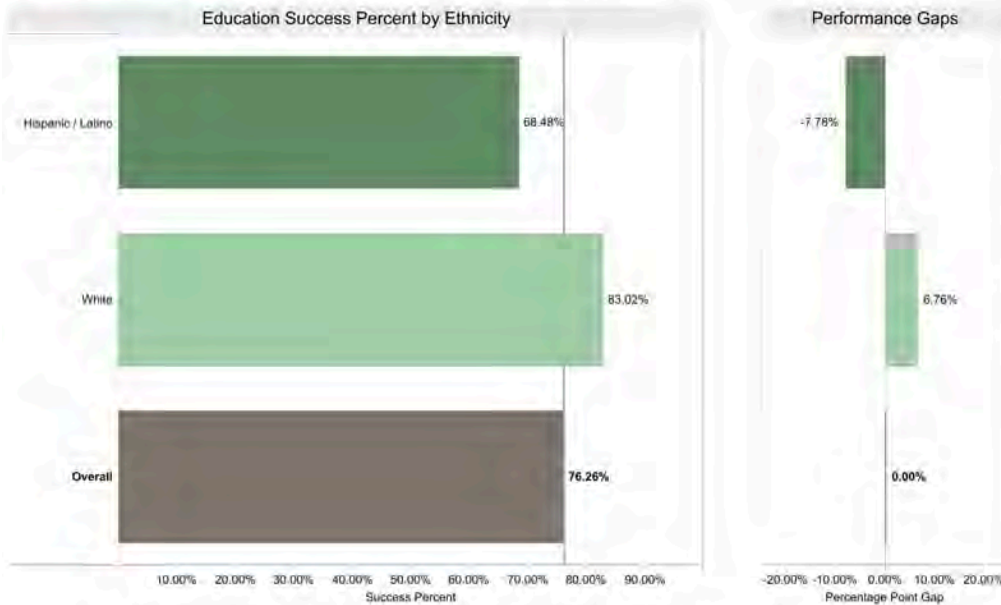
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Ethnicity



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.

When disaggregating the data based on ethnicity, it is clear that our white students have a success rate that is disproportionate to that of our Hispanic and Latino students. In the most recent year's data it shows that Hispanic and Latino students make up nearly fifty percent of our student enrollment, but their success is significant behind that of our white students. As a department, we need to ensure that our instruction is not just aware of the varied backgrounds and diverse lived experiences of our students, but we need to ensure that we are engaging in culturally relevant and sustaining practices, highlighting our students' assets, and dismantling systematic barriers that may be preventing our students from finding greater success inside and outside of our classroom. This takes a systematic shift, and the entire department will need to make some intentional shifts in their pedagogical practices.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2022 - 2023

Department:
Education

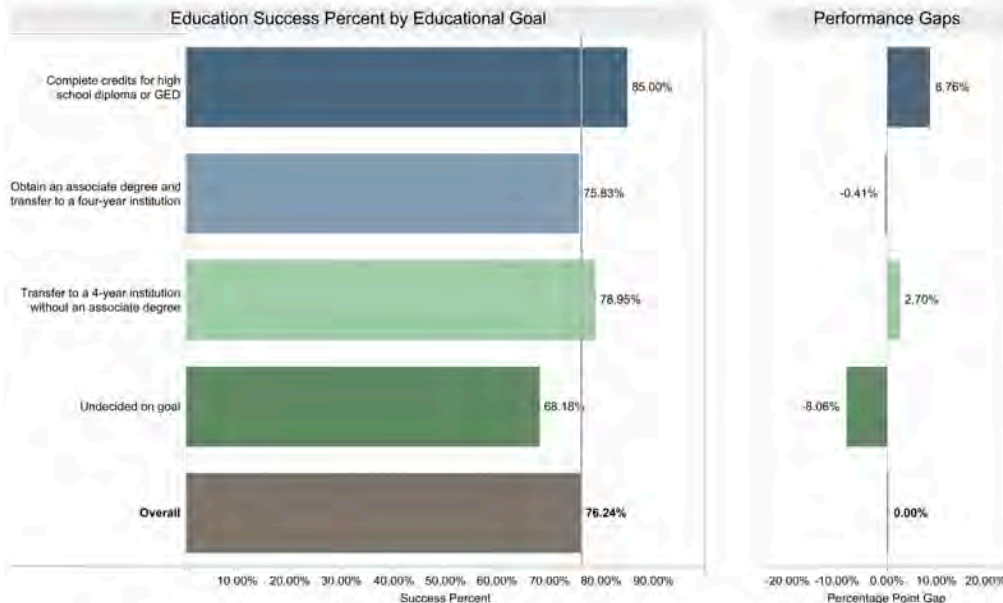
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Educational Goal



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.

Another interesting way to disaggregate our data that we may not initially think to look at is by educational goal. The data here is clear, and it shows that those students who are undecided on their goal are less likely to be finding success as it currently stands. This highlights the importance of the work of one of our classes in particular, Education 200, which is a foundations of teaching course. This course needs to not only introduce students to career pathways in the field of education, but also needs to do a better job supporting students exploring their own potential educational pathways, which is inclusive of goal setting practices. If our department faculty to can work alongside counselors and students themselves to better support them in their own goal setting and decision making, we are more likely to be setting them up for success, whatever their goal might include.

Programs and Curriculum Review PROGRESS

- A. For the following questions, please refer to the 5-year update calendar in the [Curriculum Review Worksheet](#) (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.
1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the ____ year in the 5-year calendar of the Curriculum Review Worksheet.

N/A

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

- B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

Other Relevant Program Data (optional)

The Education department, along with CDFS department is actively involved in a potential partnership with Cal Poly aimed at establishing a four-year, local educational route for students aspiring to become pre-kindergarten to 3rd-grade teachers in California's public schools (PK to 3 Early Learning Credential). There is a great local need for new teachers, specifically those in the earliest years of public schooling, and there is any opportunity to partner with Cal Poly in order to give our students the chance to be well-rounded, well developed educators who can enter the local teaching workforce, which will both impact the local community positively, and set themselves up for a lifelong career. Previously, our Education department has offered the Child Development for Teachers Certificate of Achievement, catering to K-12 educators seeking child development education and training. Starting Fall 2023 (catalog year 2023/2024), an updated version entitled PK – 3 PATHWAY FOR ELEMENTARY EDUCATORS was made available, designed by our CDFS full-time faculty. This certificate encompasses the necessary child development coursework for elementary teachers, particularly those teaching TK. Four-year institutions have been tasked with developing coursework for a PK - 3 Early Childhood Specialist credential, which includes 24 ECE/Child Development units as per California's credential requirements for TK teachers. Our certificate program aligns with these requirements, ensuring compliance and facilitating career advancement for aspiring educators.

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

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 and addressing equity gaps

In order to best serve all of our students, the department will place a greater emphasis and culturally relevant and responsive teaching practices, as well as more intentional mentoring for students enrolled in the department. As shown in our data, students are more likely to succeed if they have educational goals, which will better set themselves up for future success.

B. Anticipated changes in curriculum, scheduling or delivery modality

We anticipate a continuance of the trend that the last five years has shown us, in that our enrollment is likely to increase (as it has each of the last five years). It is important when scheduling class offerings that we keep in mind the diverse background and varied lived experiences of students, ensuring to give them the opportunity for classes during the day, at night, online and in person. We don't want our scheduling to be the barrier between our potential students and their success and potential future career.

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.