

# Program Review - Academic - Education Latest Version

## Overview

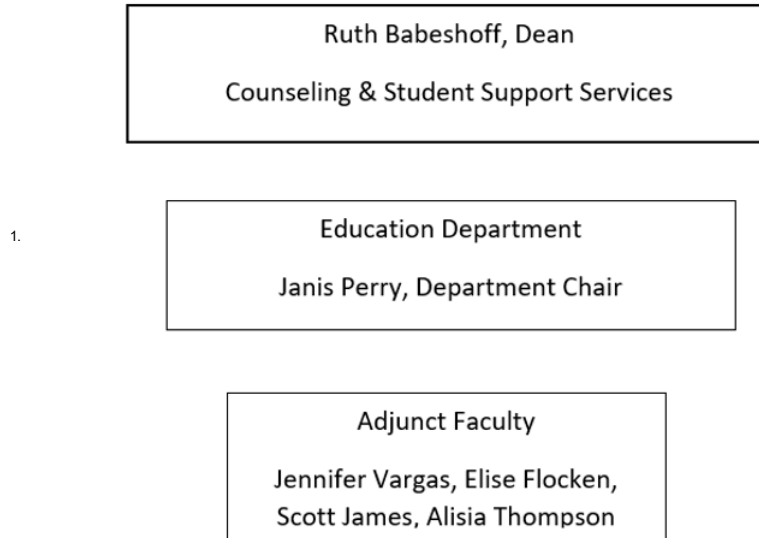
Program Review - Collaborators : Version by Voelcker, Aaron on 12/04/2020 21:11

Collaborators
Janis Perry – Department Chair

Program Review Overview - Organizational Chart : Version by Voelcker, Aaron on 12/04/2020 21:11

Please insert the organizational chart for this program or service area.

## Education Department Organizational Chart



Program Review Overview - Award Programs : Version by Voelcker, Aaron on 12/04/2020 21:11

Award Programs
After School Program Assistant, CA
After School Program Associate Teacher, CA
Bilingual Instructional Aide: Spanish, CA
Elementary Education, AA
Elementary Teacher Education, AA-T
Special Education Paraprofessional, CA

Program Review Overview - Course Offerings: Unique Courses : Version by Voelcker, Aaron on 12/04/2020 21:18

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
4	6	8	7

Program Review Overview - Course Offerings - Number of Sections Offered : Version by Voelcker, Aaron on 12/04/2020 21:11

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
Classroom Instruction	6	10	9	8
Distance Education - Hybrid	0	0	1	0
Distance Education – Non Hybrid	0	0	1	2
Overall	6	10	11	10

Program Review Overview - Course Offerings - Total Enrollment : Version by Voelcker, Aaron on 12/04/2020 21:11

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
Classroom Instruction	179	243	228	198
Distance Education - Hybrid	0	0	9	0

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
Distance Education – Non Hybrid	0	0	10	36
Overall	179	243	247	234

Program Review Overview - Course Offerings - Students per Offered Section : Version by Voelcker, Aaron on 12/04/2020 21:11

Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
Classroom Instruction	30	24	25	25
Distance Education - Hybrid	0	0	9	0
Distance Education – Non Hybrid	0	0	10	18
Overall	30	24	22	23

Program Review Overview - Faculty Workload LHE : Version by Voelcker, Aaron on 12/04/2020 21:11

Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
0	0%	26	81.25%	6	18.75%	32	100%

Program Review Overview - Faculty Workload Faculty Headcount : Version by Voelcker, Aaron on 12/04/2020 21:11

Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
0	2	1	3

Program Review Overview - Faculty Workload LHE per Faculty : Version by Voelcker, Aaron on 12/04/2020 21:11

Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
0	13	6	10.67

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by Voelcker, Aaron on 12/04/2020 21:11

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
0	0.87	0.2	1.07

Program Review Overview - Faculty Workload FTES and Efficiency : Version by Voelcker, Aaron on 12/04/2020 21:11

Total FTES	Overall Efficiency (FTES/FTEF)
23.42	27.02

## Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by Voelcker, Aaron on 12/04/2020 21:11

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

Each semester review, the Department Chair with all adjunct faculty, review the success patterns, enrollment data, & demographics for the Education program.

How is SCC's mission statement (<https://www.scccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

The Education Department prepares aspiring teachers with the academic, pedagogical, and cultural competence needed to thrive in the field of education. Through the intersection of in-class and in-the-field experiences, the department is dedicated to fostering our students' intellectual, personal, and professional growth as they pursue their goal of becoming effective educators.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals

Annual Plan Goal
undefined

## Data Analysis

Program Review Data Analysis - 1 to 4 : Version by Voelcker, Aaron on 12/04/2020 21:11

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of 63%?

The Education Department student course completion rate **exceeds** institutional standard consistently by 12 – 17 percentage points over the past 5 years:

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?

N/A

What is the course retention rate (any grade except W) for courses within the program?

2014-15 – 83.2 %

2015-16 – 84.8%

2016-17 – 86.1%  
 2017-18 – 85.2%  
 2018-19 – 88.6%

What is the course retention rate in basic skills courses (any grade except W) within the program?  
 N/A

### Program Review Data Analysis - 5 : Version by Voelcker, Aaron on 12/04/2020 21:11

The Education Department degrees & certificates are interdisciplinary, and at times student completion is reflective of inconsistent course scheduling in multiple disciplines across the campus as well as arbitrary course cancellations based on a "set number" of enrollment. The time frame illustrated in the charts below would be considered "growing new programs" and therefore should not have been subject to course cancellations. Most students do not complete and just move on to transfer which is evident in the transfer numbers (108 in 2018-19) illustrated in response #12 below.

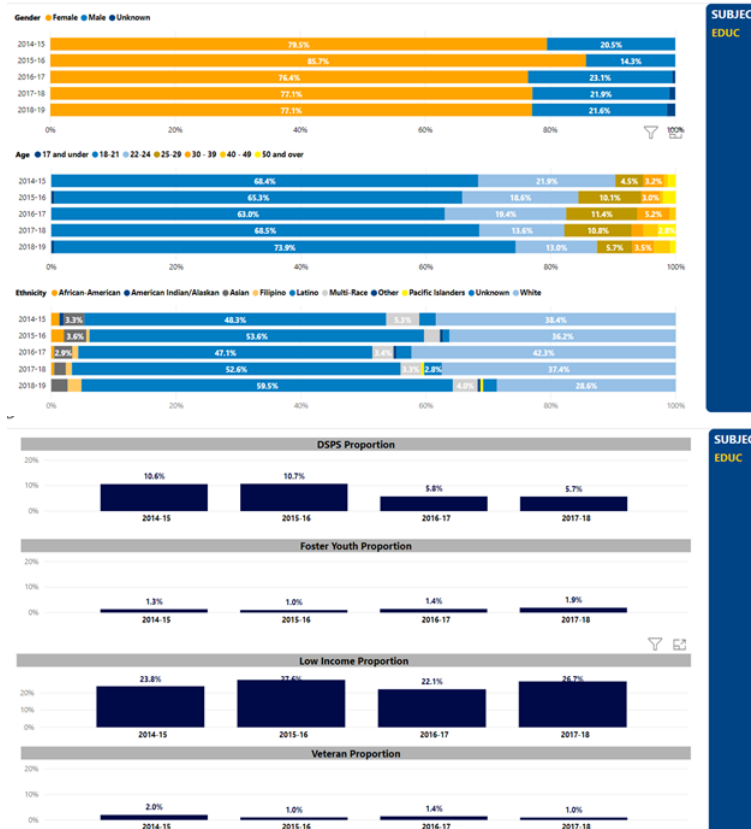
In addition, the majority of SCC students who consider themselves teacher education majors don't begin their first semesters with a dedicated educational plan, therefore a large percentage of students who wish to become elementary teachers or are undecided about their single subject major for teaching high school, therefore they complete one of SCC's Liberal Arts degree before transfer to the university. Lastly, future teacher students as identified by PTPP who want to teach at the secondary level complete AA or ADTs in their subject area.

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018
After School Program Assistant, CA	6	3	1	2
After School Program Associate Teacher, CA	4	5	0	1
Bilingual Instructional Aide: Spanish, CA	0	0	0	0
Elementary Education, AA	1	0	1	2
Elementary Teacher Education, AA-T	6	9	4	9
Special Education Paraprofessional, CA	0	0	0	0

### Program Review Data Analysis - 6 to 13 : Version by Voelcker, Aaron on 12/04/2020 21:18

N/A

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?



Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

1. Preschool Teacher, Teacher Assistant (Instructional Aide), Tutor, Kindergarten Teacher, Elementary Teacher, Secondary Teacher, Career Technical Education Teacher, and Special Education Teacher.

2. According to the Labor Market Information (LMI) accumulated by the Orange County Center of Excellence, these are the projections for 2017-2022  
<https://documentcloud.adobe.com/link/track?uri=urn:aaid:sods:US:9adb4ca0-8e5d-43ad-8e75-12f9ee472763> (<https://documentcloud.adobe.com/link/track?uri=urn:aaid:sods:US:9adb4ca0-8e5d-43ad-8e75-12f9ee472763>)

The Orange County Center of Excellence (COE) compiled this report to provide regional labor market supply and demand data related to 10 education occupations identified by the OC Careers in Education Pathway Collaborative. In Orange County, an average of 754 degrees and certificates in community college programs related to education have been conferred each year for the last three years. There are nine colleges that offer various programs related to education. Liberal Studies (teaching preparation) (4901.20) is the largest program and is offered at eight community colleges in Orange County.

The following list summarizes key findings from this report:

- The number of education related jobs in Orange County is expected to increase by 6% through 2022, resulting in **4,349 annual openings**.
- In Orange County, the average entry-level hourly wage for all education occupations is \$20.07, which is **above** the MIT Living Wage estimate for a single adult. However, two of the 10 occupations analyzed in this report do not have entry level wages that meet the MIT Living Wage estimate.
- Of the employer job postings that specified a required education level, **53%** of job postings requested a bachelor's degree.

**Current and Future Employment**

In Orange County, the number of jobs for occupations related to education is expected to increase by 6% through 2022. 4,349 jobs will be available annually for this occupation group through 2022 due to new job growth and replacement need (e.g., retirements). Exhibit 2 contains detailed employment projections data for this occupation group, organized into subgroups by function area.

**Earnings**

In Orange County, eight of the 10 occupations have entry-level wages above the county MIT Living Wage<sup>1</sup> estimate of \$15.31 per hour for a single adult. Entry-level hourly earnings and average annual earnings are highest for "Career/Technical Education Teachers, Secondary School" (\$39.32 and \$97,698, respectively) and lowest for "Preschool Teachers, Except Special Education" (\$11.24 and \$26,480, respectively).

3. These projections propel the Education Department to move forward on continuously developing and revising curriculum, maintaining articulation agreements and recruiting new students to the teacher education program. It supports the need for the department to have at least 1 full time faculty member to keep curriculum current and relevant to the job market. While the Orange County Center of Excellence report denotes that Education is a growth industry for the OC, the state of California projects that California needs 30,000 new teachers over the next 10 years due to retirements, leaving rates, and school age growth in major urban areas. (Learning Policy Institute – 2018)

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker \(http://datamart.cccco.edu/Outcomes/BasicSkills\\_Cohort\\_Tracker.aspx\)](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

N/A

Please provide comment on student survey results administered by the program, if any.

N/A

Please provide comment on program exit exams or other assessments of graduating students, if any.

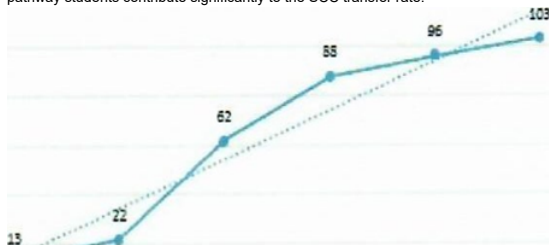
N/A

Please provide the number of students who take and pass external license examinations, if relevant to the program.

N/A

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

The Education Department has repeatedly asked our major transfer institutions for a partnership of shared data to determine transfer success and teacher credential acquisition, however we have been unsuccessful to date. The Education Department relies on National Clearing House data to determine the number of transfer students each year, of which the SCC education pathway students contribute significantly to the SCC transfer rate.



Please provide data pertaining to the instruction or delivery of service, if any.

No Value

## Outcomes Assessment

### Program Review Outcomes Assessment - Course and Section Count

Courses	Section Count

### Program Review Outcomes Assessment - CSLOs : Version by Voelcker, Aaron on 12/04/2020 21:11

Student Learning Outcomes	CSLO Count	CSLOs Measured
EDUC101 - American Schools and Society	2	2
Identify the historical societal influences of American schooling, compare and contrast to today's schooling and the impact on the future of American education in a global context.		
Demonstrate knowledge of the elements of diversity in student populations and identify how teachers and schools can promote learning for all students.		
EDUC110 - The Teaching Experience: Exploration	2	2
Identify elements of diversity in student populations and discover how teacher and schools can promote learning or all students and will demonstrate integrity and regard for the options, feelings and values of others in the classroom field experience.		
Through pre and post assessments, recognize the characteristics of successful teachers who promote learning for all students and assess/identify their own characteristics that are a match for the same.		
EDUC113 - Tutoring Reading in Elementary Schools	2	2
Analyze and identify student reading and learning challenges in a K-8 classroom setting.		

Student Learning Outcomes	CSLO Count	CSLOs Measured
Identify and practice tutoring strategies to promote successful reading skill development for K-8 students from varying cultural and linguistic backgrounds.		
EDUC200 - Introduction to Elementary Classroom Teaching	2	2
Recall, apply, analyze and integrate concepts and information from lectures, printed materials and field experience to draw conclusions or critique the point of view or thinking of others and formulate original ideas and concepts integrating information		
Identify elements of diversity in student populations and discover how teachers and schools can promote learning for all students through high efficacy teaching learned in the class and field experience setting.		
EDUC204 - Proficiency in Educational Technologies for Teachers	2	2
Analyze and complete performance assignments using technology tools, such as desktop publishing, databases, spreadsheets, web pages, word processing, tablets with apps, and multimedia as applied in an elementary or secondary school setting.		
Create appropriate assessment tools to use in an elementary or secondary school setting and develop rubrics to assess student mastery of content.		
EDUC211 - Classroom Practices for Diverse Learners	2	2
Identify and design meaningful, functional curriculum that is appropriate for individuals with diverse needs/learning abilities and identify the various instructional theories of special education.		
Implement the appropriate techniques when interacting with an individual with diverse needs or abilities, including using "people first" language, and will demonstrate knowledge of appropriate treatment of those individuals based on positive behavior supp		

Program Review Outcomes Assessment - PSLOs : Version by Voelcker, Aaron on 12/04/2020 21:11

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
<b>Education*</b>		
PSLO	5	0

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by Voelcker, Aaron on 12/04/2020 21:11

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?  
The Education Department assess SLO's once per year per course, generally in the Spring semester unless the course is only offered in the Fall semester when it would be assessed. The assessments are carried out by adjunct faculty (only adjunct in the department) with the leadership of the department chair (as the only full time faculty member with discipline expertise) who originally designed the SLO's and assessment criteria/process. Class portfolios, exams, and projects are utilized to determine student learning outcomes and each course has a rubric specified to the assessment for a particular course.

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

No Value

Upon review of *course student learning outcome assessment data*, give at least one specific example of:

1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

EDUC 200 SLO – *Student will demonstrate understanding of the California Teacher Performance Expectations and Assessment (TPE); needs of special populations, English learners, and struggling readers; content standards through documentation of practices and procedures observed in the elementary classroom field experience.*

Each assessment cycle 93 – 95% of students in this course score "highly proficient" on the SLO assessment. This assessment is done through a comprehensive portfolio developed by students throughout the semester identifying their knowledge and understanding of concepts in the SLO.

Reasons for success: This course might be considered a "capstone" course where the most motivated students are completing their final requirements for degree and transfer. Instructors hold high standards for student work, yet provide high support through sharing sample work, offering multiple edit opportunities, and monitoring progress of student work regularly.

EDUC 209 SLO – *Identify strategies for implementation of the Least Restrictive Environment in special education and be able to critically evaluate practices of mainstreaming integration, inclusive education, and free and appropriate education for students with special needs.*

This course is only offered once per year and has been cancelled twice in the past 4 years. It is an important course for certificate completion, so we carry on and advocate for offering it. However, Special Education is a very difficult teaching specialization to get future teacher students to commit to as there are many stereotypes in the community about how difficult the specialization is. Students score either "highly proficient" or "not proficient" on the SLO assessment, not because they didn't gain knowledge in the course, but because they fail to complete and turn in the assignment that is used to determine the learning outcomes. They even attend class and are reminded often as well as given much support to engage in a field experience, but still do not complete the assignments.

Changes: looking to add an exam on content in addition to a paper on field experience observations and learning. Instructor will pre-identify classroom locations that are open to receive student observers and set a due date for location of field experience earlier in the semester. Students have not mentioned issues with transportation or time constraints regarding the assessment assignments.

What changes has the program **already** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

EDUC 110 SLO - *Students will identify the elements of diversity in school populations and discover how teachers and schools can promote learning for all students and will demonstrate integrity and regard for the opinions, feelings and values of others in the classroom field experience.*

As an introductory, typical first semester course for the major there was a problem with students achieving lower proficiency rates than the department was comfortable with. Students were not attending class, were not completing the research/reflection assignment related to the assessment. It was decided that there would be even more content added to the course related to diversity in school populations topic, provide examples of previous student work, and allow students to discuss and reflect on their own biases before completing the field experience and final essay. The "highly proficient" rate moved up to 95% in Spring '19 from around 65% in previous semesters.

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

One of the major patterns identified is not uncommon to community college students. In the first or second semesters students may not be as committed to their learning, achievement or attendance in their courses. As a result, they are not completing the key assignments or field observations required for the SLO assessment. It sometimes takes a student a semester or two to understand the expectations of college academics. Even though our instructors provide a high level of support and intrusiveness with the teacher education students, reminding them of the work ethic it will take to be a successful teacher, several are not ready to hear it. Our instructors also refer these students to the Pathways to Teaching Program for student support and coaching about college success, help with resources or tutoring.

## Curriculum and Program Management

### Program Review - Curriculum and Program Management : Version by Voelcker, Aaron on 12/04/2020 21:11

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

*SCC is an innovative learning community dedicated to intellectual and personal growth.*

o The [Teacher] Education Department at Santiago Canyon College provides seamless TK-12 education pathways curriculum to high school and community college students through a robust integrated academic and field-based learning curriculum of coursework, certificates, and degrees.

*SCC's purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically.*

o The Education Department is committed to providing students with culturally relevant coursework for certificate and degree pathways that are current in the field of teacher preparation and that lead to successful completion, gainful employment and/or transfer to the university.

*SCC is committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community.*

o The Education Department's curriculum reflects entry-level preparation for students pursuing a career in Tk-12 teaching with special emphasis on Special Education, Bilingual Education, CTE teaching and STEM teaching. All curriculum is designed with the end result in mind, through partnerships with local high schools for CTAP articulation and pathway development for student matriculating to SCC as well as partnerships and up to date articulation with local university teacher education programs.

In partnership with the Pathways to Teaching Program, the Education Department intentionally recruits students from ethnically diverse backgrounds from local lower-performing high schools to ensure the diversification of the student population in the program meeting building a diverse pipeline of future teacher students for the community and the state.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

The SCC Education Department offers one of the **most comprehensive** integrated academic and field-based learning lower division teacher education programs in the state. It has been recognized by the CCCCCO as a "model program and regional leader" through the Education Futures project. For data on Education program courses see: <http://bit.ly/ProgramReviewData-EDUC> (<http://bit.ly/ProgramReviewData-EDUC>)

In partnership with the Pathways to Teaching Program, the Education Department students have multiple opportunities for pre-professional development and employment development through monthly workshops, conferences, and fieldtrips.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

In partnership with the Pathways to Teaching Program students have multiple opportunities for volunteering, internships, and other field-based experiences. PTPP has partnerships with local after school programs and employers where students are placed to get early work experience.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

Program faculty and staff regularly review the outcomes data, keep apprised of emerging needs in the field and/or need for new courses according to industry partners, state policy organizations and university credential programs for information about the teaching profession. The faculty evaluate enrollment and success trends to determine the course schedule or the need to revise courses. The Education Department chair and the Pathways to Teaching Program staff meet regularly review student needs from one on one appointments, student activities, intake forms and the like. They also work together to collect data on the service area outcomes and goals to determine if the program is meeting the needs of the students.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

Other College Programs: The Education Department Chair is engaged in college wide meetings that include: the Academic Senate, the Joint Department Chairs, the Enrollment Management Committee, Planning and Institutional Effectiveness Committee, and the like. The Department being organizationally in the Division of Counseling and Student Support Services and its partnership with the Pathways to Teaching Program provides extensive knowledge and information on resources offered to students throughout the college which informs that knowledge faculty and staff share with students.

Outside Advisory Groups: The Education Department Chair and Pathways to Teaching counselors attend the bi-yearly CSUF Regional Teacher Education Consortium meetings, the CSULB Community College partners meetings, and the Chair serves as the project lead for the Orange County Careers in Education Collaborative that includes 8 community colleges and CSUF. The Chair is also the project lead for the OC Education Pathway Industry Council which consists of 5 unified school districts, 5 employer/industry partners, 3 community colleges and 1 university.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

The success and comprehensive growth of the Education Department over the past 6 years has been inextricably linked to the growth of the Pathways to Teaching Program that has been funded exclusively by grants written and procured by the Education Department Chair. To keep the success of the Education program intact, within the next 3 years: 1.) SCC needs to hire a full time faculty member to oversee the Education Department, 2) SCC needs to prioritize funding that institutionalizes the Pathways to Teaching Program as a Guided Pathways model that support the Education, Child Development Services pathway.

## Resources

### Program Review Resources - Facilities Exclusive to Program/Service Area : Version by Voelcker, Aaron on 12/04/2020 21:11

	Classrooms	Labs	Offices	Storerooms	Conference Rooms
1	0	1	0	0	

### Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by Voelcker, Aaron on 12/04/2020 21:11

	Classrooms	Labs	Offices	Storerooms	Conference Rooms
1	0	0	1	0	

### Program Review Resources - Specialized Equipment and Resources : Version by Voelcker, Aaron on 12/04/2020 21:11

Equipment/Resource	Description

Equipment/Resource	Description
iPAD cart (25 iPADS for classroom use) - grant funded	undefined
MAC laptop for Apple TV iPad instructional activities – grant funded	
Apple TV device (in room for use with iPADS/MAC) – grant funded	

## Program Review Resources - Funding Sources : Version by Voelcker, Aaron on 12/04/2020 21:11

Funding Source	Description
N/A	undefined

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How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

The one classroom utilized by the Education Department classes is sufficient to seat students up to the course CAP. The furniture is tables and chairs and is cumbersome for movement around the classroom and group work activities. Classroom seems to meet appropriate accessibility and safety criteria. However, electronic cords from faculty lectern/computer station run across the floor and can be a trip hazard.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

The Education Department does not have a budget. Perhaps this is because it is organizationally aligned in the Division of Counseling and Student Support Services and is not perceived or treated like a standalone academic department. For resources, the Department relies on a partnership with the grant funded program, Pathways to Teaching, to provide all its instructional supplies and equipment for the classroom. The Pathways to Teaching program also provides a book loan program for students enrolled in EDUC classes.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

POOR – Leveraged & grant funded by another program:

The Education Department is staffed by all adjunct faculty who bring their own equipment and do not have office spaces. However, the technology that has been added to the primary classroom for the department has been updated with an iPad cart (25 iPads), and Apple TV hot spot and an MAC laptop all purchased by the Pathways to Teaching Program grant funds.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

LEVERAGED & Grant funded by another program:

Once again, funded through the collaboration with the Pathways to Teaching Program.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

POOR – 2 LHE Department Chair assignment/Leveraged with support by a grant funded program

The Education Department is managed by a full-time faculty member in a different discipline with 2 Faculty Service Areas who serves as a 2LHE overload Department Chair. This faculty member is the program facilitator for the Pathways to Teaching Program, therefore all support staff that support the Education Department are grant funded for the operations of the Pathways to Teaching program, yet the faculty facilitator leverages the grant funded staff as support for the Education department needs. The Administrative Assistant to the Dean of Counseling and Student Support Services assists with scheduling classes and the Dean provides support for adjunct faculty evaluation processes.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

Grant leveraged – significant need to institutionalize the Guided Pathway model of Education & Pathways to Teaching.

The Department has been able to access grant funds granted to the Pathways to Teaching program for curriculum development stipends and professional development of the adjunct faculty. These were provided by the California Department of Education Career Pathways Trust and/or the Orange County Regional Strong Workforce Program. Through this leveraging of grant funding dedicated to another program, and a department chair that straddles two disciplines, a comprehensive curriculum, degree & certificate program has been developed and yields extensive student completers and transfers to the university.

To keep this success of this discipline, minimally what is required is for the College to hire at least 1 full time faculty member dedicated to the program who could serve as department chair, take responsibility for curriculum development, class scheduling, part time hires & evaluation, articulation, DPP, Program Review, SLO Assessment Cycle, and the like. (See goal 1 in the Education Department DPP).

Additionally, the partnership/leveraging between the staff in the Pathways to Teaching Program and the Education Department has significantly increased the success of students in the education major via wrap around support services and to continue this model partnership of student success, the College needs to institutionalize the Pathways to Teaching Program that has been solely grant-funded for 8 years.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

The Education Department needs a full-time faculty member hired. It has been a goal and a request for the past 2 years. The Department will also need a line-item budget for instructional/technological resources required to maintain the department.

## Human Resources

### Program Review Human Resources - Support Staff : Version by Voelcker, Aaron on 12/04/2020 21:11

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
N/A	undefined	undefined	undefined	undefined

## Program Review Human Resources : Version by Voelcker, Aaron on 12/04/2020 21:11

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

All adjunct faculty in the department, so they are offered some professional development activities through the college to remain current, and while they do take advantage, it is optional due to part time status. They do meet their PD hourly requirement through multiple self-selected activities. At times, the Pathways to Teaching grant funds have supported their professional development activities. However, the Department Chair is very involved in statewide and local teacher education professional organizations and participates in extensive professional development on learning theory, and student development theory, instructional methodologies and therefore meets with and mentors the adjunct faculty.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

The Department Chair is extensively involved in college-wide program, shared governance and leadership activities. However, this is leveraged through her full time FSA, which is not Education. The adjunct faculty in the department and the Education Department students benefit from the Department Chair's deep experience in campus and community leadership.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

No

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

Extensive mentoring and professional development opportunities are available for the discipline, however when the faculty are all part time, there is not consistent involvement.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

The adjunct faculty are consistently made aware of resources and support for education department students, campus support services & practices and standards of the department. The adjunct faculty meet with the Department chair twice a semester to review enrollment and outcomes data, to provide input on curricular changes, completion rates, and concerns about student success. The adjunct faculty are regularly provided with a list of discipline related activities they can refer their students to in the Pathways to Teaching Program.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

The College needs to hire a full-time faculty member for the Education Department to teach in and oversee curriculum, planning, student completion, articulation, community partnerships and the like. The Education major students have a right to a full time faculty member who maintains discipline expertise and benefits from a comprehensive view of the institution as well as can provide regular support and access to students.

## Internal and External Communication

### Program Review Internal & External Communication : Version by Voelcker, Aaron on 12/04/2020 21:11

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

Fall 2019

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

Fall 2019

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

The Education Department website is reviewed and updated regularly. It includes the mission, information about the teaching profession, contact information and location of the department, degree and certificate requirements, semester by semester educational plans toward completion of degrees and certificates, transfer counseling information and articulation agreements with local universities.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

The Education Department has published and maintained printed resources for students in the form of brochures, and rack cards advertising the degree and certificate programs and promoting opportunities and activities of the Pathways to Teaching Program. The Education Department chair carries two faculty service areas, and therefore is a Counseling faculty member who regularly attends Counseling Department meetings to provide updates in curricular changes, sample educational plans for teacher education students and lists of related education activities to refer students to. The Department Chair also meets bi-annually with the Child Development faculty chair for co-planning around class schedules for shared courses and dual enrollment opportunities for high school education pathway students. Lastly, in partnership with the Pathways to Teaching program, opportunities for future teacher students

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Excellent, see response to #4. In addition, the Education/Pathways to Teaching program was selected in 19-20 as a "signature program" at SCC and was showcased on the college website banner and presented at the Academic Senate. Additionally, the Education/Pathways to Teaching programs were showcased at the Fall 2019 Convocation as a potential Guided Pathways model with the highest success and retention outcomes in the college.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

The College needs to hire a full-time faculty member for the Education Department to teach in and oversee curriculum, planning, student completion, articulation, community partnerships and the like. The Education major students have a right to a full-time faculty member who maintains discipline expertise and benefits from a comprehensive view of the institution as well as can provide regular support and access to students.

## Planning Agenda

### Program Review Planning Agenda : Version by Voelcker, Aaron on 12/04/2020 21:11

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Hire 1 FT Education faculty to take over the full responsibilities of department chair who will implement the DPP by teaching/developing the program curriculum, working with universities and high schools for development of the teacher preparation pathway and major articulation agreements for transfer, working with industry partners to ensure a relevant curriculum, and working with support services on campus toward retention and transfer of education major students.	Only comprehensive degree & certificate program department at the college without a full-time faculty member. Minimum of 19 LHE in course load each semester taught by adjunct faculty. Department Chair serves on an overload of 2 LHE assignment, which is insufficient to manage: Adjunct hiring and evaluation Class scheduling Curriculum development Curriculum update/revision Articulation Marketing & partnerships with local high schools and employers Department Planning Portfolio Program Review Data Collection & analysis SLO assessment cycles & analysis	Hiring priority on the Academic Senate hiring priorities. Fall '19 was #7 on the list and given priority for hire by the college President. General fund - 1 FTF salary & benefits	undefined
Institutionalize 1 FT Student Services Coordinator for the Pathways to Teaching support services program	This grant-funded position has been serving 400 – 500 students in the Pathways to Teaching Program for 5 years. The comprehensive Guided Pathway services cannot exist without this level of coordination.	General fund or leverage with other grant funded programs on campus/district. Multiple grant funded or categorical funded programs on campus with part time student services professionals that could be folded into one position that serves multiple programs.	
Institutionalize 1 FT Special Projects Specialist for the Pathways to Teaching support services program	This position has been serving 400 – 500 students and assisting the program facilitator by providing data collection & analysis for reporting on grant accountability along with processes and procedures for the grant budget in the Pathways to Teaching Program for 5 years. The comprehensive Guided Pathway services cannot exist without this level of data collection, accountability, and budget management.	General fund or leverage with other grant funded programs on campus/district. Multiple grant funded or categorical funded programs on campus with part time Special Projects Specialist that could be folded into one position that serves multiple programs.	
Hire Part time hourly Counseling faculty (25 hours) for Education & Child Development Pathway students.	Data collection of hourly counseling appointment demand by Education students.	General fund or other categorical funding streams dedicated for increasing student success & retention	



Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Align the Education Department organizationally to the BCTE Division and provide the Education Department with instructional and non-instructional supplies line item as well as a program marketing line item in the Division budget.	The Education Department degree & certificate programs are CTE Top Coded programs and provide significant contribution to the generation of 17% Strong Workforce funding to the college through the high numbers of the program meeting SWP metrics such as completion of 9+ CTE units, degree & certificate completion, coupled with high student transfer numbers.	General funds, or Strong Workforce 17% Incentive funds (college allocation approximately \$200,000 per year), or Perkins funding.	

## Summary Report

### Program Review Summary Report - What is and is not working : Version by Voelcker, Aaron on 12/04/2020 21:11

Briefly describe and explain what is working well in your program/service area.

The SCC Education program has one of the highest success, retention and transfer rates in the college. It is a program widely recognized throughout the county and the state as a model lower division teacher education program with a comprehensive and relevant curriculum blended with field based opportunities and early work experience for students in their field of study. The SCC teacher education program is sought out by local universities for partnerships such as UCI STEM teach, CSUF STEM Institute for teachers, Chapman University C-TAG program and by high schools for dual enrollment and articulation opportunities. In addition, the collaboration and partnerships between other Teacher Preparation Programs, community partners, and local employers has been a great success and brings a recognition to SCC that it is successfully preparing students for community and school district afterschool programs, and school district instructional aides, in particular for difficult to fill positions like special education. Overall, the education pathway student transfer rates, degree and certificate attainment has increased from year to year starting at 13 transfers in 2013-14 to 108 transfers in 2018-19. Leveraging the grant funding and support services provided by the Pathways to Teaching Program has created another model for county and state as a Guided Pathway with the success data to back it up. With the ability for the Education students to be part of the Pathways to Teaching Program, receive tutoring, text books and supplemental instruction in key teacher prep classes, the sense of community among the students is palpable. The students have come to rely on each other and the Education faculty and PTPP staff to guide and support them to success. The creation of the physical Student Study Center lends to this sense of community where students study, receive access to computers/printing/copying and other school supplies, work on class projects, plus typically find food to sustain them through the day. The combination of the comprehensive curriculum and support services provided to students has significantly increased student success, retention and transfer, contributing to the Vision for Success funding formula for the college.

Briefly describe and explain what is not working well or needs attention in your program/service area.

Most everything has been working well for the Education Department as it has benefited from the grant procurement skills of the Department Chair/Pathways to Teaching Program facilitator. What is not working well, is that there is much insecurity about how the Education Department will have to stand alone without resources once the grant funding ends for the Pathways to Teaching Program and can no longer support the important activities of the Education Department such as professional development for adjunct faculty, curriculum development, field work placement, community and industry partnerships, marketing, high school to college pathway development and the like. The Education Department needs to be aligned organizationally in an academic division that can sustain the program once the double-FSA'd, department chair overload faculty member retires in the next couple of years. The department cannot run effectively, or at a high-quality, serving students without a full-time faculty member hired and dedicated to the program. There must be a full-time faculty hire for Education. The management of hiring adjunct faculty, evaluating adjunct faculty, revising & creating curriculum, department analysis & planning, SLO assessment cycle management, maintaining articulation and high school, employer and community partnerships cannot be done without a full time faculty member dedicated to the program.

### Program Review Summary Report - Resources : Version by Voelcker, Aaron on 12/04/2020 21:11

Facilities	Technology	Equipment	Personnel
Maintenance of the Pathways to Teaching student support center for Education students and the Student Study Center, plus one dedicated classroom (E-308) that has technology upgrades provided through previous grant funding.	maintenance and upgrade of technology utilized in the dedicated classroom of E-308: Apple TV hot spot, iPad Cart of 25 iPads, MAC for technology mediated instruction with iPads & Apple TV	Maintenance & upgrade of Student Study Center equipment & furniture – 4 computers, 1 printer, tables/chairs/file cabinets	Hire 1 FTF for the Education Department, Institutionalize the Pathways to Teaching Program with 1 FT Student Services Coordinator, 1 FT Special Projects Specialist, and 1 25 hour per week adjunct Counselor.

### Program Review Summary Report - Initiatives and Other Findings : Version by Voelcker, Aaron on 12/04/2020 21:11

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

BCTE Local Strong Workforce Plan & Funding allocation  
 OC Regional Strong Workforce Plan & 17% Incentive Funding allocation  
 Perkins V Plan & Funding allocation

Student Success Services and Equity Plan (SSSAEP) allocation

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

The data in this program review, plus data collected by the Education Department/Pathways to Teaching Program demonstrates that the Education department pathway is a significant contributor not only to student success but to the success of the college. Expanded data link - <http://bit.ly/ProgramReviewDataPTTP> (<http://bit.ly/ProgramReviewDataPTTP>)

The excellence and recognition of the program warrants a full commitment of the college to provide resources and no longer require the program(s) to struggle to sustain itself one grant at a time.