

Program Review - Service - Pathways to Teaching Latest Version

Overview

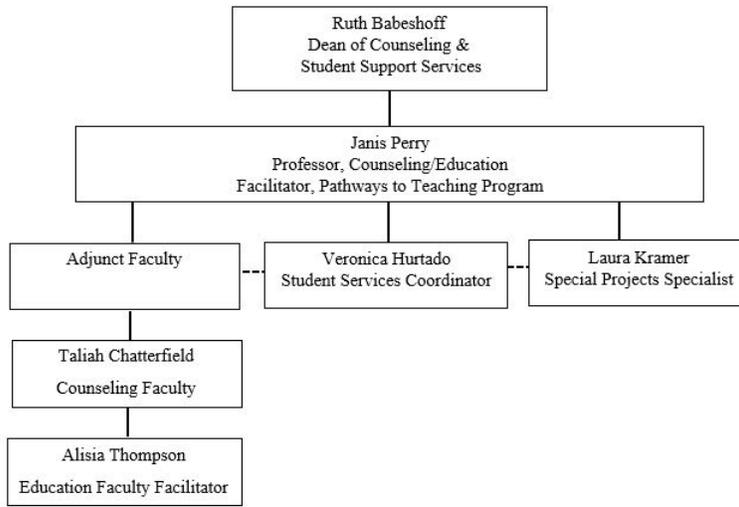
Program Review - Collaborators : Version by **Hurtado, Veronica** on 11/21/2019 00:26

Collaborators
Janis Perry
Veronica Hurtado

Program Review Overview - Organizational Chart : Version by **Hurtado, Veronica** on 11/21/2019 00:26

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

Organizational Chart for Pathways to Teaching Program



Program Review Overview - Service Area Functions : Version by **Hurtado, Veronica** on 11/21/2019 00:36

Function	Description
Counseling and Advising	Counseling faculty, specializing in teacher preparation information, are available by appointment for career, personal, and academic counseling.
University Representative Appointments	University representatives are available by appointment to meet one-on-one with future teacher students.
University Teacher Preparation Workshops	Representatives from teaching programs at California State University (CSU), University of California (UC) and private universities provide workshops on transfer guidelines, credential options, testing requirements, and teacher preparation programs offered on their campuses.
Pre-Professional Development Workshops for Future Teachers	PTTP offers ongoing pre-professional development workshops on topics such as CBEST test preparation, cultural competency, employment development, and success strategies.
University and Cultural Field Trips	PTTP offers field trips to university teacher education programs and cultural events leading to creative teaching ideas for future use in the classroom
Volunteer and Fieldwork Experience	PTTP assists students in finding both paid and unpaid fieldwork opportunities in the education sector as classroom assistants, tutors, mentors, interpreters, playground supervisors and the like to gain experience working with children and adolescents. Students receive President's Volunteer Service Award credit for completing volunteer service hours.
Employment Development	Pathways to Teaching assists students with identifying employment opportunities in the field of education. PTTP offers services in resume writing, interviewing skills, and securing employment working with youth in local school districts and organizations.
Student California Teacher Association (SCTA) and SCTA TEACH Club	Future teacher students have the opportunity to become members of SCTA and SCTA Teach Club. Geared toward community service projects, fundraising activities and social events, these organizations help students gain leadership experience and an opportunity to meet like-minded people who share a passion for education. Membership in SCTA provides students with scholarship opportunities and regional conferences.
Book Loan Program	Books are available by loan to PTTP students for Education courses and other courses with content of interest for future teachers. These books are for students who attend a PTTP Resource Workshop and meet with a PTTP counselor to develop a comprehensive educational plan.
Male Future Teacher Network (MFTN)	MFTN is a program dedicated to males, in particular, males of color pursuing a career in TK-12 teaching. The goal of the Network is to increase the number of males choosing teaching as a profession. MFTN's focus is on support, recruitment, retention, professional development and academic success of male future educators.

Function	Description
Future Teacher of Excellence Certificate	Students who demonstrate academic achievement, commitment and leadership in the field of Education are eligible to receive the Future Teacher of Excellence Certificate. Students must have a 3.0 gpa or above, meet with a PTPP counselor on a regular basis, attend the annual Tomorrow's Teachers Conference and complete volunteer and community engagement requirements.

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Hurtado, Veronica** on 11/22/2019 22:31

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

Pathways to Teaching collects student data from student self-reporting as well as request data from SCC Institutional Effectiveness & Research office. PTPP records outcomes each year and provides charts and graphs of comparison data from year to year. This data is used to report on annual SAO/SLO, which helps to evaluate and update annual goals.

See link below to PTPP 2014-2019 comprehensive data report.

<http://bit.ly/ProgramReviewDataPTTP> (<http://bit.ly/ProgramReviewDataPTTP>)

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

PTPP goals and SCC EMP goals align in the following areas:

II.3 Increase awareness, access, and utilization of student services and instructional programs among students, faculty, and staff.

II.5 Develop and implement strategies to minimize achievement gaps among disproportionately impacted students.

II.7 Expand opportunities for student involvement both inside and outside of the classroom.

III.9 Increase student completion rates.

III.13 Provide students with innovative and relevant workforce training which aligns with local and regional needs.

IX.33 Strengthen outreach and recruitment endeavors.

IX.34 Strengthen partnerships with key community stakeholders.

IX.35 Strengthen regional partnerships with industries, businesses, four-year universities and community-based organizations.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by **Hurtado, Veronica** on 11/21/2019 00:42

Annual Plan Goal
NA

Data Analysis

Program Review Data Analysis - Service : Version by **Hurtado, Veronica** on 11/21/2019 01:11

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

N/A

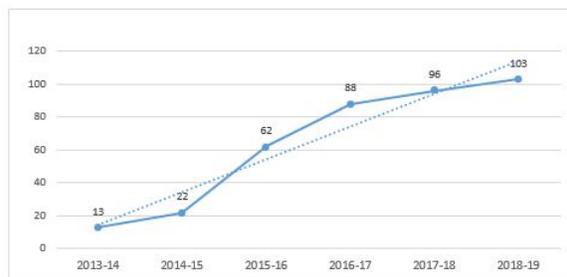
Please provide comment on program exit exams or other assessments of graduating students, if any.

N/A

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

PTPP Students that Transferred to a 4-year university

(384 total students transferred as of 2018-19)



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

Please see link below for PTPP data that pertains to the delivery of services.

<http://bit.ly/ProgramReviewDataPTTP> (<http://bit.ly/ProgramReviewDataPTTP>)

Outcomes Assessment

Program Review Outcomes Assessment - SAOs : Version by **Hurtado, Veronica** on 11/21/2019 01:15

Total Number of Service Areas	Total Number of SAOs	Total Number of SAOs Measured
5	5	5

Program Review Outcomes Assessment - SAOs Table : Version by **Hurtado, Veronica** on 11/22/2019 23:58

Service Area Outcome	Outcome Met?	Explanation of Assessment Result
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Service Area Outcome	Outcome Met?	Explanation of Assessment Result
At least 25% of PTTP students will be new participants.	Criteria for Success Achievement: Met The number of new PTTP students has maintained within a .07% difference. As we gleaned former students from the data base and focused on PTTP dedicated students, participation is steady, but in lower numbers from 562 to 484.	1. The number of new PTTP students has steadily grown over the past 5 years. For 2017-2018, the program served a total of 562 participants. For 2018-2019, the program supports 484 participants. The results demonstrate that PTTP continues to meet expectations. This success is largely due to the funding support received through the OC Teacher Pathway Partnership, which provides expanded staffing, services, and resources for PTTP students. 2. Is there disproportionate impact among the student equity groups that were assessed? No, however PTTP would like to increase the number of African American participants. The number of African American participating in our program is in line with the overall African American student population at SCC and throughout Orange County.
At least 20% of PTTP students will transfer to the university yearly.	Criteria for Success Achievement: Exceeded. Total number of students measured: 484 program participants. Percentage of participants who transferred to the university: 21.3% (103 students)	1. The percentage of PTTP participants who have transferred has increased from 2017-2018 17% to 21.3% in 2018-19. While PTTP participant pool has reduced from 565 participants to 484 in the past year, the number of students who have transferred has seen an increase from 96 transfers in 17-18 to 103 transfers in 2018-19. 2. Is there disproportionate impact among the student equity groups that were assessed? No, Latino students are the largest percentage of transfer students, however PTTP would still like to increase the number of students from underrepresented groups, including Asian American, African American, and male students in the K-12 teaching major
At least 25% of PTTP students will complete degrees/certificates yearly.	Criteria for Success Achievement: Not Met Total number of students measured: 484 program participants Percentage of participants who completed degrees/certificates: 21% (101 students)	1. The percentage of PTTP participants who have completed degrees/certificates has slightly declined from 22% in 2017-18 to nearly 21% 2018-19. While PTTP participant pool was significantly gleaned due to completers and transfers and so declined from 562 participants to 484 in the past year, the number of students who have completed degrees/certificates has seen only a slight decrease, from 123 students to 101. 2. Is there disproportionate impact among the student equity groups that were assessed? No, degree/certificate achievement equally reflects the overall population of PTTP students, however PTTP would like to continue increase the number of students from underrepresented groups, including Asian American, African American, and male students in the K-12 teaching major.
At least 60% of PTTP students will be from underrepresented backgrounds, with a minimum of 50% being of Hispanic origin.	Criteria for Success Achievement: Exceeded. Total number of students measured: 484 • Percentage of PTTP students of Hispanic origin: 58% • Percentage of PTTP students from other underrepresented backgrounds: 12% • Percentage of total underrepresented students: 72%	Percentages of Hispanic and underrepresented students participating in PTTP are higher than the college overall. These results demonstrate that PTTP has exceeded expectations. This success is largely due to the funding support received through the multiple grants, which provides expanded staffing, services, and resources for PTTP students. Once grant funding expires, there could be a significant drop in student success. The number of male, Asian American, and African American students could be higher to better reflect the diversity of California's K-12 student population.
At least 20% of PTTP students will be non-traditional students: males in the K-12 teaching major.	Criteria for Success Achievement: Met. While the percentage of PTTP participants who are non-traditional students/males in the K-12 major has slightly increased from 20% in 2017-18 to 21.4% in 2018-19, the total number of PTTP participants has declined within one program/academic year, from 562 to 484, but still maintain the number of PTTP non-traditional students/males in the K-12 teaching major.	1. This demonstrates that PTTP has met expectations. This result is largely due to the funding support received through grants which provides expanded staffing, services, and resources for PTTP students, including the PTTP Male Future Teacher Initiative. Once the grant funding expires, there could be a significant drop in student success. 2. The number of male students could be higher to better reflect the diversity of California's K-12 student population.

Program Review Outcomes Assessment - SAOs Prompted Change : Version by **Hurtado, Veronica** on **11/22/2019 23:58**

What changes will the service area make based on its assessment of service area outcomes? Give specific examples.

The only SAO that was not met or exceeded, was the number of students earning degrees and certificates. While the total number of degrees and certificates earned was 197 by 101 students. Student degree and certificate achievement varies from year to year depending on student goals, due to the multiple education pathways that PTTP students have as options, one year may be a certificate and another may be a degree completion, or students may be mid-way in their completion.

That said, we believe that the PTTP participants who were awarded degrees/certificates (101/484) is actually the same or higher then the overall college data.

A service area outcome to improve this data may be moving to more of a "case load" management system, where counselors & staff contact students and call them in for appointments to review educational goals and timeline completion. This would require an increased number of counseling faculty and staff. Since the program is solely supported by grant funds, it is not possible to make a difference in this outcome.

Program Review Outcomes Assessment - SLOs : Version by **Hurtado, Veronica** on **11/21/2019 01:18**

Total Number of SLOs	Total Number of SLOs Measured
1	1

Program Review Outcomes Assessment - SLOs Table : Version by **Hurtado, Veronica** on **11/22/2019 23:58**

Student Learning Outcome	Outcome Met?	Explanation of Assessment Result
Students will demonstrate knowledge of the lower division academic preparation leading to employment and/or transfer preparation for becoming a teacher.	Criteria for Success Achievement: Exceeded. Total number of counseling appointments in 2018-19: 574 Total number of unduplicated students: 393 Total number of unduplicated PTPP students with a Comprehensive Educational Plan: 278 Percentage of unduplicated count of PTPP students with a Comprehensive Educational Plan in 2018-19: 70% of 393	1. Many students developed a Comprehensive Educational Plan the previous year and schedule counseling appointments to revise or update their plans or to seek other academic and students services-related support. The increase in the percentage of unduplicated students with a Comprehensive Educational Plan may be attributed to the growth our program has seen in the participant pool overall, with our current number of students at 484 compared to 562 in 2017-18. 2. Is there disproportionate impact among the student equity groups that were assessed? There is no evidence of disproportionate impact at this time. However, PTPP would like to increase the number of students from underrepresented groups, including Asian American, African American, and male students in the K-12 teaching major.

Program Review Outcomes Assessment - SLOs Prompted Change : Version by **Hurtado, Veronica** on **11/22/2019 23:59**

What changes will the service area make based on its assessment of student learning outcomes? Give specific examples.

Students are exceeding the outcome, however if the service area could have an increased budget to provide more counseling appointments to students, the success would be even higher. Due to the program being solely grant funding this option is not available at this time.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by **Hurtado, Veronica** on **11/22/2019 23:59**

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? Similar to SCC's mission, PTPP is dedicated to helping students with academic, personal and vocational success. Participants are required to meet with a PTPP counselor at least once per semester and have a Comprehensive Educational Plan on file. Students in the program have the opportunity to participate in internships and volunteer programs that help build their skills and knowledge in the field of Education.

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.

Yes, see hyperlink below with data for Education courses.

<http://bit.ly/ProgramReviewData-EDUC> (<http://bit.ly/ProgramReviewData-EDUC>)

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

Yes, multiple opportunities for volunteering, internships and other field-based experiences are available to students. 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 and information about the teaching profession, and assess student needs through one to one appointments, student activities, intake forms, etc.

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?

The service area faculty and staff collaborate and participate in activities with other college programs such as transfer workshops, college and career fairs/workshops, Early Welcome Orientation, CTE Program fairs, Family Night, High School Counselor Breakfast, Community Science Night, STEM Teach Mentorship Program, STEM Club, Summer Advantage, and the like.

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?

FUNDING. The Pathways to Teaching Program is solely funded by soft money (grants) and only exists due to the diligent work of the program facilitator and staff in writing for and procuring grant funds to continue the comprehensive support services for students in the education major. When energy or time runs out for pursuing grants the PTPP will have to be institutionalized to continue to provide the level of student success it is currently providing for the college.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by **Hurtado, Veronica** on **11/22/2019 23:59**

1. Room E-308 classroom used for Education courses and workshops for future teachers.
2. Student Study Center (lab) purchased and built in open space through grant funding (3rd floor of E building).
3. Faculty and staff offices (Bldg. E, Rooms -311, 312, 313 & 314).

Classrooms	Labs	Offices	Storerooms	Conference Rooms
1	1	4	0	0

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Hurtado, Veronica** on **11/22/2019 23:59**

Storage room E-308-1 is shared with other departments.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
0	0	0	1	0

Program Review Resources - Specialized Equipment and Resources : Version by **Hurtado, Veronica** on **11/23/2019 00:00**

Equipment/Resource	Description
4 computers and 1 printer	This equipment is used in the PTTTP Student Study Center.
30 iPads and 1 iPad Cart	iPads and cart are located in E-308 for student use in Education courses.
MAC book and Apple TV	In E-308 with the ipad cart for professor use in the classroom.
2 ipads	Used for students to check in for counseling appointment and Study Center. Located by E-313 and Student Study Center.
12 sets of 30 books for courses for future teachers	Books available for students to borrow include: EDUC 101, 110, 113, 200, 209, 210 and 211. CDEV 120A/B, CNSL 118, MATH 203, BIOL 115, EARTH 121.
1 copy machine	Copy machine in E-314 used for staff.
Refrigerator and microwave	In the Study Center used by students.

Program Review Resources - Funding Sources : Version by **Hurtado, Veronica** on **11/23/2019 00:00**

Funding Source	Description
Education Futures Grant	SB1070 funds from California Community College Chancellor's Office
Strong Workforce Program	LA/OC Regional grants, for course development/Doing What Matters.
1 FTE	General Counselor reassigned

Program Review Resources : Version by **Hurtado, Veronica** on **11/23/2019 00:00**

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

The facilities used by PTTTP meet the needs of the program and the appropriate safety criteria.

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?

Currently the computers used in the Student Study Center are outdated, and in the next few years will need replacing along with a printer and copy machine. PTTTP is grant funded and without a new funding source the purchase of computers, printers/copy machine and materials/school supplies for students, will not be able to be purchased.

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

All equipment/technology purchased by grant funding and as replacements are needed, if there are no grant funds other resources will be sought. Grant funding also purchased an Apple TV for projection used between iPads and instructor MAC. It is in current working condition.

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

Needs are met.

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?

2 FTE classified staff are grant funded and provide excellent staff support to the program. However, without institutionalization when grant funding ends, the staff positions will have to move to other areas in the district.

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?

Yes, all activities of the Pathways to Teaching Program are funded by Regional Strong Workforce Grant (expires Dec 2021) and Education Futures Grant (expired Oct 2019). Funded by grants: 2 FTE Classified, adjunct counseling faculty, adjunct faculty facilitator, text book loan program, student school supplies, pre-professional development workshops and conferences for students, cultural and university field trips, paid internships for students, placement in volunteer and job positions, STEM faculty mentor stipends, tutoring, marketing materials/newletter for students, supplies for office operations & student study center, TB & Livescan for student volunteers & interns. Student Equity provides \$2000 per year for a student ambassador for the Male Future Teachers Network.

The positive impact of having a grant funded wrap around services for future teacher students is evidenced in the high persistence and success rates of the EDUC/PTTP students: 78% success & 85% retention; in 18-19 there were 103 student transfers, 183 degrees & 14 certificates.

The negative impact is constantly being reminded that unless faculty/staff continue to pursue grant funding (research, writing, data analysis, maintenance of previous data, quarterly report writing, budget management) that this SCC Signature Program will no longer exist to support students to the outcomes listed above. This creates an on-going insecurity for a very hard working staff.

What is crucial to the success of the program and what the college would need to institutionalize is 1FTE Student Services Coordinator/Director, 1 FTE Special Projects Specialist, 400 hours of counseling by adjunct faculty, and funding for various on-going retention & success activities.

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?

Institutionalizing the program.

The program can easily fit into the SCC local Strong Workforce Plan as a support program for the Education CTE program.

Work will need to be done with the BCTE Division to include Pathways to Teaching in the local plan.

Pathways to Teaching has contributed to the SWP success metrics of hundreds of students which generate SWP funding to the college.

Pathways to Teaching already supports many of the CDEV students who want to become teachers both at SCC and high school students who are taking the articulated & dual enrolled CDEV courses as part of their Careers in Education CTE pathways.

Human Resources

Program Review Human Resources - Support Staff : Version by **Hurtado, Veronica** on **11/23/2019 00:00**

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Student Services Coordinator	1	Full-time	12	Strong Workforce Program
Special Projects Specialist	1	Full-time	12	Strong Workforce Program

Program Review Human Resources : Version by **Hurtado, Veronica** on 11/23/2019 00:01

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?

Faculty and staff attend regular collaborative meetings with other community college Teacher Education Programs to discuss new trends in the field of Education. In addition, faculty and staff attend workshops, professional development and conferences that help build their knowledge of counseling and student development theories. Some of the professional organizations and conference that faculty and staff attend include National Association of Community College Teacher Education Programs (NACCTEP), Association of California Community College Teacher Education Programs (ACCCTEP), California Council on Teacher Education (CCTE), American Association of Colleges for Teacher Education (AACTE), and Student California Teachers Association (SCTA).

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?

Faculty and staff participate in the following activities, shared governance and leadership activities:

College-wide programs

- Early Welcome
- Family Night
- Community Science Night

Shared governance

- SCC's Professional Development Committee
- Enrollment Management Committee
- High School Articulation Task Force
- Curriculum Council

Leadership Activities

- Advisors for SCC's Student California Teachers Association (SCTA)
- Advisor for Black Student Union (BSU)
- President, Association of California Community College Teacher Education Program

Community Activities

- African American Heritage Cultural Fair
- High school College & Career Fairs
- High School College Nights
- Safe Families for Children Board
- Student Volunteer placements in the community

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?

There is not an adequate number of adjunct counseling faculty to serve student needs. The program was cut by 800 hours of counseling in 19-20 due to reduced grant funding.

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

Yes. Faculty and staff are engaged in professional development on campus and at off campus conferences & events.

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?

Adjunct faculty are highly engaged in the day to day operations/services of the program. Training is initially done one on one and on-going staff are available for assistance during transitions. All staff are familiar with the Department Plans, data collection & analysis, and are part of the planning to enhance or revise the 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?

Funding: The program will continue to need to acquire funding (grants or institutional funds) to increase counseling hours available to students, attend conferences and other professional development activities.

Internal and External Communication

Program Review Internal & External Communication : Version by **Hurtado, Veronica** on 11/23/2019 00:01

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

The program service area catalog entries was last updated in the 2019/2020 catalog.

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

Annual Plan for service area was last updated in 2019-2020. See link below for updated plan.

<http://bit.ly/departmentplanningportfolio> (<http://bit.ly/departmentplanningportfolio>)

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?

PTTP's website is updated on a regular basis and includes the mission statement, current contact information, hours of operation, available services, and other helpful websites for future teachers.

www.sccollege.edu/pathways (<http://www.sccollege.edu/pathways>)

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?

Regular service area meetings, email communications and daily contact.

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

Faculty and staff have constant communication and coordinate with each other to help facilitate the various services and activities offered by the program. All PTTP staff and faculty play a role in organizing workshops, presentations, guest speakers, recruitment for internship and volunteer programs.

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?
none

Planning Agenda

Program Review Planning Agenda : Version by **Hurtado, Veronica** on 11/23/2019 00:01

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Institutionally fund 1 FTE Student Services Coordinator	currently grant funded year to year	staff position to coordinate activities of the program	\$148,000 (salary & benefits)
Institutionally fund 1 FTE Special Project Specialist	currently grant funded year to year	staff position to manage budget expenditures/projections/district office reports, manage office operations, student appointments, distribution of student resources	\$89,000 (salary & benefits)

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Institutionally fund 1 FTE Counselor	currently insufficient grant funded adjunct counseling hours- reduced from 1600 hrs per year to 800.	counseling faculty are irreplaceable in a student support program. all students must have a comprehensive education plan, have that plan monitored in a case-management model to keep the level of success of PTPP students in previous years	\$95,000 (salary & benefits)
Secure funds to cover the costs of retention activities	with current retention activities provided to PTPP students, the retention rates are 85%, well over the rate for the overall college.	text book loan program, student school supplies, pre-professional development workshops and conferences for students, cultural and university field trips, paid internships for students, placement in volunteer and job positions, STEM faculty mentor stipends, tutoring, marketing materials/newsletter for students, supplies for office operations & student study center, TB & Livescan for student volunteers & interns.	\$18,000
Supplemental Instruction (SI) Math Tutor	students in Math 203 are struggling with course and a Supplemental Instruction (SI) Tutor would help students complete the course successfully.	SI Tutor to help with student success and retention.	\$4,160

Summary Report

Program Review Summary Report - What is and is not working : Version by **Hurtado, Veronica** on 11/23/2019 00:02

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

The comprehensive support services provided to students that help increase student success, retention and transfer is something that is working well in the program. Overall, PTPP student transfer rates, degree and certificate attainment has increased. In addition, the collaboration and partnerships between other Teacher Preparation Programs, community partners, and local employers has been a great success. Through these partnerships, PTPP students have been able to find employment, internships and volunteer opportunities that give them early fieldwork experience. The sense of community among the PTPP students is palpable and they have come to rely on each other and PTPP faculty and 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, plus generally find food to sustain them through the day. PTPP is "home" to about 500 students per year.

SCC's Pathways to Teaching Program serves as a model program in the county among the other 8 community colleges as well as across the state.

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

Efforts to market and bring awareness of PTPP to the larger campus community has been difficult. Most areas of the college operate in silos and the significance and success for students the PTPP brings to the campus seems barely recognized in the context of institutional priorities. To address this, new branding and marketing materials have been developed, staff have increased classroom visits to let faculty and students know of the benefits of the program. Based on the nearly 500 students who have become members of the program students are getting the message, it just seems that other staff, faculty and administrators are not as aware. PTPP faculty and staff will continue to work to spread awareness of the program, its services & student successes.

Program Review Summary Report - Resources : Version by **Hurtado, Veronica** on 11/23/2019 00:02

Facilities	Technology	Equipment	Personnel
0	Microsoft Office Access software and training	(4) computers for study center	see section above for personnel needs
		(2) printer for students and staff	
		(1) color copy machine for staff use	

Program Review Summary Report - Initiatives and Other Findings : Version by **Hurtado, Veronica** on 11/23/2019 00:02

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

- Increasing success, retention, completion and transfer of students (Vision for Success)
- Outreach and matriculation of students (outreach & recruitment)
- Tomorrow's Teachers Conference (outreach)
- Future Teacher of Excellence Certificate (retention & success)
- Diversity and cultural awareness of staff and students (access & equity)
- Male Future Teacher Network (access & equity)
- Community & employer partnerships
- K-12 districts, other community colleges and university partnerships

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

The Pathways to Teaching Program and its comprehensive services is a proven strategy for student success. Attached is the overall growth & success data from 2014/15 to present. bit.ly/ProgramReviewDataPTTP (<http://bit.ly/ProgramReviewDataPTTP>)