**Coastline Community College**

*Education*

**Department/Division**

 **Planning Year**

Annual Institutional Planning Report

ADDENDUM

**2013-14**

 **Program Student Learning Outcomes Data from the Previous Semester *(Provide Number & Percentage below)***

|  |  |
| --- | --- |
| **Total number of PSLOs/sections:**  | **Two PSLO’s +one CSLO for Math and/ or 2 math PSLO related to Geometry / (subject competency for credential)** CRNs: educ 103, educ 104,educ 180, educ 200, math 106, = **5 sections for Spring 2013** **comment: because not all the benchmark TEACH3 classes are offered EACH semester, for our formative evaluation purposes -- NEXT TIME would prefer to include the data re PSLO’s from the previous semester for the “missing” courses, so that we’re always looking at 8 benchmark courses. In other words instead of including just the 5 courses here, we would like to ALSO include Math 103, Math 106, and Chem 105. Just a suggestion.**  |
| **Percentage of courses in which 80% or more of students fully achieved PSLOs:**  | **80% (4 out of 5 courses)** **comment: yes: Educ 103, Educ 200, Educ 180 Math 106, for Math 106: PSLO’s –78% fully/ close to 80/ but CSLO (no/ 57%)**  |

PSLO’s: (TEACH3)

1. Apply skills in order to pursue a career in teaching or a related field or make an informed decision that the teaching profession is not a good personal career choice.

2. Work effectively with students, teachers, parents, colleagues, and administrators in a school and classroom setting.

 3. Content related PSLO for math/ more accurate/ course level?

**Course level: Apply Euclidean geometry and graph and network theory at a collegiate level and explain the learning process used by elementary school students to master these topics.**

**Program: (related to subject matter competency required by CCTC/ insofar as course content for math 106 goes:**

**1. Adequately explain thinking and mathematical processes, and justify mathematical solutions effectively and accurately.**

**2. Select and apply correct quantitative methods to find the correct solution to a problem in familiar or unique situations or contexts. Note: there 2 for Math are related to subject matter competency required by commission for teacher credentialing;**

**Department Discussions Regarding SLOs (“Closing the Loop”) (Are there any PLSOs that are not being met? What can be done to improve overall achievement rates? Do you have any resource needs that could address SLO gaps? Etc.)**

 **Education 104: under discussion /**

**Statistically overall achievement rate affected for this course still seems to be more related to procedure for dropping students when they change their mind re teaching, fieldwork;**

**Educ 104 is also a course that represents for many students their first look at teaching as a career, and our first chance to screen potential teachers where the career choice, for many reasons, may not be a realistic career choice.  In addition, the significance receiving below a B in educ 104 (along with educ 200) is serious; together these courses, with a B or better, replace upper division 315 A/B at CSUF; Some students in Educ 104 realize this, and "just disappear", until they can try again and succeed, or the alternative—forget about teaching/ not a good choice.**

**Other factors that confound the data: some students are "over-registered"-- they are taking so many courses, also working, there aren't enough hours in the day to complete fieldwork, schoolwork, etc.  ; no chance to get it ALL in;**

**Fieldwork courses:** Multiple measures are used to determine if a student did or did not meet the program outcome related to successful working in a classroom. The measure carrying the most weight: completion of the field work; completion of the observation assignments, comments from cooperating teacher, etc. ; In the past there have been students who did not complete the fieldwork and did not complete their associated assignments/ write-ups/ observation notes, etc., so it would be no surprise if percentages reflect this. **Why students did not complete fieldwork are varied, and should be taken into consideration when looking at SLO completion rates.**

The distribution of numerous student products linked to specific SLO's continues to support results from measurement tools used previously. Initially there were tech issues with the distribution but department has fine-tuned this process; TEACh3 continues to play a role in distinguishing between teacher prep candidates who may not at this time be qualified, have the skills/ disposition/ resilience to go into teaching, and those who are immensely qualified to go on.

**Math 106**

**2 Program SLO’s fully met: 78%/ Sounds like this could be related more to how students are dropped.**

**More of a concern: the course SLO related to elementary school teaching: only 57% FULLY achieved. Need to look at this over several semesters to understand if this is a consistent pattern. Instructor’s qualitative notes explain specifics as to why only 60% achieved a particular outcome; wondering re teaching methodology if multiple measures are used to determine outcomes and how improvements could be made.**

**Need better communication with math department on this; situation made worse by reduction in hours and the accompanying survival mode of operation for TEACH3 where valuable time is spent “going backwards” instead of forward.**

**ENGLISH 143- good place to pilot information tracking: not a “benchmark” teach3 class because although the course is required for many teacher prep frameworks, we assume other students (parents) not going in to teaching are also interested in the subject. Anecdotal observation: a majority of students coming through educ 200 and educ 180 and/or are taking courses for ECE have taken English 143. Instructor can assist us in determining via survey (survey monkey?) how many students enrolled in English 143 are contemplating a career in education and who are they. Depending on numbers we should decide if and how to include these students in our program review surveys and for our internal formative evaluations/ focus groups.**

**Chem 105- not offered Spring 2013; Fall 2012 outcome results not encouraging;. Would prefer chem/ physics course online.. Discussions re this course go nowhere.**

**Resource Needs?** The last Program Review clearly showed that the program generated more than enough money to cover Dr. Chard-Yaron’s coordination and counseling. Asking to **Restore some hours so maximum lhe allowed to Dr. Chard-Yaron for TEACH3 is granted/ funded. Of the 10 lhe allowed 7.375 lhe are already taken by two courses, 1 lhe for Department Chair, 1 lhe from counseling (which several times since program review has been in jeopardy) leaves .625 lhe remaining. In addition, because as we understand it summer and intercession do not count for an adjunct’s lhe allotment, add some reasonable funding for Dr. Chard-Yaron to keep TEACH3 open/ on call in January, June, July, and August.** Previous program review reiterated the minimum level of sustainability for the program to function and succeed.

Then it's cut 40-60%. (Salary hours). Can't cut a person like that and then expect the same things recommended before the cuts.     Our program was making money! Some programs require more hands-on leadership in order to guide students into and through successfully. It is understood that overload is no longer possible and we are adjusting and finding ways to still meet the needs of students and the program, but every request seems to be either ignored, rebuffed, based on reasoning that to us is unacceptable.

**2. Requesting funding for membership reinstatement to NAACTEP/ Organization for Community College Teacher Prep Programs—Coastline is a founding member of the California Chapter, and we are no longer members. Also requesting funding for electronic access to Education Week for Cheryl Chapman and Sharon Chard-Yaron**

**New Annual Program/Department Goals**

**Comment: TEACH3/ Education has been sidetracked by survival issues comparable to Maslow’s hierarchy of needs: regression from where we once were; (**One must satisfy lower level basic needs before progressing on to meet higher level growth needs) Hard to get creative under these circumstances; what’s the use of doing program review if the results and recommendations are ignored? It was clearly accepted what the minimum level of sustainability was for the program to function and succeed. Then the salary/ hours of the person who is supposed to get things done is cut 40-60% and every few months a new threat to cut comes up so that too much time is spent on justification/ defense, instead of recognizing the steps made to accommodate cuts and still maintain the integrity and quality of the program.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **5 yr Goal****Addressed** | **Project****Completion****Date** | **Lead****Employee** | **Comments** |
| 1. **Degree Works /Integration of TEACH3 grids into Degree Works**
2. **Educational Plan for Teacher Prep students via Degreeworks as per coordination with Nancy/counseling/**
3. **Look at SLOS for the Math for Teachers Classes and Chem 105 to better define integration into TEACH3 Program SLO’s.**
4. **Process for Data Collection for #’s for the benchmark ed classes should be aligned with previous data collection; should not turn in to a nagging marathon, as it has since the last program review.**

**4. TBA**  |  |  | **Dr. SCY** | **Degreeworks represents a viable solution to our tracking obstacles;** hard to count teaching majors because they fall under various majors, and only one major is indicated on the college application; We can't just look at students in Education courses as teacher prep students are enrolled in various courses not labeled education; also from various campuses; Degree Works has the flexibility for recording if a student is interested in a credential, or a career in education; etc.; 1. Note: We have a great opportunity with degree works to solve our tracking problem.   Cannot send students to start this process until our grids appear in degree works.  Right now they don't. interim plan: using SCY’s role to document ed plan information through course journals, assignments for eventual documentation in Degree Works.

**What about using the letter grade awarded in the math for teachers courses and Chem 105 as an indicator for meeting the CCTC’s “subject matter competency” component?** The benchmark classes are our barometers-- we assume that if someone takes any of the benchmark classes for teachers they are interested in pursuing a teaching career, or education related career, and count them in our umbrella.   At the same time we do not count other courses as "TEACH3" because it is reasonable to assume that most or many of the other students are NOT specifically teacher ed.  (eng, history, children’s lit, psy 115).   (it’s impossible, when we are running a DISTRICT program to track and count EVERYONE, but we want a fair barometer. Appears to us that there is limited cooperation in getting us the data we need in defense of our program;  |

Closing the Loop Continual Comments: NOTES

TEACh3 *is* a program, and it’s irrelevant and counter productive to only get data for the Education discipline. - Pulling individual course data when there is no code that ties things together into a program makes it much more time-consuming. But it's not fair to our program if the entire program is not considered.

We understand that the Chancellor’s Office has specific ways to define success, but that doesn't mean that those criteria need to be the only thing the college uses. The college needs to take charge of how it defines success and maybe put a few asterisks next to Chancellor's Office data.

.

The elimination of summer and intercession, where we used to offer TEACH3 specific classes or GE targeted towards the teacher prep grids has affected our numbers for comparative purposes. Decisions made without factoring this in are questionable.

Elimination of paid hours for SCY to be available during June, July, August, January (as opposed to recommendations of program review has had a profound impact   regarding successful transfer and enrollment both at Coastline or a transfer institution.     it would have been much worse if we hadn't stayed open as much as we did, but there's only so much time we should give for free to a work environment that has become increasingly problematic.

  For Coastline's TEACH3 we already know that many if not most of our teacher prep students take their education courses with us, but officially transfer from OCC or GWC.  SCY used to go over to CSUF and CSULB , sit there in various meetings and offices and get the names of transfers from our District, and then we'd look up how many of the OCC and GWC transfers took a majority of their courses at Coastline.  The numbers were astounding, yet on the public face Coastline doesn't get the credit for the transfer.

SR spends too much time defending herself again and again and will not stoop to disparaging the counselors by name for mistakes that happen when the generalists are the only ones available for teacher prep.

 It is not appropriate to evaluate TEACH3 on success / retention rates.  It is part of our mandate to be the first line of "defense" against unqualified teachers...  and to "save" students from themselves.   Lower than a B in the ed classes do not transfer to the program...  sometimes they need a second try...      dropping them/ suggesting they drop is really important

There is a phenomenon in the CSU's / teacher prep programs of a significant DROP in enrollment as  fewer are going into teaching.   (attributed to the pink slips, bad news on teaching jobs).  This coincides with the Commission on Teacher Credentialing issuing fewer credentials.

If our program has a slight drop in enrollment it still can be considered a gain, in comparison to what the CSU's are facing.

This is also the first time in years we did not offer as many classes each semester(math 103, chem 105)

All experts agree: this is a cycle/ we will always need teachers etc..   those that maintain their program quality have a distinct advantage.   Coastline is among those, except that lots of the efforts come from free labor.. We put in way more hours than what we are getting paid for.

 Cutting my role each semester from the equivalent to 6lhe plus  13 hours a month counseling for program coordination, counseling and curriculum development to one lhe a semester and 8 hours of counseling has had an impact, even though we've tried to adjust with other creative measures.

Shutting down intercession and summer (as opposed to three lhe + 10 hours counseling for intercession and three lhe for June, July, August plus 10 hours counseling for June, J10 for July, 10 for August) has had an impact as well.