

Instructional Program Review 2019/20 UPDATE

Teacher Education

**Created on: 09/04/2019 12:04:00 PM PST
Last Modified: 01/10/2020 04:39:04 PM PST**

Table of Contents

General Information	1
2019/20 Instructional Program Review	2
Submission Information and Updates (REQUIRED)	2
Outcomes and Assessment (REQUIRED)	2
Program Analysis for Equity and Excellence (REQUIRED)	2
Program Goals (REQUIRED)	2
Action Plans for Goals (REQUIRED)	2
Goal Status Report (REQUIRED)	4
Request Forms	7
Classified Position, BARC and Faculty Position Request	7
Reviewers	8
Liaison's Review	8
Manager's Review	8
Appendix	9

General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

A. In this section please enter the name(s) of the individuals for each of the following roles:

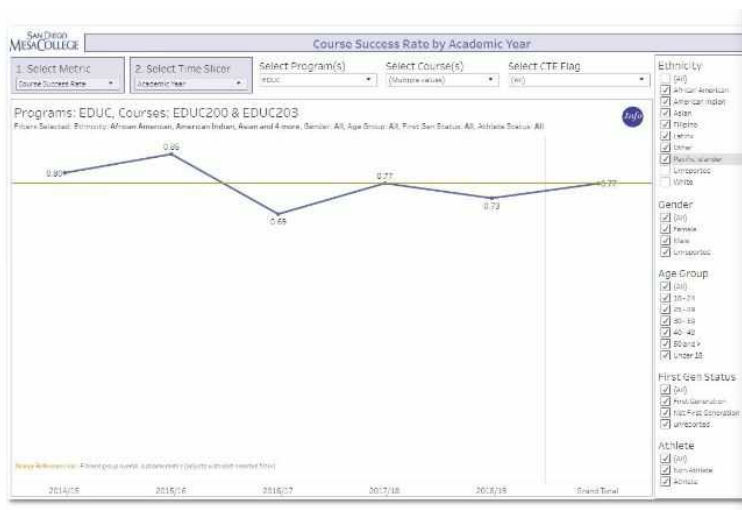
- Name of Lead Writer: Laurie Kimpton-Lorence
- Name of Liaison: Saloua Saidane
- Department Chair: Alison Gurganus
- Name of Manager/Service Area Supervisor: Andrew MacNeill
- Is this a CTE program? (State Yes or No) No

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)



PROGRAM GOALS (REQUIRED)

2018/19

Create Career Paths for the various credential options

Since many of the 4 yr colleges now offer new credential alternatives, Mesa needs to explore these new options and create career paths

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 3.1,

Institutional Learning Outcomes 2016/17: Communication

Recruit students into single subject math/science credential

Currently there is a shortage of high school math and science teachers in general and particularly people of color. The goal would be to market this career, both at the high school level and at Mesa

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 4.3,

Institutional Learning Outcomes 2016/17: Global Consciousness

Increase mentoring for students who pursue Tch Ed career

Increase the support for candidates of color by providing intensive teacher preparation support programs that offer ongoing mentorship, tutoring, transfer services, and other supports that ensure their successful completion of preparation programs.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 2.2, Strategic Goal 4.1, Strategic Goal 5.2, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Global Consciousness, Information Literacy

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/19

Goal

Goal: Create Career Paths for the various credential options

Since many of the 4 yr colleges now offer new credential alternatives, Mesa needs to explore these new options and create career paths

Action: Collaboration with 4 year colleges	
Describe the actions needed to achieve this objective:	Meet with local 4 year colleges to determine exactly what courses are needed for the various credential options. Working with counselor, create career transfer paths for these options
Who will be responsible for overseeing the completion of this objective:	Laurie Kimpton-Lorence Gabriel Adona
Provide a timeline for the actions:	Actions will be done during Fall 2018 continuing into Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	That career paths have been created for transfer to SDSU; CSU San Marcos, UCSD, USD and National U.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Main resource needed is time for administrators of the various institutions to meet. No extra costs involved.

Goal: Recruit students into single subject math/science credential

Currently there is a shortage of high school math and science teachers in general and particularly people of color. The goal would be to market this career, both at the high school level and at Mesa

Action: Recruitment	
Describe the actions needed to achieve this objective:	Establish and market a "Calculus for Teachers" (150) class as well as a T211 field experience class. Create field trips that bring high school students to Mesa and provide information about benefits to single subject math and science careers Present to Veteran's groups Include a Tch Ed booth at Mesa events such as career fairs
Who will be responsible for overseeing the completion of this objective:	Laurie Kimpton-Lorence, Gabriel Adona, Shane Briggs, Representatives from SDUSD
Provide a timeline for the actions:	Spring 2019 and beyond
Describe the assessment plan you will use to know if the objective was achieved and effective:	Mesa can identify single subject math and science majors and begin to track their progress
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	May need supply money for field trips

Goal: Increase mentoring for students who pursue Tch Ed career

Increase the support for candidates of color by providing intensive teacher preparation support programs that offer ongoing mentorship, tutoring, transfer services, and other supports that ensure their successful completion of preparation programs.

Action: Mentoring	
Describe the actions needed to achieve this objective:	Identify students who wish to pursue math/science credentials Increase counseling, tutoring and mentoring services for both multiple subject and single subject Tch Ed students, paying special attention to people of color
Who will be responsible for overseeing the completion of this objective:	Laurie Kimpton-Lorence, Gabriel Adona, Shane Briggs, Administrators from SDSU, UCSD, SDUSD
Provide a timeline for the actions:	Spring 2019 and beyond
Describe the assessment plan you will use to know if the objective was achieved	Student Satisfaction Survey to be administered towards the end of Spring semester: 2020.

and effective:

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Mesa's research department

Teacher Education Program Goal Set 2014-2015

Goal

Goal: Mesa's Tech Ed population needs: React to Survey

Reacting to a survey, ensure that advising and coursework meet the needs of the current Tech Ed population at Mesa.

No actions specified

Goal: Recruit teachers into the program

With teacher shortages increasing, the Teacher Education Program needs to recruit more students, paying special attention to males and minorities.

No actions specified

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/19

Goal

Goal: Create Career Paths for the various credential options

Since many of the 4 yr colleges now offer new credential alternatives, Mesa needs to explore these new options and create career paths

Action: Collaboration with 4 year colleges

Describe the actions needed to achieve this objective:

Meet with local 4 year colleges to determine exactly what courses are needed for the various credential options. Working with counselor, create career transfer paths for these options

Who will be responsible for overseeing the completion of this objective:

Laurie Kimpton-Lorence
Gabriel Adona

Provide a timeline for the actions:

Actions will be done during Fall 2018 continuing into Spring 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

That career paths have been created for transfer to SDSU; CSU San Marcos, UCSD, USD and National U.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Main resource needed is time for administrators of the various institutions to meet. No extra costs involved.

Status for Collaboration with 4 year colleges

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

A handout was created describing the various benefits of Tch Ed programs at SDSU; UCSD; USD; San Marcos; National. This handout needs to be distributed to appropriate places such as the transfer center, counseling, Tch Ed faculty, etc.

Career paths have been created for SDSU's Tch Ed options. Articulations and career paths need to be done for National's Tch Ed options.

Substantiating Evidence:

[overview Tch Ed 4 yr college programs.docx \(Word Document \(Open XML\)\)](#)

Goal: Recruit students into single subject math/science credential

Currently there is a shortage of high school math and science teachers in general and particularly people of color. The goal would be to market this career, both at the high school level and at Mesa

Action: Recruitment	
Describe the actions needed to achieve this objective:	Establish and market a "Calculus for Teachers" (150) class as well as a T211 field experience class. Create field trips that bring high school students to Mesa and provide information about benefits to single subject math and science careers Present to Veteran's groups Include a Tch Ed booth at Mesa events such as career fairs
Who will be responsible for overseeing the completion of this objective:	Laurie Kimpton-Lorence, Gabriel Adona, Shane Briggs, Representatives from SDUSD
Provide a timeline for the actions:	Spring 2019 and beyond
Describe the assessment plan you will use to know if the objective was achieved and effective:	Mesa can identify single subject math and science majors and begin to track their progress
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	May need supply money for field trips

Status for Recruitment

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Brainstorm marketing ideas within Mesa. Collaborate with National on this recruiting. Create more handouts and other marketing materials using grant money.
Substantiating Evidence:	
	Track card original.pdf (Adobe Acrobat Document)

Goal: Increase mentoring for students who pursue Tch Ed career

Increase the support for candidates of color by providing intensive teacher preparation support programs that offer ongoing mentorship, tutoring, transfer services, and other supports that ensure their successful completion of preparation programs.

Action: Mentoring	
Describe the actions needed to achieve this objective:	Identify students who wish to pursue math/science credentials Increase counseling, tutoring and mentoring services for both multiple subject and single subject Tch Ed students, paying special attention to people of color
Who will be responsible for overseeing the completion of this objective:	Laurie Kimpton-Lorence, Gabriel Adona, Shane Briggs, Administrators from SDSU, UCSD, SDUSD
Provide a timeline for the actions:	Spring 2019 and beyond
Describe the assessment plan you will use to know if the objective was achieved and effective:	Student Satisfaction Survey to be administered towards the end of Spring semester: 2020.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Mesa's research department

Status for Mentoring

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

As part of Mesa's new HSI Tch Ed grant, paid mentoring will be provided for math and science Tch Ed majors. As part of Mesa's new DEBER grant, many supports (mentorship, transfer services, community events) will be created.

Teacher Education Program Goal Set 2014-2015

Goal

Goal: Mesa's Tech Ed population needs: React to Survey

Reacting to a survey, ensure that advising and coursework meet the needs of the current Tech Ed population at Mesa.

No actions specified

Goal: Recruit teachers into the program

With teacher shortages increasing, the Teacher Education Program needs to recruit more students, paying special attention to males and minorities.

No actions specified

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Teacher Education

(REQUIRED) Program name

Teacher Education Program

(REQUIRED) Are you on target with your assessment schedule?

Since this program is small with only two courses, Educ200 and Educ203, they are assessed annually and are on target. The program itself is in the state of constant assessment due to grant influences.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

The assessments reveal that the two courses within the program are appropriate for their population and students are doing well. It was recommended that some assignments include more details, which has been done.

The program itself has many issues that need to be addressed. One challenge is our ADT, which does not serve students well. When transferring with the Liberal Studies ADT, students are not eligible for CSET waivers (that allow coursework to be substituted for state exams) or ITEP options (that allow students to obtain a credential in 4 years rather than 5). Our articulation officer has raised this problem at a regional meeting.

Another issue is the lack of people of color who pursue a teaching degree. Currently we are partnering with SDSU in a grant (DEBER) whose purpose is to recruit and retain more Hispanics/LatinX/ChicanX into the teaching field.

The most pressing challenge for this program is connected with the increasing shortage of high school math and science teachers. "As one of the largest community colleges in California and the largest transfer college in San Diego county, we should not ignore our potential as the largest provider of diverse STEM teachers in the Teacher Education pipeline" (Letitia Lopez, *HSI-STEM Supplemental Funding Request, Teacher Preparation*) We are partnering with National University (Teacher Inclusion Program) and using money from an HSI-STEM supplemental grant to work on this shortage.

(REQUIRED) Based on your assessments, what resource needs have you identified?

It takes not a village, but a city to raise a teacher. Thus, our resource needs are many. We need help from Mesa's articulation officer and Tch Ed counselor in resolving our ADT problem and smoothing the Tch Ed transfer paths. We need marketing materials to better promote this field to LatinX and STEM students. We need mentors and tutors who will work with prospective teachers. We need collaborations with the four year colleges.

The program is pursuing these resources and grant money is now available.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Teacher Education

Program Name

(REQUIRED) Type your program name.

Teacher Education Program

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

The patterns seem to fit what we know about student success and ethnicity, though it is important to remember the numbers are small. The Asian population seems to perform well (82%) followed by whites (77%) then Latinx (75%) with African Americans and Pacific Islanders trailing (63% and 62% respectively) Of more interest is the differences in the amount of students. LatinX and White students dominate (867 and 745) followed by Asians (206), with African Americans (171) American Indians (4) and Pacific Islanders (8) trailing behind. It is encouraging to see so many LatinX students in courses and to see them succeed. Those numbers and percentages should increase with our new grants.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

When looking at the five year pattern, it seems the success rates are staying the same. For example, the course success rate for LatinX students begins at 80% in 2014/15, rises to 84% in 2015/16, descends to 73% in 2016/2016/17; raises again to 80% in 2017/18, and 76% in 2018/19. There is no pattern of increase or decrease. When viewing the overall success rates and comparing them to rates for people of color, the statistics are almost the same.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

There don't seem to be any factors that have influenced the results. What would be interesting to view would be the course enrollment statistics for each period, since our goals

are to increase not only the success rates for people of color but also for the number of those students who enter the program.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

Since there are no significant equity gaps, this program does not need to alter its practices. However, our goal is to increase the numbers, especially for students seeking single subject (middle and high school) credentials. Unfortunately, there is currently no way to track this population. In future, we are developing an entry level course for this population (TE211) which may give us better feedback.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

We are now the recipient of two grants: DEBER, whose goal is to increase the amount of Hispanic/LatinX/CubanX students who enter the teaching profession and a new HSI grant which focuses the increase on Single Subject STEM transfers.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

Marketing materials

Increased student support, especially in STEM subjects

Addition of at least one entry level course for single subject STEM majors

Community events that draw together the various Teacher Education populations

Collaborations with partners such as SDSU; National; San Marcos, San Diego Unified School District

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes....all of them

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Last year's program review involved "building our population for the high need credentials, especially for students of color.... We are also working on creating and smoothing our various Teacher Education Pathways for these newly recruited students"

Last year's focus continues to be our focus. Next steps have been: acquiring an MOU between SDUSD and National; proposing and receiving two grants that address adding

more people of color to the teaching population; clarifying the various pathways to teaching; creating a new course for single subject majors.