

**Program Review: Teacher Education Program
July 1, 2002 – June 30, 2006**

I. Overview

A. Program Profile

Objective

The Teacher Education Program's primary objective is to provide a wide range of support services to students (most especially developmental Latino students) who wish to complete their lower division general education and major requirements prior to transferring to a four-year institution wherein they will complete their bachelor's degrees and teaching and/or specialist credentials. Support services include general and interventionist counseling, comprehensive orientations, mentors, linked courses, Supplemental Instruction, education courses, specially trained faculty, fieldwork, numerous professional development opportunities, a fully-stocked Teacher Resource Room, an informative newsletter, an active Teachers' Club, and test preparation workshops and software.

Funding

Since 1999, this program has been funded by Title V Hispanic Serving Institution grant moneys. Under the current grant, the college receives \$415,000 per year to run the program. To date, no other funding sources have been used to cover program expenditures.

Student Profile (2003-2006)

The program is comprised of the following students:

Goal*	Number	Gender*	Number	Ethnicity*	Number
AA only	81	Female	455	African American	63
Elementary	188	Male	51	American Indian	1
Secondary	68	Unknown	54	Asian	32
Special Education	10			Hispanic	192
Preschool	31			White	54
Other	7			Pacific Islander/Hawaiian	6
Unknown	175			Unknown	212

*If reported

B. Status of Previous Objectives

Not applicable. This is the Teacher Education Program's first program review.

C. Continuing Recommendations

Not applicable.

II. Program Data

A. Student/Client Satisfaction

During the first grant period (1999-2004), no student surveys were administered to assess the students' satisfaction with the services provided by the program.

During the second grant period (2004-2009), student satisfaction surveys were administered in Spring 2007 with the following results:

Number of students surveyed: 152

Items surveyed on a 1-5 scale with 5 as most satisfied

Item	1	2	3	4	5
Helpfulness of program	0	.76	10.61	21.97	66.67
Satisfaction with program overall	0	067	10.74	26.17	62.42
How well TEP keeps students informed	1.33	3.33	14.67	12.00	68.67
Counseling	.81	1.61	6.45	22.58	68.55
Guest Speakers	3.17	0	6.35	28.57	61.90
CBEST Prep Software	2.56	2.56	25.64	28.21	41.03
Supplemental Instruction	1.79	1.79	12.50	23.21	60.71
Teachers' Club	3.03	3.03	15.15	15.15	63.84
TEP Publications	1.52	3.03	12.12	27.27	56.06
CBEST-Buster Workshops	3.33	0	10.00	26.67	60.00
Teacher Resource Room	.92	1.83	4.59	12.84	79.82
Student Support Specialists	4.26	2.13	19.15	27.66	46.81
Learning Communities	2.00	2.00	22.00	20.00	54.00
TEP Faculty	.84	2.52	5.04	12.61	78.99
TEP Website	10.4	2.08	8.33	26.04	62.50
TEP Newsletter	2.56	.85	10.26	18.80	67.52
TEP Support Staff	.9	1.80	9.91	16.22	71.17

In addition, during the second grant period (2004-2009), external evaluators have been employed by the program to conduct periodic audits and, at these times, the program was given outstanding ratings with minimal suggestions for improvements. Copies of these reports may be obtained from the Grant Manager.

The only other evaluative tool used was for the program's test preparation workshops. Students were asked to rate the effectiveness of each workshop, and the results indicated a near 100% satisfaction rate. Copies of these evaluations can be obtained from the grant's Activity Director/counselor.

B. Student/Client Outcome Data

Student Contact Data

The program employed a full-time counselor beginning in July 2002 and some time later began requiring that students meet with this counselor at least once a semester due to the changing nature of credential requirements. Students receive education plans, assistance with financial aid, and specific strategies, including referrals, to enhance their success. Students are also required to attend a comprehensive new student orientation which covers program requirements, campus-wide support services, and credential requirements, and they must receive additional student support if their GPA is below a 2.5. The program counselor also holds drop in hours on a weekly basis for students who have quick questions.

During the 2005-2006 academic year, the program also employed an additional Student Support Counselor and a Student Support Specialist. Contact data for all is included in the chart below:

Year	Full-time Counselor	Student Support Counselor	Student Support Specialist
2002	472 (beginning 7/02)	N/A	N/A
2003	1566	N/A	N/A
2004	1389	N/A	N/A
2005	1362	51	N/A
2006	758 (as of 9/06)	N/A	9

Student Outcome Data

Because no assessment instruments were administered to TEP students until Spring 2007, it is impossible to assess whether or not counseling and other support services enhanced the success of the students in the program.

However, data has been collected which indirectly supports the success of the program by tracking the number of students who moved from Level 1 to Level 2 status. Level 2 status requires a 2.5 GPA and eligibility for transfer level math and English OR the completion of 30 transferable units. The program began collecting this data between 2004 and 2006 with the following results:

Year	Number of Students Upgraded to Level 2
2004-2005	47
2005-2006	52

C. Campus/Community Collaboration

With regard to campus-wide collaboration, the Teacher Education Program is a member of SSTARS and as such, refers students to these programs as needed and participates in campus-wide program activities on a regular basis. To date, TEP has helped to foster this campus-wide collaboration by:

- Offering linked courses via FYE
- Funding Supplemental Instruction
- Participating in the Transfer Conference
- Sponsoring faculty development workshops and trainings
- Soliciting mentors
- Participating in High School Senior Day
- Participating in SSTARS fundraisers
- Participating in major and career fairs
- Participating in New Student Welcome Day
- Participating in the Inter-Club Council

With respect to community-based partnerships, the Teacher Education Program has collaborated with California State University, Dominguez Hills during its first grant and is currently partnering with Santa Monica College. The program has also worked closely with a number of local school districts as part of the recruitment/outreach process and to explore the possibility of volunteer and paid positions within the schools.

Strengthening Current Collaborations

Any suggestions for improvement would need to be derived from data that was not collected during this program review cycle.

Other Collaborative Partnerships to be Pursued

As of the writing of this report (October 2007), program personnel have already designed and implemented a number of additional partnerships to strengthen the program, including:

- Close collaboration with the Staff Development Office to institutionalize the program's faculty development component
- The development of an Association of California Community College Teacher Education Programs, of which the El Camino College Teacher Education Program is the originator
- The creation of ten paid classroom aide internships
- The establishment of approximately 30 K-12 school volunteer sites and approximately 12 pre-K volunteer sites
- The development of an online Best Practices Handbook
- The co-purchase of a computerized reading improvement program (Total Reader)

D. Program Data Recommendations

Not applicable. No formal program review data was gathered during this program review cycle, and the data collected in Spring 2007 indicates that students are quite satisfied with the program and its various components. The main suggestions were to increase counseling hours, better staff the Teacher Resource Room, and schedule events during times more students could attend.

III. Program Requirements

A. Program Support

Essential Departments and Strengthening Partnerships

The Teacher Education Program's relationship to various departments on campus is detailed below:

Department	Relationship	Ways to Strengthen Partnership
Behavioral Sciences	The program is housed in this division and the counselor advises child development and Liberal Studies majors	None
Humanities	The division has released a full-time faculty member to serve as the program counselor	None
SSTARS	TEP is a member of SSTARS	Assign a staff member to attend meetings in the Activity Director's place
Outreach and School Relations	Minimal contact	TEP needs to work with this office to enhance its visibility in local schools
Financial Aid	Provides two financial aid workshops for teachers each year	None
Counseling	Counselors refer students to program and program counselor attends counselors' meetings, participates in Express Counseling, and acts as the child development and Liberal Studies counselor	No support is provided by the Counseling Division, so no recommendations can be made
Staff Development	TEP co-sponsors faculty development workshops and trainings	None

B. Facilities and Equipment

The Teacher Education Program is housed on the third floor of the Behavioral and Social Sciences Division. While its proximity to the Childhood Education Department is convenient for child development majors, its location is both inconvenient and impractical for K-12 majors, for the general counseling staff, and for the program counselor. The program would have much greater visibility and usage were it housed in the Student Services Center along with other programs such as the HTP, FYE, and EOP & S.

The condition of the facilities themselves could be improved. The elevator often breaks, the ceilings need repaired, the air conditioning is excessive in some areas and grossly inadequate in others, and most of the work stations are ergonomically harmful.

C. Staffing

The staffing of the program has been an ongoing challenge. While a program of this size and scope clearly requires a full-time coordinator, a full-time counselor, and a full-time professional secretary (or a 50/50 counselor/coordinator, an additional 50% counselor, and a full-time secretary), to date, the program has primarily been staffed with student help and by faculty development coordinators with inadequate release time or abilities or by co-coordinators whose other duties diminished the effectiveness of the program.

As of the writing of this report, the program counselor is also serving as the program coordinator because her co-coordinator resigned from this position to pursue an advanced degree. The full-time program counselor is, in actuality, a full-time Humanities Division faculty member who was temporarily reassigned to the Counseling Division to serve as the TEP counselor in 2002. Once the grant ends in September of 2009, she will return to the Humanities Division if the program is not institutionalized.

Because the demand for a TEP counselor is overwhelming, as evidenced by the need to schedule appointments every 15 minutes during peak times rather than every 30, the primary recommendation in the area of staffing would be to hire adequate personnel as described above.

D. Planning

Trends

The major changes and trends that will affect this program in the future are threefold:

- a. The grant moneys funding this program will cease as of 9-30-09
- b. The projected need for teachers, particularly in the areas of special education and secondary math and science, will continue to increase
- c. The number of developmental students will continue to increase.

To respond to these changes and trends, the program staff have developed an institutionalization plan, they continue to actively recruit new program admits, and they continue to strongly emphasize special education and secondary math and science. Program staff also continue to plan faculty development opportunities which emphasize basic skills.

Despite these ongoing efforts, it should nevertheless be emphasized that as of 9-30-09, there is no money available to continue to fund this program. If the college does not assume the program's operating costs, either in their current form or as described in the recently authored institutionalization plan, this program will cease to exist on this campus.

Data Needed to Improve Planning

A Student Satisfaction Survey was created and administered in Spring 2007 and appears to be sufficient for future planning.

Informing Program Personnel of Trends

Program personnel are kept abreast of current trends via monthly meetings, email correspondence, and telephone calls.

Program Personnel and Change Implementation

Program personnel create and implement program plans throughout the year based upon grant goals and objectives.

Relation to SLO's

Not yet developed.

E. Program Requirement Recommendations

1. Move the program to the Student Services Center (see below for funding)
2. Assign a TEP SSTARs representative to attend meetings
3. Strengthen relationship with the Office of Outreach and School Relations
4. Improve facilities and ergonomics (Estimated budget: \$8,000)
5. Institutionalize adequate, competent program staff (see below for funding)

IV. Recommendations

1. Institutionalize the program with a full-time coordinator, a full-time counselor, and a full-time secretary or with a 50/50 counselor/coordinator, an additional 50% counselor, and a full-time secretary (Estimated budget: \$210,000 or \$180,000). Alternatively, implementing the recently authored institutionalization plan will cost approximately 145,000 for a counselor/coordinator (98,832), a part-time faculty coordinator (30,984), and staff support (14,000).
2. House the program within the Student Services Center. No costs should be incurred by so doing. The simple manipulation of office space would suffice. For example, part-time counselors or program/center advisors could share office space to make room for a TEP counselor.
3. Develop a process for regularly collecting program review data.
4. Develop course specific SLO's for education courses (Education 101 and 201).