Education PUR 2018-19 Latest Version

Education PUR 2018-19 (Transfer Programs)

I. PROGRAM/UNIT OVERVIEW

Program or Unit Description : Version by **Williams, Amy** on **01/08/2019 21:16**

Describe the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic areas and degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.

The Education program is an academic unit within the Social Science Department under the Division of Business and Social Sciences. There are two full time faculty teaching the majority of the eight education courses offered during the time of this study. The Education program has three transfer degrees, two in Secondary Education and one in Elementary Education. All three degrees meet general education and foundation education undergraduate requirements for education majors at the University of Nevada, Reno (UNR) and Nevada State College (NSC). The Education curriculum includes educational theory as well as practical fieldwork in elementary and secondary school settings. Degree and course outcomes are based on the scope of knowledge and skills within the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards.

This program includes the following degrees.

AA Degree Secondary Education
The Associate of Arts degree in Secondary Education is designed for students seeking careers in secondary education. The degree requirements include a well-balanced general education curriculum. Education coursework provides students with education theory and practical fieldwork in secondary education school settings. In addition, students will also need to select a "teaching major" and may complete some of the major coursework prior to transfer. This course of study is designated as a university transfer program that substantially meets the requirements for the first two years of study for the B.A. in Secondary Education at UNR. In order to complete an AA, the "teaching major" courses will include a focus in foreign languages, English, social studies, history, music, art, career and technical.

AS Degree Secondary Education Emphasis
The Associate of Science degree in Secondary Education is designed for students seeking careers in secondary education. The degree requirements include a well-balanced general education curriculum. Education curriculum provides students with educational theory and practical fieldwork in Secondary Education school settings. In addition, students will also need to select a "teaching major" and may complete some of the major coursework prior to transfer. This course of study is designated as a university transfer program that substantially meets the requirements for the first two years of study towards the B.S. for Secondary Education majors at UNR. In order to complete an AS, the "teaching major" courses will include a focus in foreign languages, English, social studies, history, music, art, career and technical.

AA Degree Elementary Education Teacher Preparation (was Integrated Elementary Education with Specializations)
The Associate of Arts, Elementary Education Teacher Preparation degree is designed for students seeking careers in elementary education. The degree requirements include a well-balanced general education curriculum. The specific curriculum provides students with educational theory and practical fieldwork in the elementary school setting. This course of study is designated as a university transfer program that fully meets the requirements for the first two years of Elementary Education and Special Education majors at Nevada State College and substantially meets the requirements for the first two years of study for the Elementary Education majors at UNR.

The transfer degree at UNR, Integrated Elementary Education Teaching has three areas of emphasis: Early Childhood Education, Special Education, and English Language Acquisition and Development (ELAD). UNR transfer students will select emphasis courses that meet the requirements within that area.

For transfer to NSC, students will complete courses that meet the 2 + 2 transfer agreement between TMCC and NSC for Elementary Education/ Special Education majors at NSC. All students should work with an academic advisor to ensure they are choosing the appropriate courses for their respective transfer program. Additionally, students should contact the transfer program to ensure they are completing other application requirements, such as minimum GPAs and/or the completion of required tests, such as the California Basic Educational Skill Test (CBEST) or the Praxis Core Academic Skills for Educators (Praxis Core).

Degrees and/or Certificates Offered : Version by **Clifford, Donna** on **09/11/2018 22:24**

Degree and/or Certificates Offered
Associate of Arts, Elementary Education Teacher Preparation
Associate of Science, Secondary Education
Associate of Arts, Secondary Education

Program or Unit Mission : Version by **Williams, Amy** on **01/08/2019 21:16**

State the department's or unit's mission, and describe how it aligns to the College's Mission and Core Themes (http://www.tmcc.edu/about/). If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.
TMCC Education program mission statement:
The Education program adheres to the 10 Interstate Teacher Assessment and Support Consortium Standards (InTASC) advanced by the Council for the Accreditation of Educator Preparation (CAEP). The Education program offers classroom instruction and field experience to prepare diverse students to become teachers, and other professional personnel, for work in elementary and secondary schools. The Education program cultivates knowledge, skills, and dispositions to train caring, qualified, and effective educators. The Education program integrates multicultural education into coursework and field experiences, offering differentiated pathways to support diverse student success.

Alignment:
The Education program mission statement is closely aligned to the TMCC Mission Statement and Core Themes. Our program promotes student success by providing culturally responsive curriculum and instruction for our diverse students. Highly qualified education instructors (both with PhDs) emphasize academic excellence while providing subject matter expertise in STEM, education law, and multicultural education. Finally, the TMCC Education program provides the community with a needed pathway for homegrown, diverse teachers for our region.

Program Learning Outcomes : Version by **Williams, Amy** on **01/08/2019 21:16**

Program (Degree or Certificate Learning Outcomes)
Education
Associate of Science, Secondary Education
Demonstrate the scope of knowledge and skills based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.
Associate of Arts, Secondary Education
Demonstrate the scope of knowledge and skills based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.
Assoiate of Arts, Elementary Education Teacher Preparation
Students completing the emphasis will demonstrate the scope of knowledge and skills based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

General Education Learning Outcomes : Version by **Williams, Amy** on **01/08/2019 21:16**

General Education Learning Outcomes Assessed by the Department/Unit
Truckee Meadows
EDU 203 - Introduction to Special Education
ISLO
People and Cultural Awareness
Students will analyze and articulate the ways in which individuals, groups, and institutions influence society.
Students will analyze and/or explain the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes.
Students will compare economic, historical, political, cultural, and/or social dynamics of diverse world cultures.
Students will critique the aesthetic and creative processes/products represented in particular cultural contexts constructively and respectfully.
Students will describe and/or explain responsibilities of ethical, contributing members living in diverse societies.
Students will explain ethical positions and/or culturally-situated ideologies that may differ from their own.
Critical Thinking
Students will analyze and evaluate the context, assumptions, and/or bias regarding the main problem, issue, or arguments.
Students will discuss the implications and consequences of their own work, including conclusions, findings, projects, or products.
Students will draw valid conclusions
Students will evaluate the quality of supporting data or evidence.
Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies
Students will identify and summarize, or explain the main question(s), problem(s), issue(s), points and/or argument(s).
Students will state a position, perspective, thesis, hypothesis, argument, or findings, based on a line of reasoning and/or evidence.
Communication
Students will develop and express a thesis through an appropriate use of evidence/logic/data.
Students will display appropriate listening behaviors. This includes the attention to messages, the clarification of shared meaning, and the nonverbal confirmation of comprehension.
Students will display effective group participation through the application of group discussion, group interaction, and public group presentation.
Students will examine messages from print, electronic, and/or visual sources. Students will interpret meaning and credibility of the message.
Students will use effective verbal and written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and non-verbal cues.
Students will utilize audience analysis in the development of the communication message.

Five-Year Plan Summary : Version by **Williams, Amy** on **01/08/2019 21:16**

What are the major objectives that the department/unit hopes to accomplish, including an estimated time to completion?

The Education program has the following 5 objectives:

1. **Transfer-teacher preparation**: The Education program will continue to offer high quality, required, lower division education coursework for students transferring into Education programs at UNR and NSC. Timeline: Ongoing.

2. **Improve region-based teacher pathway**: The Education program is collaborating with Washoe County School District (WCSD) to increase recruitment of homegrown, diverse students within the region interested in careers in K-12. One new program, called WeTeach, will offer EDU 110 in the high schools for dual credit.

In special education, we have partnered with WCSD to offer EDU 208 at Marvin Picollo, a school for students who have significant physical and intellectual disabilities. After completing EDU 208, some students have been hired by the district. Timeline: 3 years.

3: **Field experience:** The TMCC Education program will continue to offer fieldwork in WCSD classrooms with plans to diversify fieldwork experience into at risk community schools. Additionally, the WeTeach program is planning to add a fieldwork component, allowing EDU 110 students to get experience in the WCSD. Furthermore, we are currently collaborating with Lemelson S.T.E.M. Academy Elementary to provide meaningful fieldwork in needy schools. Timeline: Ongoing.

4. **Mentoring**: The Education program will provide support including academic advising and test preparation for the PRAXIS and CBEST. Ongoing

5. **Cultural responsivity:** With over 40% of our TMCC Education students identifying as Hispanic, we will continue to support culturally diverse student success. Curriculum will be designed using multicultural competencies. Timeline: 4 years.

How does the department/unit plan to improve student learning?

The Education program will improve student learning by continuing to offer high quality foundational education courses and meaningful and engaging fieldwork in local schools. One way the program plans to improve access and resources for students who need help with Praxis Core and CBEST test preparation, is to sign up students for targeted assistance by math tutors. The program is also exploring offering credit bearing classes (1-credit labs) directed at improving test scores on the national teacher exams. Nevada State College has already developed these labs and requires them in its Elementary/Special Education major.

How does the department/unit plan to improve degree and/or certificate completions or course completions?

Due to changes in the curriculum at UNR, several courses needed to complete the TMCC Education degrees are no longer required. Furthermore, transferring Education majors are not required to have the lower division coursework completed to apply. As a result, many students transferring to UNR in Education will graduate with a general AA or AS with the intent of finishing required lower division classes after transfer.

The Education program has already moved to improve articulation with UNR with the revised Elementary Education Teacher Preparation degree initiated in Fall 2018. The newly revised Elementary Teacher Preparation degree articulates well to both UNR and Nevada State College. Improvements to the two Secondary Education degrees are in progress, as the program looks at introducing a 2 + 2 program with Nevada State College.

How does this departmental/unit level plan align to the College's mission (http://www.tmcc.edu/about/) and Strategic Master Plan (http://www.tmcc.edu/media/tmcc/departments/accreditation/documents/reports/2014/ACCRStrategicPlan2014.pdf#search="strategic master plan")? Specifically, to which core theme(s), objective(s), and indicator(s) does (do) the departmental/unit level plan align?

The Education program aligns to the College Mission and Strategic Plan in the following way:

Core Theme 1: Student Success

The Education program objectives align with Student Success objectives 2 & 3.
Objective 2: Provide high-quality student support through library resources, tutoring, advising, and information services.
The TMCC Education program plan facilitates student support through mentoring and cultural responsivity.

Objective 3: Provide student engagement opportunities that build interpersonal, intrapersonal, and practical skills.
The Education program facilitates student engagement through offerings of meaningful field experience in the schools.

Core Theme 2: Academic Excellence

The Education program objectives align with Student Success objectives 2 & 3.

Objective 2: Offer high-quality programs that meet the workforce educational needs of our community.
The TMCC Education program facilitates workforce education needs by providing required lower division education courses to our diverse student body and as a result, improving regional based teacher pathways.

Objective 3: Create a learning environment that promotes academic growth for a diverse student population.
The Education program facilitates academic growth of our diverse student population through the implementation of cultural responsivity as discussed above.

Core Theme 3: Access to Lifelong Learning

The TMCC Education program objectives align with Lifelong learning objective 2.
Objective 2: Cultivate a welcoming, safe, and inclusive environment.
The Education program facilitates an inclusive environment through both mentoring and cultural responsivity.

Core Theme 4: Stewardship of Resources

The TMCC Education program objectives align with Stewardship of Resources objective 3.
Objective 3: Maintain or improve the effectiveness and efficiency of College operations.
The TMCC Education program facilitates stewardship of resources by offering, high quality, lower division education courses that are requirements in transfer Education programs at both UNR and NSC.

What resources does the department/unit anticipate needing in order to complete the 5-year plan?

To meet future challenges, the Education program will need to provide the following services that cannot be easily accomplished without a coordinator.

1. Aid students in transfer by providing advising, mentoring and access to test preparation.
2. Coordinate fieldwork experience in the increasingly restrictive WCSD schools.
3. Oversee the new WeTeach program starting in the WCSD to increase recruitment of our regional based, diverse student population going into education as a career.
4. Manage changing transfer requirements and track the student success at primary transfer institutions.
5. Ensure a robust schedule to meet ongoing transfer requirements.

The Education program now offers some courses required at NSC, but not at UNR, and vice versa. This may put pressure on the program to offer courses with low enrollment to facilitate transfer to NSC. Accurate and proactive scheduling will be essential.

Another challenge will be increasing support for students in the transfer process. Our diverse student body interested in becoming teachers need accurate advising, mentoring, and test preparation for required national teacher exams. The program may follow the NSC model and require a 1-credit preparation lab. Increasing involvement of math tutors within education courses is already in the works.

Current challenges providing fieldwork in EDU 201 and 202 in the WCSD will only increase. Each year, new policies of WCSD regarding volunteer applicants create unintended roadblocks that impede the access of TMCC students to local schools. Requesting expensive fingerprinting and background checks seems to be on the horizon. At the current time, faculty work directly with WCSD to help find appropriate placements on an ad hoc basis. As this becomes more difficult, the fieldwork component of the program is at risk.

The expansion into the high schools with the WCSD, called WeTeach, is demanding a fresh look at the curriculum and pedagogy within EDU 110. In this program, high school students get dual credit for taking EDU 110, an introductory class that explores the education field, potential careers, and students' personal academic strengths and weaknesses. The goal of the WeTeach program is to recruit future teachers from these classes, thereby adding to the number of our homegrown, diverse teachers in the area. This new curriculum and pedagogy will also require the department to hire new teachers who have experience working with high school students.

It is unclear how the program will be able to meet these challenges with the current resources allotted. Two full time faculty teach five sections of education coursework each semester. Besides providing required lower division transferable coursework, the Education program needs to build the Education program. A coordinator would develop the WeTeach program, coordinate fieldwork, assist and mentor Education students, oversee complex scheduling, and connect with transfer schools regarding student success.

II. CURRENT STATUS OF THE PROGRAM/UNIT

Summary of Previous PUR Findings and Annual Progress Reports (APRs) : Version by **Williams, Amy** on **01/08/2019 21:16**

Program/Unit	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Education	PUR		APR		APR		

Describe the major findings and recommendations for the program/unit from the last PUR and any APRs.
The three major findings and recommendations from the last PUR focused on improving assessment, addressing program level outcomes, and tracking transfers.

The Education department followed the developed assessment cycle during the time of this study. All classes were assessed within the required 5-year term except for EDU 110. Additionally, not all outcomes were assessed for each course during the 5-year study period. This is an ongoing goal for the department and will be fulfilled during future assessments. Faculty will include all outcomes each time the course is scheduled for assessment.

The program level outcomes remain unchanged and are still based on the INTASC Standards. Depending on the course, different standards are emphasized. All offered courses meet at least one program level outcome or more.

The tracking of students after transferring into an Education program in a 4-year college has proven to be problematic. As mentioned before, many TMCC students transferring into UNR education programs do not complete our Education degrees, but rather, complete the general AA or AS. To meaningfully track TMCC education students, we would need greater collaboration with UNR and NSC regarding applicants that have significant TMCC education coursework. We do not have this level of collaboration at this time.
Which findings and recommendations has the program/unit addressed?
As required, for the most part, Education courses are being assessed within the scheduled assessment cycle. Given some outcomes were not assessed each time, faculty are now aware that all outcomes are to be assessed each time the course is scheduled for assessment. Additionally, we have selected a three-year cycle, which will aid in this process.

In regards to EDU 110, the program was in the process of eliminating this class, so assessment was put on hold. However, with the new WeTeach program in development, this class is being looked at closely and will probably have new outcomes. Assessment is scheduled.

With regards to transfer, in order to increase our number of education graduates, our revised elementary degree is now aligning more accurately with UNR. Additionally, a 2 + 2 agreement with Nevada State College in elementary and special education adds an additional pathway for students wishing to become teachers. Students that transfer into the education program at NSC will be able to complete upper division courses online or through distance education, allowing students to work, for example, as substitute teachers while completing their education degree and working toward licensure.

In regards to tracking, this issue remains a problem that, with current resources, is ongoing.
Which have yet to be accomplished? Which are no longer relevant, and why?
Tracking: Ongoing collaboration with the department of Education at both UNR and NSC will be essential to develop a better understanding of the progress of our transfers. Most Education students do not complete our Education degrees, but rather our AA or AS degrees. This collaboration is still at the developmental stage with NSC. At UNR, this relationship is ongoing; however, the loss of an Education coordinator has hampered this necessary connection.

Fieldwork: Faculty teaching education courses are required to work closely with WCSD to ensure access. Access to WCSD classrooms for our students required fieldwork has been an ongoing issue. Continued concern over security at the schools in the district has led to ongoing changes in requirements for fieldwork applicants. Concerns about the length of time the district needs to review fieldwork applicants and the costs to students to run security clearances are current issues.
Describe any major changes that the program/unit has undergone since the last PUR.
The program, as of the 2018-19 catalog, changed the elementary degree in two ways. The previous elementary degree was developed to meet the undergraduate requirements for the Integrated Education Teaching Preparation Program at UNR. The program has struggled to keep up with ongoing changes in UNR requirements during the time of this study. Students completing the newly revised Elementary Education Teacher Preparation degree will find courses articulate to both UNR and NSC. The newly revised degree better meets current UNR requirements and includes transfer coursework for the new 2 + 2 degree with NSC, giving students an additional pathway to becoming a teacher.

Besides the more traditional program at UNR, where most upper division courses are offered during the day, the revision opens up a new transfer option at Nevada State College, where upper division courses will be offered online or through distance education. Students can now choose electives within the degree that meet either UNR requirements or NSC requirements.

The removal of previously required coursework at UNR in Secondary Education has dramatically influenced offerings and student enrollment in EDU 210 and EDU 214. The State of Nevada is no longer requiring EDU 210 (or a substitute test score) as licensing requirement for new teachers. However, EDU 210 is now required at UNR in Elementary Education as a General Education Requirement. Additionally, EDU 210 is required for the content teaching area in Political Science. EDU 214, which was dropped from both Elementary and Secondary programs at UNR, is still a requirement at NSC.

External Review : Version by **Williams, Amy** on **01/08/2019 21:16**

If applicable, describe the major recommendations made by external reviewers, such as advisory boards, articulation committees, program accreditors, etc. What progress had the department/unit made towards those recommendations?

There are no external reviewers for this program at this time.

III. CURRICULUM

Transfer Programs (AA/AS Degrees) : Version by **Williams, Amy** on **01/08/2019 21:16**

Which Bachelor's degrees(s) does the program's AA or AS degree(s) align with, especially within the Nevada System of Higher Education (NSHE)?
AA Elementary Education Teacher Preparation:
In Fall 2018, the AA in Elementary Education Teacher Preparation replaced the UNR based Associates of Science in Integrated Elementary Education. The new degree program is designed to meet degree requirements for both Elementary Education students at the University of Nevada Reno and Nevada State College. The new degree solves several transfer problems for students. Students who choose a UNR emphasis can select courses that are required at UNR but not NSC, and students who choose an NSC emphasis can select courses required at NSC but not at UNR.

AS Secondary Education:
This degree meets basic requirements for AS transfers in Secondary Education at UNR and NSC. It should be noted that UNR now requires a dual degree for secondary education with students declaring the area of interest, (math, English, History, Political Science, etc.), and Secondary Education.

AA Secondary Education:
This degree meets basic requirements for AS transfers in secondary education at UNR and NSC. It should be noted that UNR now requires a dual degree for secondary education with students declaring the area of interest such as math, English, history, and Secondary Education. The AS transfer in secondary education no longer meets UNR requirements in STEM content areas. Those classes are now taught by a specialized program, Nevada Teach. We cannot teach those classes.

Does the program's suggested course sequence allow for efficient completion of the AA or AS? Explain.
The program does allow for efficient completion of the degree since most classes are offered in both fall and spring. Given the additional transfer choices with NSC, some classes may only be offered once a year. For example, EDU 206 (Classroom Learning Environments) is new to the curriculum and will be offered once a year. While the requirements are clear in the degree, good advising will be essential for both UNR and NSC transfers.

Are there any hidden prerequisites (courses which have 1 or more pre-requisites that are not listed as part of the program)?
There are no hidden pre-requisites in this program.

However, our feeder transfer education programs have data stating that the required tests for future educators, the PRAXIS Core and the CBEST, indicate that education majors often struggle with the Math component. To meet this problem, NSC now requires a 1-credit lab in PRAXIS test preparation. While it is unclear if we should follow suit with the 1-credit course, TMCC will need to advise and provide access to test preparation.

Does the AA or AS transfer seamlessly in a 2+2 agreement without a loss of credits or a substantial amount of courses counting only as general electives? Explain.
Students that select the Elementary Teacher Preparation degree will be able to complete all transfer requirements to both UNR and NSC without any loss of credits. Stated in the degree requirements, students will have to choose classes carefully since there are two transfer programs to select from and some courses are not required in both. Additionally, students planning to transfer to UNR will need to select appropriate courses to meet an emphasis. EDU 205 is only required at UNR. EDU 206 and EDU 214 are only required at NSC. EDU 210 is now a general education requirement for elementary majors at UNR and a major requirement at NSC. However, EDU 210 may not be a requirement at NSC much longer given changing state requirements. Students interested in completing the elementary education degree will need to work carefully with their advisor to keep abreast of possible changes.

The secondary education degrees are currently under review due to changing transfer requirements at UNR and a possible 2+2 agreement with NSC. EDU 110, 214 and 210 are no longer required for transfer into secondary education programs at UNR. While EDU 214 however, is a requirement as NSC, the current status of EDU 210 at NSC is under review.

Is program and course information up-to-date in the catalog? Explain.
In a recent update of catalog offerings, EDU 111, 204, and 212 were deleted from the 19/20 catalog. These courses no longer meet transfer requirements at UNR or NSC. Otherwise, course offerings are accurate and up to date. We now offer two new lower division courses at TMCC due to curricular changes at UNR and our new relationship with NSC. To meet NSC elementary requirements, we now offer EDU 206, Classroom Learning Environments. Additionally, we added EDU 205, Early Foundations in Mathematics, a currently required course in elementary education at UNR. Although EDU 214 is no longer required at UNR in either the elementary or secondary programs, it is required at NSC.

Accessibility of Instructional Materials : Version by **Williams, Amy** on **01/08/2019 21:16**

What is the department/unit currently doing or plan to do to help ensure that instructional materials are accessible to students with disabilities? For example, have you attended or participated in any accessibility training? Have you used the accessibility pre-purchase checker when purchasing new curricular materials?
All students with an established disability are informed by our syllabi to contact our Disability Resource Center to determine eligibility. Once a student meets the eligibility requirements, the Disability Resource Center will inform the instructor of needed accommodations, such as more time on tests or, for the need for a note taker. Currently we have not used the pre-purchase checker.

IV. PROGRAM/UNIT ASSESSMENT

Evidence of Program Assessment : Version by **Williams, Amy** on **01/08/2019 21:16**

What is the evidence of student learning in the program as a result of course-level assessment? Please review past course assessment reports (CARs) and follow the outline below:
1. **Program Student Learning Outcome (PSLO)**
    1. **List a course and CSLO that aligns to this PSLO**
        1. **Summarize the most significant CSLO assessment results and subsequent plans that were implemented to try and improve teaching and learning.**
    2. **List a second course and CSLO that aligns to this PSLO**
        1. **Summarize the most significant CSLO assessment results and subsequent plans that were implemented to try and improve teaching and learning.**
    3. *Repeat until all courses and CSLOs that map to this PSLO are included . . .*
        1. *Repeat until all assessment result and improvement plan summaries are complete. . .*

The following are the program outcomes:
The INTASC standards are:
1. The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Below is the evidence that demonstrates how CAR results meet the learning outcomes at the program level. Below you can see that the CARs have assessed 9 out of the 10 INTASC Standards.

EDU 110 Society in Education: No CAR available for this assessment cycle.

EDU 201 Introduction to Elementary Education was assessed in Fall 2016. Under half of pre-test takers were able to use multiple intelligences in their standards based teaching demonstration. Post-test takers showed 80% ability to meet CLSO 3, which is aligned with INTASC Standards 2, 3, & 7. It was noted that peer reflections will improve outcome 3 towards student centered learning.
CLSO 3: Students plan, conduct, and reflect on the standards based teaching as measured through a teaching demonstration according to instructor-designed rubric.
INTASC Standards 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. 7. The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

EDU 202 was assessed in Fall of 2014. It was found that 84% of students met the content requirements of CSLO 1, which aligns with INTASC Standards 4 & 5. Additional hands on activities are necessary to address standard 5.
CLSO 1: Students will identify the major historical, legal, and social issues that inform education in the United States.
INTASC Standards: 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

EDU 203 Introduction to Special Education: EDU 203 was assessed in Fall/Spring 14/15. It was found that 75% of students met learning differences requirements of CSLO 1, which aligns with INTASC Standards 1 & 2. Students needed to apply additional best practices to have a better understanding of learning differences.
CSLO 1: Students will demonstrate the ability to read, listen, interpret, and communicate, through appropriate spoken or written forms about best practices regarding the education of exceptional children.
INTASC Standards 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

EDU 205 Early Foundation in Mathematics: New class offered for the first time in Fall 18. No assessment yet.

EDU 206 Classroom Learning Environments: New class. This class will be offered for the first time in Spring 19. No assessment yet.

EDU 207 Exploration of Children's Literature: EDU 207 was assessed in Fall/Spring of 14/15. Half of the students were weak in motivating book completion. It was suggested that instructors should include librarians to motivate children to complete books. This CSLO is closely aligned to Standard 5 & 10.
CSLO 3: Analyze group motivation and social interaction during children's literature activities.
INTASC Standard: 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

EDU 208. Students with Diverse Abilities and Backgrounds. This class is offered once a year in the spring and has not been assessed in this cycle. However, we are assessing EDU 208 in fall 2019. At that time PLO outcome 8 will be assessed, so all program outcomes will be assessed at that time.
INTASC Standards: 8.The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

EDU 210 Nevada School Law: EDU 210 was assessed Fall 2015. It was found that 90% of the students completed two case briefs that linked student learning of educational laws with the larger community.
CSLO 1: Students will identify laws, acts, and court cases that will affect teachers and students.
INTASC Standards: 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

EDU 214 Preparing Teachers to use Technology: EDU 214 was assessed Fall 2015. It was found that 95% of the students used media techniques to enhance students learning.
CSLO 2: Students will use technology to enhance student learning. For example, how to use Task Stream, Hyper-studio, and Inspiration.
INTASC Standards: 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Do you use any other assessment tools, such as cumulative licensure exams, to assess PSLOs? If so, please summarize the most significant PSLO assessment results and plans that were implemented to try and improve teaching and learning.
No, we do not use any other assessments. However, student scores on the PRAXIS CORE or CBEST are known to need improvement. Therefore, it would be helpful to assist students that may need special help with math and reading skills.

Were there any courses and CSLOs that did not align well to current PSLOs? If so, please list them.
The CSLOs are strongly aligned with the PSLOs in the TMCC Education program. However, upon reflection of the CSLO's in EDU 110 Society in Education, some aspects of the class were not included. Particularly, the current CSLO's do not reflect the need to include the focus on academic supports and self-reflection on deciding to become a teacher. This is essential given the major purpose to the EDU 110 curriculum is to increase the pipeline of diverse students into the field of education.

The following are the outcomes for EDU 110.

Outcome 1 Students will be able to compare and contrast varying systems of educational delivery.
Outcome 1 aligns well with the PSLOs student learning outcomes 7 & 8.
7. The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
This outcome does align well with our PSLOs since "delivery" is core to subject matter and assessment.

Outcome 2 Students will demonstrate an understanding of the major theories in American public education.
Outcome 2 aligns well with the PSLO student learning outcomes 1, 7, 9:
1. The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
7. The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

What is the evidence of student learning in the program as a result of General Education assessment? Please review past general education assessment reports (GEARs) and follow the outline below:

1. **Program Student Learning Outcome (PSLO)**
    1. **List a course and General Education SLO that aligns to this PSLO**
        1. **Summarize the most significant General Education SLO assessment results and subsequent plans that were implemented to try and improve teaching and learning.**
    2. **List a second course and General Education SLO that aligns to this PSLO**
        1. **Summarize the most significant General Education SLO assessment results and subsequent plans that were implemented to try and improve teaching and learning.**
    3. *Repeat until all courses and General Education SLOs that map to this PSLO are included . . .*
        1. *Repeat until all assessment result and improvement plan summaries are complete. . .*

The Education program has a Diversity General Education course, EDU 203, Introduction to Special Education. This course has not been assessed with our new GEAR requirements as of yet. However, the current CAR reports, which show active assessment, strongly align with the General Education outcomes. The GEAR report findings for EDU 203 will be available for the next PUR.

Do you use any other assessment tools, such as cumulative licensure exams, to assess General Education SLOs? If so, please summarize the most significant assessment results and plans that were implemented to try and improve teaching and learning.
The TMCC Education program has only one general education class, EDU 203. We do not have any licensure exams or other assessments in this program for general education courses.
Were there any General Education SLOs that did not align well to current PSLOs? If so, please list them.
This relates only to EDU 203
The General Education Student Education Outcomes are threefold:
1) People and Cultural Awareness
2) Critical Thinking
3) Communication

The Program Student Learning Outcomes include 10 INTASC standards, which are closely aligned to our General Education. See below for the complete list of PSLO's that *are strongly* aligned with General Education Outcomes.
1. The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Additional Assessment Levels : Version by **Williams, Amy** on **01/08/2019 21:16**

Is the department or unit conducting any other levels of assessment, such as assessing gateway and pre-requisite courses for other programs as a group? If so, please summarize the most significant assessment results and subsequent plans to improve teaching and learning.

The TMCC Education program does not have gateway or prerequisite courses for other programs. However, tracking student performance on required teacher preparation exams like the PRAXIS Core and CBEST would be helpful. Due to low pass rates on the math component of the PRAXIS, Nevada State College requires the completion of 1-credit labs for PRAXIS PREP.

Course Review : Version by **Fletcher, Robert** on **09/07/2018 18:31**

Course	Last Time Course Had Enrollments	Do you plan to review and update or delete course?	Semester you will submit to CRC for review or deletion
EDU 204: INFORMATION TECHNOLOGY IN TEACHING	Spring 2014	Deleted	Fall 18
EDU 211: INTRODUCTION TO TEACHING IN INCLUSIVE CLASSROOMS	Fall 2011	Deleted	Fall 18
EDU 212: FAMILY INVOLVEMENT FOR STUDENTS W/WO DISABILITY	Spring 2011	Deleted	Fall 18

Course Assessment Cycle : Version by **Clifford, Donna** on **12/11/2018 00:20**

Course Learning Outcome	Semester to be Assessed, or Assessed "As Taught"
EDU110 - Society and Education	F20
1. Students will be able to compare and contrast varying systems of educational delivery.	
2. Students will demonstrate an understanding of the major theories in American Public Education.	
EDU201 - Introduction to Elementary Education	F21
1. Students analyze various learning styles and present instructional modifications toward these styles.	

Course Learning Outcome	Semester to be Assessed, or Assessed "As Taught"
2. Students identify and differentiate the developmental stages of intellectual and social growth in children.	
3. Studetns plan, conduct, and reflect on a standards-based teaching demonstration.	
EDU202 - Introduction to Secondary Education	F18, F21
1. Students will develop and create their personal education philosophy.	
2. Students will identify and describe teaching techniques, theories, and philosophies i a real-world setting.	
3. Students will identify the major historical, legal and social issues that inform education in the United States.	
EDU203 - Introduction to Special Education	F20
1. Students will demonstrate knowledge of current theories and best practices regarding education of exceptional children.	
2. Students will demonstrate the ability to understand and tolerate different viewpoints and behaviors regarding specific disability categories.	
3. Students will demonstration the ability to identify students with special needs from referral through eligibility.	
EDU205 - Early Foundations in Mathematics	F19
1. Explain how and when mathematical knowledge develops.	
2. Demonstrate knowledge of pedagogy in mathematics.	
3. Articulate risk factors that delay mathematical learning.	
EDU206 - Classroom Learning Environments	Sp19, Sp22
1. Design and apply a content-based lesson plan that demonstrates an understanding ofclassroom management theories and applies both individual and whole group management techniques to practice (INTASC 3, 4, 5, 8).	
2. Analyze various theoretical and practical management strategies and their social-cultural application given gender, social, cultural, religious and linguistic differences among students to create respect for diversity including prevention and intervention (INTASC 1, 2, 3, 6).	
3. Demonstrate effective techniques of communicating and collaborating with parents, colleagues, administrators, and students, including those whose first language is notEnglish (INTASC 9, 10)	
4. Design a model for documenting classroom management and intervention procedures,including the organization of physical space for optimum student learning given studentdiversity (INTASC 1, 2, 3, 7).	
5. Explain a wide variety of management theories and applications across the curriculum (INTASC 4, 9, 10).	
6. Synthesize a comprehensive philosophy of effective classroom management that integrates student diversity (INTASC 2, 4, 5).	
7. Explain professional and personal goals for the classroom learning environment givenstudent diversity (INTASC 2, 9).	
8. Identify and apply selected class materials and assignments as supporting documents ina professional portfolio about classroom management models (INTASC 5).	
9. Apply and demonstrate software to perform administrative, instructional, and assessment tasks (INTASC 5, 6, 9).	
EDU207 - Exploration of Children's Literature	Sp19, Sp22
1. Students will analyze motivation to read and socialization strategies.	
2. Students will comprehend fundamental theories and benchmarks in children's literature.	
3. Students will synthesize cultural awareness and diversity by creating a story.	
EDU208 - Students with Diverse Abilities and Backgrounds	Sp19, Sp22
1. Students will analyze various divers students learning styles.	
2. Students will demonstrate various teaching ans assessment strategies.	
3. Students will synthesize diversity and cultural awareness.	
EDU210 - Nevada School Law	F19
1. Students will describe the regulatory units that influence educational practice.	
2. Students will identify laws, acts, and court cases that impact teachers and students.	
3. Students will identify legal principles and concepts that are applied in education.	
EDU214 - Preparing Teachers to Use Technology	F19
1. Students will produce a professional electronic portfolio.	
2. Students will use current technology as applied to the educational setting.	

Course Learning Outcome	Semester to be Assessed, or Assessed "As Taught"
4. Students will use technology to enhance student learning. For example how to use taskstream, hyperstudio, inspiration, ect.	

Curriculum Strategies : Version by **Williams, Amy** on **01/08/2019 21:16**

Using the most significant curriculum and assessment-driven findings, discuss strategies to sustain or improve the quality of your program(s) going forward. This may also include deactivation of existing programs or introduction of new programs to meet student and/or industry demand.
As a transfer program, the Education program curriculum is determined by the requirements of transfer programs. Most of our offered courses meet requirements of our major transfer institution, UNR. With our new agreements with Nevada State College, the program will meet the curriculum requirements of both. This may mean offering classes with low enrollment, as NSC becomes a more popular transfer choice for potential teachers.

The program is currently working at the recruitment level by offering EDU 110 in the high schools as part of a new program initiated by UNR, WeTeach. This program will provide high school students with dual credit by taking a college level EDU course at the high schools.

The two secondary degrees are currently under review with NSC with the plan to offer pathways into Secondary Education for both UNR and NSC in History, English, and Math. The process is still ongoing.

There are plans to expand WeTeach, a program to increase interest of local high school students in the field of education by offering EDU 110 in local high schools for dual credit.
Are there any internal or external factors anticipated to impact future curriculum development or offerings? If so, how does the department/unit plan address these factors?
UNR, our major transfer partner, has made several changes to their undergraduate elementary program in the last few years. To keep up with these changes and to include NSC as an elementary transfer partner, our newly changed Elementary degree articulates well to these two institutions' current requirements. The addition of Nevada State College as a transfer alternative may increase enrollment in some courses such as EDU 214 and EDU 210. However, the addition of courses that only meet NSC requirements, such as EDU 206 (and now EDU 214), will lead to some classes running with low enrollment as we get this transfer program off the ground. As the programs at partner institutions seem to make continual changes to their requirements, TMCC Education program has to continually monitor these changes and assess our programs to determine what changes we need to make to continue to have seamless transfer opportunities for our students. This is an ongoing factor that will always have an effect on our programs.

V. ENROLLMENT AND DEMOGRAPHICS

FTE, Section Count, and Course Fill Rate : Version by **Williams, Amy** on **01/08/2019 21:16**

Enrollment in EDU Sections

Fall Term	FTE	Section Count	Avg. Course Fill Rate
Fall 13	60.2	10	86%
Fall 14	69.8	13	81%
Fall 15	77.6	13	88%
Fall 16	68.2	12	78%
Fall 17	53.6	11	68%

5 yr change / average	FTE	Section Count	Avg. Course Fill Rate
EDU	-11%	10%	80%
Division	40%	62%	78%
TMCC	-4%	6%	77%

Please discuss the trends you see, including how they compare to those of the division and College. What might these trends or shifts mean? Discuss any factors that could have led to significant trends or shifts in enrollment and sections offered.

The above graphs illustrate the relationship between Education student enrollment, number of Education sections, and the fill rate of Education sections.

Student FTE in Education courses during Fall semesters has varied with a low of 53.6 in Fall of 17 and a high of 77.6 in the fall of 15. Section counts have been going down since Fall 15 with an overall 10% reduction of sections during this study. The tightening of financial aid requirements has reduced student enrollment in EDU 110 (an exploratory elective). Additionally, EDU 214 is no longer a requirement at UNR (but is now a requirement at NSC). Finally, changes in both degree and licensure requirements for EDU 210 has led to lower enrollment within provided sections.

The above graph shows that FTE in EDU reduced 11%, while the college as a whole shrank 4%. It would appear that declines in enrollment in the Education program over the five-year period, although significant, were partly reflective of an overall decrease in TMCC enrollment. The changes in transfer requirements at UNR, with EDU 214 and EDU 210 being dropped, were the most impactful. Additionally, national declines in enrollment in teacher prep programs were significant over this period. Reference below.

Trend - Decline in Teacher Education Enrollments:
1. From: Stephanie Aragon (2016) "Teacher Shortages: What we know," Education Commission of the States, Denver, CO: In 2008-09 there were 719,081 students enrolled in Teacher Preparation programs, while in 2013-2014, there were only 465,536 enrolled.

2. From: Madeline Will (2018) "Enrollment is Down at Teacher Colleges. So they're trying to Change," *Education Week*, Bethesda, MD: Between 2007-08 and 2015-16 academic years, there was a 23 percent decline in the number of people completing teacher preparation programs. However, across all other major fields, the number of bachelor's degrees conferred increased over that period.

3. From: Based on an "array of governmental and organizational sources" colleges of education and teacher preparation programs have experienced a drop in enrollment declining from 200,000 in the 1970s to less than 100,000 today. One reason for the drop is more opportunities for women, who earn 80% of education degrees. In 2014-2015, for example, only 7% of all bachelor's degrees that women earned were in education. While the number of degrees for women in general have more than doubled since the 1970s, the number of degrees in education has dropped by almost half. Despite efforts to recruit diverse students, colleges of education are not nearly as racially and ethnically diverse as the PK-12 schools where they will work. In 2018, 52% of students in public schools are projected to be non-White, but only 25% of those earning education degrees are people of color. King 2018

Workforce Development Trends - High Teacher Turnover and Teacher Diversification:

1. Nearly half of all newly hired teachers in the United States leave the profession in the first five years of employment. While many teachers leave the profession due to personal reasons and school-staffing actions, the primary reason for teacher departure is poor working conditions (Ingersoll, 2015).

2. Teachers of color are declining within the contracting and revolving teacher profession (Quinlan,2016). Administrators specifically hire teachers of color to teach students of color, for their role model function and to fill school diversity goals (Pabon, et al 2011). Generally, teachers of color leave the profession at a faster rate than white teachers. 24% more Teachers of color leave at a 24% rate higher than whites, citing discrimination, poor working conditions of underfunded and segregated sites, as well as lack of academic freedom (Hanford; Ingersoll). Nationally, only 17.5% of the PK-12 educator workforce are professionals of color, while 50% of their students are children of color (Ingersoll 2015; Deruy, 2017).

3. One naturally occurring location to initiate teacher diversification is at Hispanic-Serving Institutions (HSIs), which enroll a critical mass of diverse students and hire more professors of color than mainstream institutions. Teachers of color trained at HSIs acquire expertise in multicultural education that they do not gain in mainstream institutions. They learn how to access alternative funds of knowledge about diversity for culturally responsive curriculum design and delivery. HSI teacher education professors create a new paradigm for diversification, derived from ethnic studies scholarship (Blake; Hall, Quinn, Gollnick and Reed, Rueben, and Barbour; Wink and Flores).

Citations:

Ingersoll, Richard (2015) "What do the National Data Tell us about Minority Teacher Shortages?" 13-22, in The State of Teacher Diversity in American Education, Washington, DC: Albert Shanker Institute.

Ingersoll, Richard and Smith, Thomas (2003) "The Wrong Solution to the Teacher Shortage" in Education Leadership, Vol 60, Number 8, 30-33, Alexandria, VA: ASCD.

Hall, Gene, Linda Quinn, and Donna Gollnick (2008) The Joy of Teaching: Making a Difference in Student Learning, Boston, MA: Pearson.
King, Jacqueline August 9, 2018 "Colleges of Education: A National Portrait," American Association of Colleges for Teacher Education (AACTE) Washington, DC

Quinlan, Casey (May 6 2016) Report Shows There Aren't Enough Teachers of Color Coming Through Traditional Pipelines, Think Progress, Center for American Progress, Washington DC.

Wink J and Flores, JM (1992) The Journal of the Association of the Association of Mexican American Educators, Turlock, CA: California State University, Stanislaus. "Induction Programs for Bilingual Teachers: Addressing the Needs of Teachers in Language Minority Education" 73-80 by Wink, J and JM Flores.

Unsuccessful Enrollment Attempts : Version by **Williams, Amy** on **01/08/2019 21:16**

Course	5 yr average fill rate	5 yr average # Unsuccessful Enrollment Attempts
EDU 110	66%	2.00
EDU 201	73%	2.43
EDU 202	89%	2.17
EDU 203	79%	2.60
EDU 204	88%	0.00
EDU 207	84%	3.67
EDU 208	75%	3.00
EDU 210	86%	3.75
EDU 214	89%	4.83

Please discuss the trends or shifts you see. What might these trends or shifts mean? Discuss any factors that could have led to significant trends or shifts in course fill rate and unsuccessful enrollment attempts.

The above graph illustrates the relationship between average fill rates of education courses and average unsuccessful enrollment attempts. Despite shrinking enrollments and fewer offered sections during this study period, the fill rate for education courses has remained quite high. EDU 214 and EDU 202 both having average fill rates of 89%. The lowest fill rates were in EDU 110 with a fill rate of 68%.

Additionally, there were very few unsuccessful enrollment attempts in EDU courses during the time of this study. The highest unsuccessful enrollment attempts were seen in EDU 214 (4.83) and EDU 210 (3.75). These data indicate that, despite shrinking sections and enrollment over the 5-year study period, fill rates are relatively high and unsuccessful enrollment attempts remain quite low.

Evidence of Student-Centered Scheduling : Version by **Williams, Amy** on **01/08/2019 21:16**

Describe your department/unit's scheduling and faculty teaching assignment practices. Using the enrollment data provided in the previous sections and/or other data within your department/unit, what is the evidence that the department/unit engages in student-centered and equitable scheduling?

To best meet student demand, Education classes are primarily offered from 9:30 in the morning to 3:30 in the afternoon. Currently, we offer one section of EDU 210 in the evening, and two sectons of EDU 214 online. Education courses are taught both in traditional and hybrid formats.

Next fall, the department plans to offer EDU 203 online. Demand for online sectons in EDU is still unclear. Declining enrollments may make adding additional sections problematic with possible lower enrollment in both formats. However, with the new transfer program to NSC, we may see more working students choosing this major.

The data on course fill rates and unsuccessful enrollment attempts demonstrates that course scheduling and number of sections offered is on target and quite effective for Education courses.

Demograhics of Education Majors			
	Fall 13	Fall 17	% Change
ELEMSP-AS	25	41	64%
SECED-AA	21	39	86%
SECED-AS	97	35	-64%
Total	143	115	-20%
TMCC Headcount	11,686	11,110	-5%

Fall 2017						
Credit Load	EDU Majors	TMCC	**Status**	EDU Majors	TMCC	
part-time	57.0%	72.3%	New	18.4%	14.0%	
full-time	43.0%	27.2%	New Transfer	9.6%	9.9%	
			New High Schoc	0.0%	3.8%	
			Continuing	71.9%	69.8%	
			Cont. High Scho	0.0%	2.5%	
Age	EDU Majors	TMCC	**Gender**	EDU Majors	TMCC	
under 18	0.0%	5.5%	female	71.9%	53.7%	
18-24 yrs	69.3%	56.3%	male	28.1%	46.3%	
25-34 yrs	20.2%	23.8%				
35-49 yrs	9.6%	10.3%				
50+ yrs	0.9%	4.4%				
Ethnicity	EDU Majors	TMCC				
International	0.0%	0.4%				
Native Am	1.8%	1.3%				
Asian	2.6%	6.0%				
Black	4.4%	2.5%				
Hispanic	41.2%	28.8%				
Hawaiian/PI	0.0%	0.1%				
2+ Races	3.5%	3.5%				
Unreported	0.0%	1.7%				
White	46.5%	55.7%				

Briefly describe the typical student profile in terms of credit load, status, age, gender, and ethnicity in your program/unit. In cases where the demographics of your students noticeably differ from those of all TMCC students, please discuss the reasons as you understand them. Please note any potential underserved student populations.
Education Majors: During the time of this study, students majoring in our elementary/special education degree, ELEM-SP increased 64%, from 25 to 41 students, demonstrating an increasing interest in the degree despite national statistics suggesting lower enrollments in teacher prep programs (discussed elsewhere in this report). This area of strength is a potential area of growth for our program, especially in special education where there is great demand locally and nationally.

The SECED-AA is a transfer degree for students planning to become secondary education teachers in areas such as History and English at UNR. Once again, against national trends, SECED-AA degree seeking students increased 86% from 21 to 39 students.

The SECED-AS degree seeking students were the only group reducing in numbers with a 64% decline in majors: a decline of 62 students. This decrease is most likely due to the newly implemented NevadaTeach program at UNR. UNR now requires secondary education majors planning on teaching in STEM content areas to complete several lower division courses that are proprietary and can only be taught at UNR. These courses replace previous required courses, like EDU 202, 214 and 210.

National trends from the US Department of Education are another possible explanation of the low number of majors in secondary education. In the Title II Higher Education Act, it was reported a national decline of 31% in post-secondary enrollment in teacher prep programs from 2009-2014. SOURCE Stephanie Aragon (2016) "Teacher Shortages: What we know" Education Commission of the States, Denver Co.

This decline is in direct contrast to the Bureau of Labor Statistics national projection of an of 8% increase in demand for teachers. The Title II Act attributes these decreases in enrollment in teacher prep programs to declining teacher morale, low teacher salaries, teacher layoffs, and the economic downturn of the recent recession. There is an expectation of increased numbers as the economy improves.

Part time/full time enrollment: The students taking Education courses at TMCC are much more likely to be full time students than the average TMCC student is. Forty three percent of students taking Education courses at TMCC are full time as opposed to 27.2% for the college as a whole. Still, over half are part time (57%), but significantly lower than the TMCC average of 72.3%.

Status: Education majors are more highly represented in new students as opposed to overall TMCC New students, with 18.4% of Education majors being New, while only 14% of TMCC students are New. New Transfer representation in Education majors is very similar to TMCC students as a whole. New Transfer Education majors represent 9.6% of Education majors, while New Transfers represent 9.9% of students at TMCC. Similarly, continuing students in the Education major represent 71.9% of students, while continuing students at TMCC represent 69.8% of all students.

Unfortunately, new High School and Continuing High School students are not represented in the major as we have not had Education courses in the JumpStart program or similar high school programs. This might be a missing opportunity for recruitment and we hope to see change in these numbers with our new partnership WeTeach being offered with WCSD.

Age: Education majors are younger than the average TMCC student with nearly 70% (69.3) being between 18-24 years of age. TMCC students within the 18-24 years of age group only make up 56.3%. TMCC and Education major age groups are very similar in the 25-34 age group (23.8-20.2%, respectively). Additional similarity is within the 35-49 age group with 10.3% at TMCC and 9.6% within Education majors.

There are differences in age groups between the overall TMCC students in the under 18-age group. TMCC students under 18 make up 5.5% of the total student population, while no Education majors (0%) are under 18. Additionally, TMCC has 4.4% of students in the 50+ group, but Education majors only had .9%.

Gender: 71.9% of Education majors are females, while the TMCC average is 53.7. This is very typical of this major nationwide as shown in the national data presented in a previous section of this report.

Ethnicity: Education majors are much more likely to identify as Hispanic than the general TMCC student population. Forty three percent (43%) of education majors identify as Hispanic as compared to 23% for the TMCC student population as a whole. This demonstrates that the TMCC Education program supports the underserved Hispanic Serving Institution (HSI) status of the campus.

Student Recruitment Activities : Version by **Williams, Amy** on **01/08/2019 21:16**

Describe any recruitment activities in which the program/unit participates. These may include campus events such as Day on the Hill, external events, or special activities organized by the program/unit. If applicable, describe any partnerships with local high schools or efforts to help high school students enter the program. These might include Career and Technical Education (CTE) agreements, assisting or offering courses for JumpStart, accepting or offering credit by examination, etc. To the best of your knowledge, have these recruiting efforts been successful?
Current recruitment activities of Education students include campus wide recruitment activities offered every year. Education faculty attend the annual Student Success Fair in Fall, and the Student Open House in Spring.

Additionally, recruitment of new education students is the focus of the new WeTeach program beginning in Spring 2019. The plan to offer Education 110 as a dual credit class in the high schools increases the possibility of channeling potential future teachers/students into the field of education. We plan to have two sections, one at Sparks High, and one at Wooster High in Spring 2019. WCSD is working with us to expand this program given their ongoing and predicted teacher shortage.

Further outreach occurs at Marvin Picollo, a special needs school, providing a mutually beneficial partnership with WCSD.

Finally, in Spring 2018 we held an event called Education Night in which current and prospective Education students were invited to hear more about the program, learn about changes being made, hear from partner institutions and have the opportunity to ask questions and provide feedback. We had a lot of interest in this event and plan to continue this event in the future as a recruitment and retention tool.

Enrollment Strategies : Version by **Williams, Amy** on **01/08/2019 21:16**

Regarding the most significant enrollment findings, discuss strategies, if needed, to improve enrollment in your program(s)/unit. These may include improving recruitment efforts, especially to underserved students, more efficient scheduling, streamlining pathways to completion, etc. Include an estimated timeline of proposed actions.
Because of the new transfer agreement with NSC, revisions to the Elementary Education degree provide better articulation for both UNR and NSC. The new revised Elementary Education degree provides better alignment for UNR transfers allowing them to take only required coursework. Additionally, students choosing to transfer to Nevada State College will be able to complete almost all of the 3rd and 4th year requirements of the NSC Elementary Education Degree online.

We are currently discussing a 2+2 Secondary Education degree in History, English and Math with Nevada State College. This program may be available in the catalog as early as 2019-20. The addition of the distance education pathway through NSC for Elementary and Secondary Education may have a significant impact for our students who are already working in the school system but cannot take off time during the day to take classes. By offering hybrid sections, daytime class attendance requirements has been limited. Growing the new program may require the addition of more, completely online sections of most courses. We now only offer EDU 214 completely online.

The curriculum of EDU 201, 203, 206, 207, 208 are being revised for inclusivity, using culturally relevant practices, bilingual methods and diverse content. This curriculum transformation strives for a culturally congruent pathway to meet TMCC's Hispanic serving mission. This is occurring this semester Spring 2019 through Fall 2020.
Are there any internal or external factors anticipated to impact future enrollment? If so, how does the department/unit plan to address these factors?
As a transfer program, we are dependent on 4-year programs to guide our curriculum. Recent changes in UNR undergraduate requirements, and our recent agreement with NSC, suggests that changes will be limited in the very near future. However, since changes may occur, it is important that the department remain flexible in its offerings.

Internally, we are fortunate to have one faculty with significant background in Educational Law to teach our EDU 210 class. This class remains a requirement for Elementary Education majors, but is no longer a requirement for Secondary Education. Additionally, the Nevada Department of Education is no longer requiring EDU 210 (or a substitute exam) for licensure. However, UNR now requires education majors to take EDU 210 to meet a general education requirement.

VI. STUDENT SUCCESS

Course Pass Rate : Version by **Williams, Amy** on **01/08/2019 21:16**

Course Pass Rate in EDU Sections	
Fall Term	Avg. Course Pass Rate
Fall 13	79%
Fall 14	79%
Fall 15	78%
Fall 16	82%
Fall 17	80%
5 yr change / average	Avg. Course Pass Rate
ANTH	80%
Division	78%
TMCC	80%

Please describe any substantial trends or shifts that you see. What might these trends or shifts mean? Discuss any factors that could have led to these trends or shifts in the data.

From the above graph, we can see that the average pass rates in Education courses varied little from year to year during the time of the study. The lowest average pass rates were in Fall 2015 with an average of 78%. The highest average pass rates were in Fall 2016 with an average pass rate of 82%. These rates compare favorably to the Division pass rates of 78% and the general college pass rates of 80%.

Graduation and Transfer : Version by **Williams, Amy** on **01/08/2019 21:16**

Degrees Awarded				
AY	ELEMSP-AS	SECED-AA	SECED-AS	Total
12-13	0	0	0	0
13-14	0	0	1	1
14-15	2	4	3	9
15-16	6	3	2	11
16-17	2	4	2	8
Total	10	11	8	29

Transfer Rate of Grads			
	Program	Transfer Degrees	Terminal Degrees
Degrees Earned Fall 12 - Summer 17	29	4128	2805
# Transferred after graduation	21	2455	821
% Transferred after graduation	72%	59%	29%

Transfer Schools	
# of students	Transfer Institution
1	Concordia University - Portland
17	University of Nevada, Reno
3	Western Governors University

Please discuss any trends or shifts that you see. Do your degrees and/or certificates appear to be preparing students to transfer or enter directly into the workforce as intended?

Without official statistics, we believe that most Elementary and Secondary Education transfers are graduating from TMCC with a general AA or AS. Besides possibly avoiding taking unnecessary classes (e.g., EDU 110 if they already have an elective in Elementary Education), students are not required to complete undergraduate education classes to be able to apply to transfer programs at UNR or NSC. UNR only requires EDU 201 to apply for an Elementary Degree and EDU 202 for a Secondary Degree. Since students can take non-completed lower division education classes after acceptance into the 4-year programs, completion of the TMCC Education program is unnecessary for transfer. The newly changed, Elementary Teacher Prep degree eliminates EDU 110 as a requirement, and allows students to choose two transfer pathways, one at UNR and the other NSC.

In general, we can see the increase in graduates in the degrees beginning in 14/15 with nine graduates, 2 from ELEMSP-AS, 4 in SECED-AA, and 3 in SECED-AS. These increases have maintained to some degree with overall EDU graduates in 15/16 climbing to 11 and then reducing to 8 in 16/17.

For those completing TMCC Education degree, we see a high rate of successful transfer, with 72% transferring after graduation. This compares favorably with the overall transfer rate of TMCC transfer degrees of only 59%.

This Fall, NSC is collaborating on developing a secondary degree for English, History and Math. The current Secondary Education degrees offered at TMCC no longer align well with UNR transfer, but better align with NSC. EDU 214 and EDU 210 are no longer required at UNR for Secondary Education degrees, but are required at NSC. EDU 210 is required in Elementary Education at both UNR and NSC. The new Secondary Education degree will no longer require EDU 214. It is unclear if we should drop EDU 210, as the test option is not recommended due

to difficulty.

With the current changes to the Elementary Education Teacher Prep degree, and the planned changes to the Secondary Education degree, both degrees will provide TMCC students a strong transfer experience. Students will be able to transfer with most of the lower division education requirements completed.

It remains to be seen if the number of actual education degree completers will increase, since application to these transfer programs only require the foundation class, EDU 201 or EDU 202.

Student Success Strategies : Version by **Williams, Amy** on **01/08/2019 21:16**

With respect to the student success indicators of credits earned (completion), retention, graduates and transfers, discuss strategies to enhance student success. These may include improving advising and mentoring efforts, improving retention efforts, streamlining pathways to completion, etc.

Current and planned improvement in the alignment of our Education degrees should increase the number of both Elementary and Secondary Education majors graduating with Education degrees. For example, EDU 110 and EDU 214 are no longer required, but are electives. By minimizing the unnecessary requirements, we should see improvement with Education degree graduates rather than the migration to the AA/AS. Additionally, with the expansion of our transfer options to include the less traditional NSC program, we expect to see more students transferring into education programs.

The reduction in overall FTE has led to the elimination of a coordinator in the TMCC Education program. With few offered sections by adjuncts, staffing was not a primary job function. The coordinator primarily helped manage the required fieldwork in the Washoe County School District and served as a conduit to the UNR College of Education.

Meeting WCSD requirements for students completing fieldwork in the schools continues to be a problem for our faculty and students. Each year WCSD develops new procedures for our students and faculty to follow. Concern about security is directing most of the current changes in progress, as WCSD attempts to tighten security requirements for all individuals allowed on WCSD campuses. Currently, without a coordinator, TMCC faculty have taken on this burden, working with WCSD to help students meet new procedures and processes. However, new, time consuming, and expensive background checks that require student finger printing is making completion of fieldwork challenging within our semester timelines.

Communication with the UNR College of Education has suffered since the loss of a coordinator and changes in their advising office. Submitted changes in program requirements at UNR leave TMCC with little time to respond. Success of TMCC applicants to the Education major at UNR is unknown. We now have added an additional transfer institution, Nevada State College, which will allow students to complete the Bachelor's in Education online, or at night, allowing students to work full time.

Are there any internal or external factors anticipated to impact future student success in your program or unit? If so, how does the department/unit plan address these factors?

The Education program at TMCC is a transfer program providing required undergraduate Education and General Education courses. Most of our graduates transfer to UNR. Our intention is to meet undergraduate UNR College of Education Elementary and Secondary requirements. Changes in the UNR program during this period have greatly influenced our offerings. The removal of EDU 214 from both Elementary and Secondary major requirements at UNR has led to reduced section offerings, however, now with NSC requiring EDU 214, we may need to increase this offering again.

EDU 210 is no longer required for students transferring to UNR in Secondary Education. However, it is now required as a general education (ethics) requirement for Elementary Education students at UNR. As such, we will continue to offer sections of EDU 210.

In Fall 2018, the revised Elementary degree (now directed toward meeting both UNR and NSC transfer requirements) has led to the development of new classes and has increased student transfer choice. That is, we are now offering EDU 205: Early Foundations in Mathematics, for transfer to UNR and EDU 206: Classroom Learning Environments, for transfer to NSC.

VII. RESOURCES

Faculty Achievement : Version by **Williams, Amy** on **01/08/2019 21:16**

Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.
Faculty name
FTE
Degree(s) or professional certification(s) awarded, discipline, awarding institution
Significant accomplishments or examples of expertise outside of academia (Please try to limit to 3)
Number of years teaching at TMCC
Total number of years in academia
Primary courses taught
Significant activities or contributions made to TMCC (Please try to limit to 3)

Faculty name
. . .
Micaela Rubalcava, Ph.D., M.A., B.A.
1 FTE
Degree(s) or professional certification(s) awarded, discipline, awarding institution
Doctor of Philosophy - Education Adminstration, UC Berkeley (UCB)
Master of Arts - Education, Stanford University (SU)
Single Subject Teaching Credentials - Social Studies and Art, California
Bachelor of Arts - Honors, Development Studies, UC Berkeley (UCB)
Significant accomplishments or examples of expertise ouside of academia
2006-current - Extended-stay host to six Rotary International exchange students from Mexico, Argentina, Brazil, and Italy.
2008-current - Yearly visual arts exhibitions demonstrating works with recycled and ecological materials in Nevada and California.
2017 - Fulbright-Hays Scholar, traveling to Chile as a U.S. citizen representative in a global exchange seminar.
Number of years teaching at TMCC
19 years full-time
Total number of years in academia
26 years (previous teaching at De Anza College and Laney Community College)
Primary courses taught
EDU 201 - Intro to Elementary Education, EDU 202 - Intro to Secondary Education, EDU 203 - Education of the Exceptional Child, EDU 207 - Children's Literature, EDU 208 - Students with Diverse Abilities and Backgrounds, and scheduled to teach EDU 206 - Classroom Learning Environment in spring 2019. Also taught: Perspective on American Racism, Survey of Latin American Films, Intercultural Communication, Inter-Ethnic Relations, Introduction to Chicano/a Studies, Chicano/a Literature, Chicano/a History.

Significant activities or contributions made to TMCC

Published: "Leaving Children Behind" in Rethninking Schools (2004); "Let Kids Come First" in Educational Leadership (2005); "TWIST - Transnational Weave and Interdisciplinary Super-Diversity" for the U.S. Department of Education (2017).

1999-current - Integrates visual arts and bilingual Spanish/English content throughout all coursework so that future teachers gain experience in art instruction and cross-cultural competencies.

2013 - Transformed EDU 208, a special education course, into a unique school site immersion experience in which EDU students work directly with special education professionals and children with severe special needs, creating a career pathway into the Washoe County School District.

2003 - Founded Faculty for Radical Education and Enlightenment (FREE), which is TMCC's longest standing faculty and student learning community, engaging approximately 150 students each year. In FREE, EDU students engage overarching interdisciplinary themes to experience integrative learning with other TMCC students over the academic year.

Phyllis Lee Henderson, Ph.D., M.S., B.S.

1 FTE

Degree(s) or professional certification(s) awarded, discipline, awarding institution

    Bachelor of Science – emphasis Wildlife Biology, University of Nevada, Reno (UNR)

    Master of Science – emphasis Botany, University of Nevada, Reno (UNR)

    Doctor of Philosophy – emphasis Science Education at the Postsecondary Level, University of Nevada, Reno (UNR)

Significant accomplishments or examples of expertise outside of academia

        RYT 200: Registered Yoga Teacher Training

        RYT 500: Advanced Yoga Teacher Training

        Certification: Adaptive Yoga Teacher

Number of years teaching at TMCC

        35 years full-time

        42 years full- and part-time

Total number of years in academia

    45 years (previous teaching at University of Nevada, Reno; Sierra Nevada College; Northern Nevada Community College; Chapman College)

Primary courses taught:

    Human Anatomy and Physiology, Microbiology, General Biology, Ecology,

    Botany, Zoology, Human Nutrition, Chemistry, Nevada School Law,

    Foundations of Education, Educational Technology, Current Issues in Education

Significant activities or contributions made to TMCC (Please try to limit to 3)

        Developed Veterinary Technology Program

        7 years administering Mobile Science Unit with Title I grant

        Faculty Senate Chair

Faculty Workload : Version by **Williams, Amy** on **01/08/2019 21:16**

	Full-Time		Part-Time	
	Headcount	FTE	Headcount	FTE
Fall 2013	2	2.0	0	0
Fall 2014	2	2.0	1	0.6
Fall 2015	2	2.0	1	0.6
Fall 2016	2	2.0	1	0.4
Fall 2017	2	2.0	1	0.2

	Full-Time		Part-Time	
	SCH	% SCH	SCH	% SCH
Fall 2013	903	100%	0	0%
Fall 2014	807	77%	240	23%
Fall 2015	885	76%	279	24%
Fall 2016	888	87%	135	13%
Fall 2017	723	90%	81	10%

Education

	Full-Time (Your Dept)		Other Instructors	
	Headcount	FTE	FT	PT
Fall 2013	2	2.0	0	0
Fall 2014	2	2.0	0	1
Fall 2015	2	2.0	0	1
Fall 2016	2	2.0	0	1
Fall 2017	2	2.0	0	1

	Full-Time (Your Dept)		Full-Time (other Dept)		Part-Time	
	SCH	% SCH	SCH	% SCH	SCH	% SCH
Fall 2013	903	38%	0	0%	1464	62%
Fall 2014	807	29%	0	0%	1980	71%
Fall 2015	885	34%	0	0%	1698	66%
Fall 2016	888	37%	0	0%	1523	63%
Fall 2017	723	36%	0	0%	1281	64%

Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What impact, if any, have these trends or shifts had on the program/unit?

In the above graph we can see that our two full time faculty are teaching 15 credits each semester, or 1 FTE each, from Fall 13 through Fall 17. Additionally, we can see that the full timers teach almost all sections offered in the program, with part-timers teaching only one to three sections a semester during this study period.

Because of fewer sections, part-timers are teaching fewer students as represented by the lowering student credit hours from 23% in Fall 2013 to only 10% in Fall 2017. At the beginning of this study, we were offering two to three sections of EDU 110, two sections of EDU 214, and two sections of EDU 201 and/or EDU 202. We now offer only one section of EDU 214, and one section of EDU 202. We are currently expanding our EDU 110 offerings as part of the new WeTeach program in the high schools. Additionally, we are adding two new classes, EDU 205 and EDU 206 to better articulate with UNR and NSC. We anticipate adjuncts to be teaching a higher percentage of Education sections in the future.

Support Staff : Version by **Williams, Amy** on **01/08/2019 21:16**

Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.
The Education program is part of the Social Science Department, which includes offerings in Anthropology, Early Childhood Education, Education, Educational Psychology (EPY), Psychology, Sociology, Women's Studies, Addiction Studies, and Social Work. These programs all share a single administrative assistant who assists the faculty and department chair in the management of schedules, book orders, curriculum, and adjunct hires.

There is currently no assigned support staff to assist the Education program with recruitment, advising, mentoring, student tracking, and grant writing. The program would like to see the coordinator position reinstated to help with support functions.

Facilities and Technology : Version by **Williams, Amy** on **01/08/2019 21:16**

Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc.
The majority of the classes in the Education degree are taught as traditional lecture classes requiring lecture based classrooms and smartroom access. These rooms are available throughout campus. However, the inclusion of new courses like EDU 205 (Early foundations in Mathematics) has led to a need for specialized equipment that so far, has been minimal. Special requirements in EDU 214, which includes a portfolio requirement, is an extra expense per student and paid for by lab fees.

EDU 208, Students with Diverse Abilities and Backgrounds, is offered as fieldwork experience at Marvin Piccolo.

EDU 110, Society and Education, will be offered in the high schools where only traditional lecture based classrooms are needed.

Are the program's/unit's facilities and technology adequate to support the program? Explain.
The TMCC Education program offers Education courses in traditional lecture, hybrid, and online formats. Our traditional face-to-face classes utilize our smartrooms that have overhead projectors attached to computers and video players and primarily offered at the Dandini campus. Hybrid and online classes utilize our WebCollege and Canvas facilities that are already in existence. The current facilities and technology are adequate to support the program.

Funding and Instructional Expenditures : Version by **Williams, Amy** on **01/08/2019 21:16**

Working with your academic dean, describe the most significant funding source(s) and part-time faculty dollars allocated to the program/unit. These may include regular operating budgets, grants, lab fees, differential tuition, etc. Are funding sources adequate to maintain or grow the program? Should enhanced lab fees or differential tuition be explored?

The courses in the Education program are state funded credit bearing courses. These courses charge students a per credit fee and are also subsidized by the state in the fall and spring semesters. The courses offered in the summer are self-supporting. The two courses that require additional materials charge lab fees. As such, the courses in this program are supported entirely by state and student registration fees and lab fees. These fees cover the costs of the instruction and the minimal amount of supplies required to offer these courses. No other source of funding is required to operate the course offerings in this program. The program employs two full-time faculty members and a small number (1 or 2) of part-time faculty members. Part-time faculty are hired as needed based on student demand for courses that fall beyond the full-time load of our dedicated full-time faculty members. Other expenses directly related to this program include minimal office supplies, photocopy charges and long distance charges all of which are covered by the Social Sciences Department budget which has been sufficient to date. The current funding process has been adequate to cover the instructional and supply needs of the program.

Discuss how part-time faculty dollars have been allocated and used in the program, and discuss their impact on the program/unit's FTE. Was the program/unit able to offer more sections and/or increase FTE? Were part-time faculty hired to meet student demand for courses?

Full-time instructors teach most of the classes in the TMCC Education program. Additional sections necessary are taught by adjunct instructors and are supported through part-time dollars. Currently, adjuncts are available to teach the new courses, such as EDU 205, and the new high school course, EDU 110, for WeTeach.

Additionally, new offerings beginning in Spring 2019, such as EDU 206 Classroom Learning Environment will challenge our adjuncts further. EDU 206 and EDU 214 are required courses at NSC, but not at UNR requiring our program to offer more sections that may have limited enrollment.

VIII. FUTURE DIRECTIONS

Five-Year Plan : Version by **Williams, Amy** on **01/08/2019 21:16**

Using your curriculum, enrollment, and student success strategies, and after evaluating your proposed resource needs, develop a 5-year plan for the program or unit. Please address the following quesitons.

What are the major goals that the department or unit hopes to accomplish in the next 5 years? Include an estimated timeline of goal completion.
The future goals for the TMCC Education program are as follows:

1. **Provide Transfer Coursework:** The TMCC Education program will continue to offer high quality, required, lower division education coursework for students transferring into Education programs at UNR and NSC as well as others. Timeline: Ongoing.

2. **Expand region-based pathway for non-traditional students to become teachers**: The TMCC Education program works to increase a homegrown, diverse student population from the

region in K-12 careers by collaborating with WCSD. We are currently collaborating with WCSD in a new program called WeTeach. In this program, TMCC will offer EDU 110 in the high schools for dual credit. Upon graduation from high school, some of these students will want to become teachers and will be better able to succeed as a result. In special education, we have partnered with WCSD at Marvin Picollo who hires TMCC students after completing EDU 208. Timeline: 3 years.

3: **Maintain Field Experience:** Continue to diversify TMCC fieldwork experience to include at risk community schools. The WeTeach program is planning to add a fieldwork component, allowing EDU 110 students to get experience in the WCSD. In addition, we are currently partnering with Lemelson S.T.E.M. Academy Elementary to provide meaningful fieldwork. Timeline: Ongoing.

4. **Expand Mentoring**: Besides ongoing faculty advising, our program needs to provide systematic support including academic advising and test preparation for future educators, e.g. the PRAXIS CORE and CBEST. Timeline: Ongoing.

5. **Improve Cultural Responsivity:** With over 40% of our students identifying as Hispanic, we will continue to expand support for culturally diverse student success. Curriculum will be designed using multicultural competencies. Timeline: 4 years.

How does the department or unit plan to improve degree/certificate completion and/or course completion if the department or unit does not offer any degrees/certificates?

The TMCC Education program currently has three transfer degrees. One for Elementary Education and two for Secondary Education. The current 2018/19 revision of the Elementary program better meets transfer requirements at UNR. Additionally, it has degree electives that students can choose if they are transferring to UNR or NSC. However, the completion of the TMCC Education degrees will still be problematic for some students who want to graduate without many of the lower division education classes completed. These lower division courses are not required upon transfer to the four year programs. The four-year programs currently only require the completion of EDU 201 or EDU 202 for transfer.

The program is looking at changing the two Secondary Education degrees. Currently, due to changes at UNR, two required classes in our degrees (EDU 210 and EDU 214) are no longer required at UNR for Secondary Education. Now, as we add NSC as a transfer alternative, there will be a need to continue to offer EDU 214 for the Secondary Education degree as well as the Elementary Education degree at NSC. Additionally, as NSC requires EDU 206: Classroom Learning Environment, we will need to offer EDU 206 at least once a year.

How does the department or unit plan align to the College's Strategic Master Plan (http://www.tmcc.edu/accreditation/strategic-master-plan/)? To which Core Themes and Objectives does the program or unit plan align?

The TMCC Education program aligns to the College Strategic Master Plan in the following ways:

Core Theme 1: Student Success
The TMCC Education program objectives aligns with Student Success objectives 2 & 3.

Objective 2: Provide high-quality student support through library resources, tutoring, advising, and information services.
Our program plan facilitates student support through expanded mentoring and curricular cultural responsivity.

Objective 3: Provide student engagement opportunities that build interpersonal, intrapersonal, and practical skills.
Our program plan facilitates student engagement through meaningful field experience primarily in the WCSD. An example of this would be our field experience at Marvin Picollo being a special needs school.

Core Theme 2: Academic Excellence
The TMCC Education program objectives align with Academic Excellence objectives 2 & 3.

Objective 2: Offer high-quality programs that meet the workforce educational needs of our community.
Our program plan facilitates workforce education by expanding region-based pathway for non-traditional students to become teachers.

Objective 3: Create a learning environment that promotes academic growth for a diverse student population.
Our program plan facilitates academic growth of our diverse student population by expanding curricular cultural responsivity.

Core Theme 3: Access to Lifelong Learning
The TMCC Education program objective aligns with Access to Lifelong Learning objective 2.

Objective 2: Cultivate a welcoming, safe, and inclusive environment.
Our program plan facilitates an inclusive environment through expanding mentoring and curricular cultural responsivity.

Core Theme 4: Stewardship of Resources
The TMCC Education program objective aligns with Stewardship of Resources objective 3.

Objective 3: Maintain or improve the effectiveness and efficiency of College operations.
Our program plan facilitates stewardship of resources through the completion of undergraduate transfer requirements at the cost effective community college as opposed to the university.

Resource Requests : Version by **Williams, Amy** on **01/08/2019 21:16**

Faculty and/or Staff Positions
1. Request
2. Estimated time to hire or time the request will be made
3. Projected measurable outcomes: What does the program hope to introduce, develop, improve, accomplish, etc. as a result of the request?
4. Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:
    1. Compliance with mandates and requirements.
    2. Address and/or mitigate issues of liability.
    3. Address compensation equity.
    4. Improve efficiency and/or effectiveness.
    5. Leverage resources, investments with returns.
    6. Promote professional development.
5. Alignment to the College's Strategic Master Plan (http://www.tmcc.edu/accreditation/strategic-master-plan/)
    1. Core Theme(s)
    2. Objective(s)

1. We would like to request that the coordinator position be reinstated for Education or that a lead faculty position be established as there are multple responsibilities that are not able to be covered by the department chair or the teaching faculty including the following items:

- Fieldwork: WCSD access for student fieldwork. This process has become very complicated and a coordinator is needed to stay on top of all of the requirements and help with student/school placement for all courses requiring fieldwork.
- WeTeach: WCSD will be actively growing this program in partnership with TMCC with 1 or 2 EDU courses in multiple high schools. The coordinator would spearhead this project and observe and mentor the instructors who are teaching in these schools.
- Transfer Connections: The coordinator would serve as the main point of contact with transfer institutions, stay on top of articulation agreements, advise education majors and host the annual Education Night or similar event to help students with the complex transfer issues with UNR and NSC.
- HSI grant: The coordinator could research and apply for a HSI grant to hire advisers/mentors to work with our 40% Hispanic students taking education classes.
- Education Test prep: The coordinator would research the need to better support education majors in their required PRAXIS or CBEST exams to ensure higher pass rates and determine if we just need to provide better information and tools or if we should follow the NSC model with 1 credit test prep electives.

2. Suggest establishing a coordinator starting in the fall 2019 semester.

3. Outcomes would include better success placing students in fieldwork, a successful implementation and expansion of the WeTeach program, better transfer plans and outreach to students, higher transfer rates, higher graduation rates in education majors, and higher pass rates of PRAXIS and CBEST exams.

4. Improve efficiency and/or effectiveness.

5. This request correlates directly to the core theme of Student Success and Objective 1: Improve successful completion of students' educational goals, including graduation, transfer, and CTE completion.

Capital Improvement (Facilities)

1. Request
2. Estimated time to hire or time the request will be made
3. Projected measurable outcomes: What does the program hope to introduce, develop, improve, accomplish, etc. as a result of the request?
4. Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:
    1. Compliance with mandates and requirements.
    2. Address and/or mitigate issues of liability.
    3. Address compensation equity.
    4. Improve efficiency and/or effectiveness.
    5. Leverage resources, investments with returns.
    6. Promote professional development.
5. Alignment to the College's Strategic Master Plan (http://www.tmcc.edu/accreditation/strategic-master-plan/)
    1. Core Theme(s)
    2. Objective(s)

We have no need for bulidings or other facilities requests.

Technology or Specialized Instructional Resources

1. Request
2. Estimated time to hire or time the request will be made
3. Projected measurable outcomes: What does the program hope to introduce, develop, improve, accomplish, etc. as a result of the request?
4. Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:
    1. Compliance with mandates and requirements.
    2. Address and/or mitigate issues of liability.
    3. Address compensation equity.
    4. Improve efficiency and/or effectiveness.
    5. Leverage resources, investments with returns.
    6. Promote professional development.
5. Alignment to the College's Strategic Master Plan (http://www.tmcc.edu/accreditation/strategic-master-plan/)
    1. Core Theme(s)
    2. Objective(s)

We have no technology requests at this time.
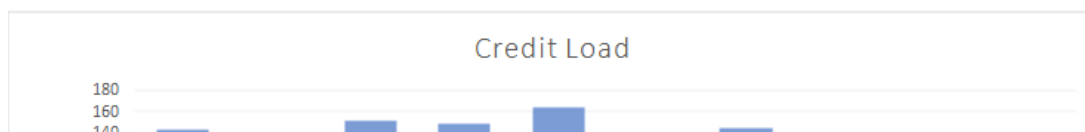
Professional Development

1. Request
2. Estimated time to hire or time the request will be made
3. Projected measurable outcomes: What does the program hope to introduce, develop, improve, accomplish, etc. as a result of the request?
4. Institutional Funding Priority: Indicate which of the following institutional funding priorities your request addresses:
    1. Compliance with mandates and requirements.
    2. Address and/or mitigate issues of liability.
    3. Address compensation equity.
    4. Improve efficiency and/or effectiveness.
    5. Leverage resources, investments with returns.
    6. Promote professional development.
5. Alignment to the College's Strategic Master Plan (http://www.tmcc.edu/accreditation/strategic-master-plan/)
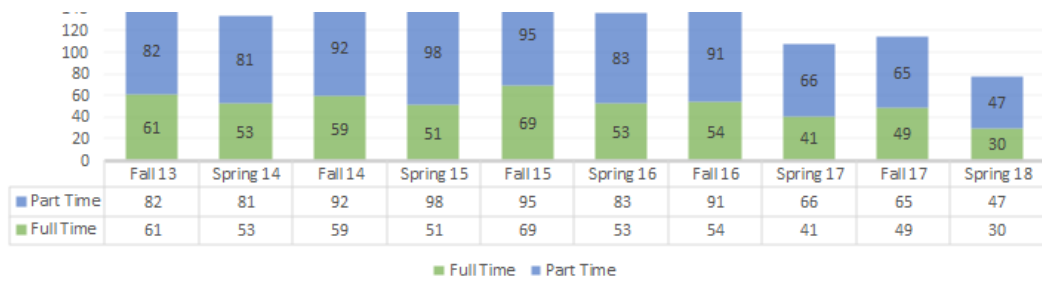   1. Core Theme(s)
    2. Objective(s)

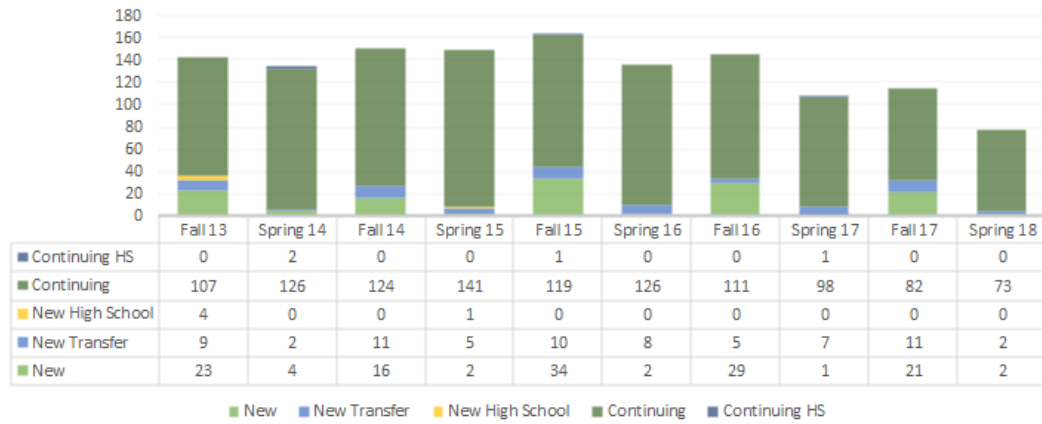We have no requests for additional Professional Development at this time.

APPENDICES

Appendix A: Detailed Enrollment and Demographics : Version by **Williams, Amy** on **01/08/2019 21:16**

Appendix A
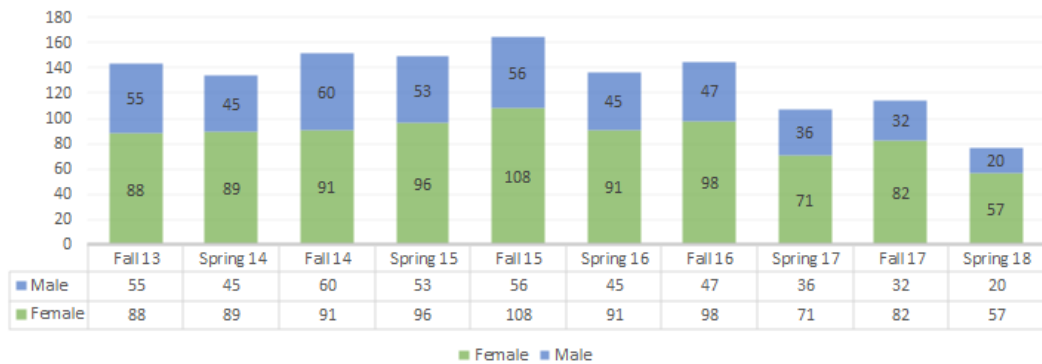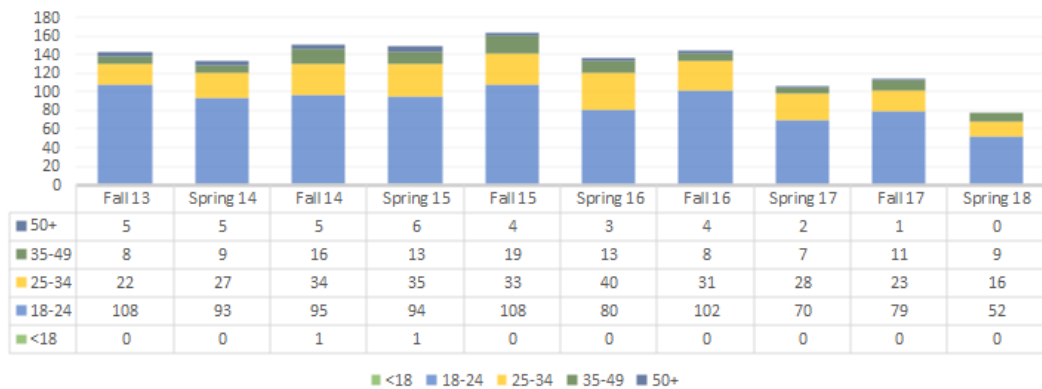**Demographics for Education Majors**
(Fall 13 - Spring 18)

	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18
Part Time	82	81	92	98	95	83	91	66	65	47
Full Time	61	53	59	51	69	53	54	41	49	30

■ Full Time ■ Part Time

Status

	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18
■ Continuing HS	0	2	0	0	1	0	0	1	0	0
■ Continuing	107	126	124	141	119	126	111	98	82	73
■ New High School	4	0	0	1	0	0	0	0	0	0
■ New Transfer	9	2	11	5	10	8	5	7	11	2
■ New	23	4	16	2	34	2	29	1	21	2

■ New ■ New Transfer ■ New High School ■ Continuing ■ Continuing HS

Gender

	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18
■ Male	55	45	60	53	56	45	47	36	32	20
■ Female	88	89	91	96	108	91	98	71	82	57

■ Female ■ Male

Age Range

	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18
■ 50+	5	5	5	6	4	3	4	2	1	0
■ 35-49	8	9	16	13	19	13	8	7	11	9
■ 25-34	22	27	34	35	33	40	31	28	23	16
■ 18-24	108	93	95	94	108	80	102	70	79	52
■ <18	0	0	1	1	0	0	0	0	0	0

■ <18 ■ 18-24 ■ 25-34 ■ 35-49 ■ 50+

Ethnicity

Ethnicity

	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18
■ White	91	87	97	97	106	83	78	58	53	36
■ Unknown	1	2	2	2	1	2	1	0	0	1
■ Two or More Races	3	1	5	4	7	9	8	5	4	2
■ Hawaiian/Pacific Islander	1	0	0	0	0	0	0	0	0	0
■ Hispanic	42	39	42	41	46	37	49	37	47	32
■ Black	1	1	2	1	2	1	3	3	5	3
■ Asian	3	3	3	3	1	2	2	2	3	1
■ Native Am.	1	1	0	1	1	2	4	2	2	2

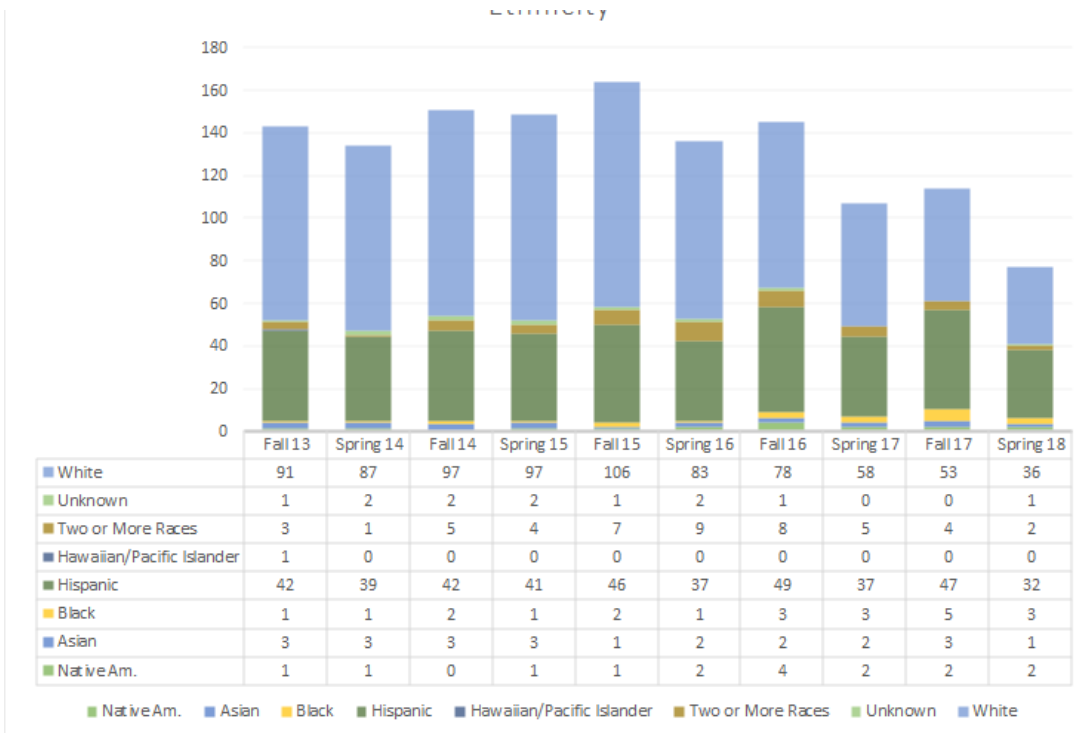■ Native Am. ■ Asian ■ Black ■ Hispanic ■ Hawaiian/Pacific Islander ■ Two or More Races ■ Unknown ■ White

Additional Appendices : Version by **Williams, Amy** on **01/08/2019 21:16**

Academic Dean's Findings and Recommendations : Version by **Deadmond, Melissa** on **03/20/2019 19:55**

Academic Dean's Findings:

TMCC's Education program is mirroring the national trend of a decrease in majors in the teaching professions. This has led to a crisis in the field as there is a teacher shortage and Nevada is feeling the impact of that shortage. NSHE institutions are striving to work together better to help meet the demands and as such TMCC has been participating in a process of reengineering the Education degrees to better align with new state requirements and requirements with transfer institutions, particularly UNR and NSC. The Elementary Education degree was redone last academic year and has been greatly strengthened. Work is being done to improve the Secondary Education degrees which are more complicated due to their areas of emphasis. It is hoped that new degrees will be submitted for approval in the next academic year in at least two areas of Secondary Education. The goal is to ensure TMCC Education majors have the opportunity to graduate from TMCC and have seamless transfer opportunities that fully articulate to our four year partner institutions.

Strengths:

- The degree programs have been and/or are in the process of being reworked to provide better articulation to four year institutions in Nevada.
- The program serves 40% Hispanic students and has an emphasis on diversity and cultural awareness.
- The program offers opportunity for fieldwork in the schools and has a unique opportunity for students to work at Marvin Piccolo with special education students.
- UNR and NSC want to partner with the TMCC Education program.
- WCSD is actively engaging with the program to expand education offerings in the high schools and have implemented the WeTeach program which they are moving from UNR to TMCC.
- There is a need for Education majors and students who complete their four year degree have a high chance of employment as there is a great need for teachers in Nevada.
- The program had a successful Education Night outreach event last spring that they plan to continue.
- Courses in the program are taught almost entirely by full time faculty who are highly qualified.

Areas for Improvement:

- Without a coordinator or lead faculty member, this program lacks a champion which would help to aid with forward momentum and growth.
- Getting students in fieldwork assignments in WCSD has become increasingly difficult and there is a need to get a solid and workable process in place so that fieldwork does not need to be discontinued.
- The program has not set firm goals for itself for growth and improvement. Initiatives discussed in the PUR are already all underway.
- Program enrollment is shrinking and the program has a low number of graduates.
- Many students who are education majors choose to get an AA or AS transfer degree rather than an Education degree making it difficult to know who the Education majors actually are at TMCC.
- The program did not complete all goals recommended in last PUR. The program needs to ensure assessment is on track and that students are tracked in the future if that is needed.

Summary Action Recommended (Continue program, significantly revise, etc. followed by explanation):

This program is needed in Nevada and should be continued.

Recommendations and Implementation Timeline:

The Elementary Education degree was just revamped for this current academic year and should be evaluated to see if it has improved retention and graduation rates after a few years. The Secondary Education degrees need to be rearticulated to four year partners after they have completed their current curriculum changes. It is hoped that these changes will help more students choose to declare and complete Education degrees rather than general transfer degrees. Timeline goal for completion of revamped secondary education degrees is fiscal year 2020.

The program will continue its efforts to partner with WCSD both in fieldwork and practicum experiences as well as in teaching dual credit WeTeach courses in the high schools to support the establishment of a pipeline of education majors in Washoe County. It is hoped that these efforts will increase enrollment in EDU courses as well as increase awareness and interest in the field of teaching to help meet the demand for educators in Nevada. Timeline begins in Spring 2019 and will be ongoing.

It is recommended that the program be granted a Coordinator or Lead Faculty position with a 2-3 credit stipend to conduct the activities outlined in the PUR report. Timeline goal is Fall 2019.

Resources Necessary for Implementation of Recommendations:

Resources needed will be more part time faculty to teach the WeTeach courses in the high schools. This will be reflected in a higher request for part time dollars in EDU as well as the cost of a stipend for the coordinator which would be $3,400-5,100 depending on the credit equivalent granted for this position.

Impact of Recommendations on Division Planning:

The primary impact will be on the Social Sciences department chair who will have needed support for the Education program to complete tasks that he simply does not have the time and expertise to do. None of the other recommendations will have a large impact on the Division.

Impact of Recommendations on Program/Unit Faculty:

The program changes should result in program growth which can be absorbed by hiring part time instructors as needed to meet the demand for courses. Having a coordinator will have a positive impact on helping the faculty navigate the WCSD as well as having a champion to ensure the program is on track for articulation to partner institutions and navigating other technicalities unique to the Education program. In general the program students will benefit from more active mentoring and advising, better program alignment, a primary point of contact within the program, more success on Education entrance exams and more

Academic Standards and Assessment Committee Findings and Recommendation : Version by **Deadmond, Melissa** on **07/03/2019 20:17**

Academic Standards and Assessment Committee's Findings:
Program/Unit Reviewed: Education   **Year of Review: 2019**
Division: Business and Social Sciences
Self-Study Committee Chair: Bob Fletcher
Date Reviewed by Academic Standards and Assessment Committee: 3/15/2019

Academic Standards and Assessment Committee's Findings:
The Education program at TMCC was in the first round of programs to complete the new revised PUR, and the first to do so using the eLumen software application. In addition, the Education PUR was among the first to be evaluated by the Academic Standards and Assessment Committee using an assessment rubric. The committee acknowledges that both the PUR and the rubric can still be improved. The ASA Committee aims to move TMCC away from assessing courses in isolation and toward program learning outcomes assessment. Furthermore, the committee acknowledges that "programs" can be defined as degrees and certificates as well as general education courses if departments serve more students in general education than in their majors. The committee plans to make this distinction clearer in further revisions of the PUR template.

The Academic Standards and Assessment Committee found that the Education department/program is addressing internal and external pressures on the enrollment and curriculum of the department with foresight in a challenging and changing field. In addition, the program is making clear efforts to give their students opportunities to participate in fieldwork and other learning opportunities with the Washoe County School District, that the program has a higher-than-average percentage of full-time-enrolled students, and is offering multiple bilingual opportunities through the curriculum. The committee agrees that the program should focus on addressing the alignment of curriculum with other Nevada colleges and universities for Education and Secondary Education degrees, and that the program should revisit the Program Student Learning Outcomes and Course Student Learning Outcomes to make sure they are measurable at the institutional level in addition to meeting the national INTASC standards. Finally, the committee recommends that the department hire a coordinator to work full time on transfer and articulation agreements, continuing to promote partnerships with the local school district, and to further articulate and pursue assessment and curriculum management.

Program Strengths:

Program Strengths
The program is addressing both internal and external factors with solid curriculum strategies, and has aligned with the University of Nevada, Reno's changing education requirements while also aligning the program with Nevada State.

The Education program has increased alignment with the Nevada State College 2+2 education transfer program.

There is an opportunity for students to do fieldwork at Marvin Piccolo school.

The program developed the WeTeach Program in conjunction with the Washoe County School District to encourage high school students to enter the education profession.

Education students are much more likely to be enrolled full-time than the average Truckee Meadows Community College student.

There is a strong focus on bilingual methods in course curriculum.

Areas of Concern or Improvement:

Areas of Concern or Improvement:
Objectives in the five-year-plan are listed as in-progress and ongoing, have been completed, or have timelines and objectives that are vague, unclear, and not clearly assessable.

Aside from including the required accessibility statement in the course syllabi, program faculty do not appear to have taken steps towards ensuring that course materials are accessible.

There is concern that students are now relying more often on the AA and AS general transfer degrees rather than the Education degree because they offer more efficient transfer in

Education, particularly for those wanting to earn a 4-year degree at the University of Nevada Reno and possibly the Nevada State College.

The UNR degree for secondary education aligns better with discipline degrees rather than with the Education degree, particularly as UNR is changing all secondary education emphasis areas into either the Nevada Teach or the Pack Teach dual degree programs. Nevada Teach degrees will not accept any EDU courses, and Pack Teach programs only require EDU 202, though EDU 210 is a common elective. This combination of factors has led to a decline in enrollment in the EDU program.

There is concern that because of inconsistent articulation between UNR and NSC, the TMCC program is putting up courses required for one or another of the programs without a clear curricular program path for students, and that in turn leads to low enrollment across several courses.

There is additional concern that the use of the INTASC standards is not sufficient to map the Program Student Learning Outcomes and Course Learning Outcomes unless the INTASC standards are adopted as assessable Program Learning Outcomes.

Recommendations:

Recommendations:
Explore options to include NVTC courses in the TMCC Secondary Education degrees through reverse transfer agreements if possible.

Develop Program Student Learning Outcomes that incorporate the INTASC standards but that map to Course Student Learning Outcomes in ways that clearly articulate classroom learning and assessment, and address terms such as "students" in the appropriate context.

Develop major objectives for the program with timelines and clear goals for the Five-Year Plan that are tied to assessment, core themes, and program learning outcomes.

Collect, analyze, and clearly present student testing data from PRAXIS and/or CBEST exams.

The committee supports the recommendation that the Education department hire a coordinator in order to focus on transfer alignment with UNR and NSC, and coordinate activities and fieldwork with Washoe County School District.

Other comments:

Other Comments:
It is difficult to discern the differences between the AA degree in Secondary Education and the AS degree in Secondary Education Emphasis from the program descriptions; the committee is also curious as to why Math is not offered in either degree as a "teaching major."

There is no timeline listed in the Five-Year plan summary for "2. Improve region-based teach pathway." In other sections of the Five-Year plan, the timeline was listed as three years to implement the EDU 208 course at Marvin Piccolo school, yet it is listed elsewhere that the EDU 208 has been ongoing at Marvin Piccolo for a while now.

Clarify and elaborate on assessment and other student data already collected by the program.

It is not clear where the Course Student Learning Outcomes from the Course Assessment Reports align to the General Education Outcomes as claimed.

Vice President of Academic Affairs' Findings and Recommendations : Version by **Clifford, Donna** on **07/30/2019 20:25**

VPAA's Findings:
There is a great dearth of elementary and secondary teachers in Northern Nevada; hence, well-structured and articulated Elementary and Secondary education programs are of vital importance to the region. I believe the work done to revamp the degrees, which historically have been of little use due to very poor articulation, is a step in the right direction and that as students see the value of earning a degree will lead them to being full-standing juniors at a university, we will see increases in both declared majors and graduation rates. The addition of a coordinator beginning Fall '19 should foster the overall improvement and marketing of the EDU degrees.

Strengths:
The program has very well qualified faculty who are passionate about education and student success. The reengineering of the degrees to better align with state requirements and the articulation of the degrees to UNR and SNC is a very positive step. The breakdown of student ethnicity is very positive as it shows that traditionally underrepresented groups seek out degrees in education. The Education program sees Native American, Black, and Hispanic students seeking degrees in higher percentages than their overall representation at TMCC.

Areas for Improvement:
I am concerned with the number of students who have not been declaring the degree and, instead, earning the general AA or AS because of the poor articulation of the EDU degree. After having discussions with the Dean, it appears that the work done on revamping the elementary education degree has quickly seen results with a healthy increase in declared students.

To ensure this good work continues and the secondary education degrees are revamped and supported in the same way, we have established some **goals to be reached by the next PUR cycle (in 5 years)**. The achieving of these goals will also justify an ongoing coordinator release.

The goals are as follows:

Declared majors in elementary education majors grow by 20%

Declared majors in secondary education grow by 10%.

20% of declared elementary education majors will complete their degrees (up from the current rate of less than 5% completion.)

10% of secondary education majors will complete their degrees (up from 4% completion rate for secondary education AA and a 0% completion for secondary education AS degrees.)

The following recommendations made by the Academic Standards and Assessment Committee and Dean are upheld, and/or additional recommendations include the following: (Please include an implementation timeline.)
The Dean's three recommendations and the ASAC's five recommendations are supported but note the goals outlined in Areas for Improvement as they relate to the Dean's recommendation # 3 and ASAC's #5.

The following recommendations made by the Academic Standards and Assessment Committee and Dean are not upheld: (Please provide an explanation.)

NA

In order to implement recommendations towards program improvement, the following resource requests are upheld, and/or additional recommended resources include the following:
No Value
The following resource requests are not upheld: (Please provide an explanation.)
No Value
Summary Action Recommended (Continue program, significantly revise, or discontinue, followed by explanation):
No Value