**Academic Program Review: Self-Study**

***Instructions:*** *The following pages will guide your submission of your academic program review self-study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by September 1.*

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| **Program Under Review** |
| Degree(s): AAEE – Associate of Arts in Elementary Education |
| Certificate(s): N/A |
| Contact Information for lead on Self-Study:  Name: Cara Steiner  Campus: SPC  Phone: 520-494-5035  Email: cara.steiner@centralaz.edu |

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| **Program Description, Vision and Outcomes** |
| 1. **What is the description of the program as stated in the current CAC catalog?**   The Associate of Arts in Elementary Education (AAEE) Degree is appropriate for students who require practical and professional skills and knowledge that can lead to upper division programs in elementary education and/or special education and/or preparation for para-educators.  The Elementary Education program at Central Arizona College (CAC) improves the quality of elementary education programs providing high quality, responsive, affordable and accessible education to a diverse community. To accomplish this, we follow the guidelines and standards for elementary education outlined by the Interstate Teacher Assessment and Support Consortium (INTASC). INTASC provides resources that both define and support ongoing teacher effectiveness to ensure students reach college and career ready standards. INTASC has determined standards for graduates of the AAEE that promote a knowledgeable foundation for a career in the teaching profession.  For a list of Common Courses associated with specific programs of study, go to the Common Course Matrix Archives: <http://aztransmac2.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/ViewMatrixReport?Code=EDUC1>  AGEC courses are transferable to all three Arizona public universities provided students earn a grade of “C” or better. |
| 1. **Does your program have a mission and/or a vision statement? If it does, please write them below and indicate where they appear.**   Yes.  **Vision**:  Central Arizona Colleges’ AAEE program prepares educators to meet the needs of every learner through innovative pedagogy and practice, rigorous coursework, scholarship of 21st century skills, and continuous improvement.  **Mission**:  The AAEE program is committed to introducing and preparing the 21st-century teacher in thoughtful and deliberate knowledge of the complexities of teaching and learning that encompass inclusion, equity, and justice. The AAEE vigorously engages educator candidates in application of principled practice, inspires excellence in pedagogy and scholarship; promotes reflective, innovative and collaborative teaching methods to maximize student learning and achievement; endorses servant leadership in educational communities; and engages a diverse and global community of learners with purpose and passion |
| 1. Describe how the program’s description, mission and/or vision aligns with the College’s Mission and Vision:   **CAC Vision and Mission Statements:**  **CAC Vision**  Central Arizona College is the leader of innovative learner success and the center for educational opportunities in our diverse communities.  **CAC Mission**  Central Arizona College engages our diverse communities in quality learning experiences for lifelong success by providing accessible educational, economic, cultural, and personal growth opportunities.  The AAEE vision and mission closely align with the college to be leaders of innovation, learner success and the center for educational opportunities in the surrounding diverse communities. The AAEE program offers a quality teacher preparation program sensitive to the dynamic needs of the surrounding community embracing diversity of students and their families. The AAEE program delivers innovative, quality coursework and professional experience aligned with Arizona’s public state universities Baccalaureate degree programs for elementary, secondary, and special education focused on students entering the field of education and teaching.  CAC’s AAEE program consists of workforce development in the field of education/teaching through required components of EDU221, Introduction to Education. The AAEE affords educational opportunities for program students to work face-to-face in a true classroom experience where innovation and opportunities present the challenges, rewards, and impetuses of working in the diverse communities of Pinal County. These opportunities provide a real-life glimpse into the economic, environmental, and cultural challenges presented in our schools today. Requiring CAC students to spend time learning and observing in working classrooms of K-12 education offers personal and professional growth and a glimpse into the reality of their chosen profession.  AAEE courses are designed to inform and prepare students of the laws, history, and disabilities under IDEA directly relating to student populations of diversity. Innovative curriculum and quality coursework is designed to meet the needs of elementary education students guiding the teaching and learning. For example; EDU222, Introduction to Special Education, students develop video presentations and infographics to convey content knowledge learned from weekly lessons. Socratic seminars engage students in meaningful in-depth discussion focused on works, readings, and case studies. CAC students gain valuable knowledge of multiple disability categories which provide an awareness of cultural barriers and effective strategies for working with all populations and those with special needs. The knowledge of cultures and diverse populations, to include children with exceptionalities, within society carries over into all professions should CAC students decide on an alternative career path.  AAEE coursework is delivered by a highly qualified staff of adjunct faculty and one fulltime faculty. Among the adjunct faculty for the AAEE program are experienced career PK-12 and college level educators. The current AAEE staff include: a current superintendent of schools, former school principals, director of special education, former CAC AAEE division chair, director of educational technology, current and retired special education and classroom teachers. The combined experience of the AAEE faculty deliver high quality and innovative coursework. Among these offerings are portfolio writing, video presentations, analyzing statistical data and extraction of content in the development of infographics, higher order thinking, critical thinking, and problem solving through discussions and Socratic seminar systems by means of current and relevant educational resource articles and case study scenarios surrounding education today and through synthesizing information gathered in conducting real time interviews with current practicing educators.  AAEE students engage in conversation and dialog with the difficult topics of culture, race, ethnicity, and bias, while raising an awareness of personal feelings associated with each. Opportunity for personal growth and insight into the social aspect of diversity and cultural differences are prevalent in the EDU course experience. The knowledge of cultures and diverse populations within society carries over into all professions should CAC students decide on an alternate career path.    Core coursework of study within the AAEE meet the Vision and Mission of CAC and the EDU department. EDU coursework engages students in learning experiences conducive to the pathways of obtaining a baccalaureate degree from Arizona’s universities in the profession of education and teaching.  Examples: Note\* The young man who created this slideshow video for EDU230 is hearing impaired and yet he chose to create his presentation on racism in slideshow video format with voiceover. [Jose Ruelas Video Racism](https://youtu.be/vKmuohO-Qy8) (used by permission from CAC student Jose Ruelas)  Infographic/Brochure/Handout example: EDU222  [Example 1 -Communication Disorders](https://centralaz-my.sharepoint.com/:i:/g/personal/cara_steiner_centralaz_edu/EZPzo-kAnxxJgMct0BkuKC0BS0c2gGJbj-rC8RogU8vaxg?e=hbH378) [Example 2-6 Principles of IDEA](https://centralaz-my.sharepoint.com/:b:/g/personal/cara_steiner_centralaz_edu/ETVbhsiysY1PrQK-ydDzdxgBdzuIbWoT5PFtRoBBPsnc2Q?e=7x3lj0)  [Example 3- IDEA-ADA-504-6 Principles of IDEA](https://centralaz-my.sharepoint.com/:b:/g/personal/cara_steiner_centralaz_edu/EfHXm4lb6Z5NtbudxLI-u68BTt44m2YyPZmjXAEd9zfy6Q?e=FzBA1g) |

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| **Program Enrollment and Graduation Trends** |
| 1. **Summarize the program enrollment data for the past 5 years in the chart below:**  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | | EDU FTSE | 37.25 | 47.5 | 40.85 | 44.80 | 45.02 | | EDU Head Count | 294 | 319 | 308 | 324 | 328 |   \*Information Source: CAC Fact Book-Annual District FTSE & Headcount by Division |
| 1. **Discuss and explain the factors influencing the enrollment trends:**   Enrollment trends in the EDU program indicate a steady and stable flow of students. Slight fluctuation in head count numbers decreased 2012-13 to 2014-15 with a -20-point change. However, head count numbers show an increase from 2014-15 to 2015-16 up +11. The most current data indicate a decline of FTSE from 2015-2016 to 2016-2017 of minus 10.25.  FTSE data indicate stable enrollment numbers for fulltime students with an average across the five-year span of 43.0, indicating students continue to enroll in EDU courses as fulltime students. A decline in headcount numbers the past five years indicate student recruitment needs to be addressed.  Enrollment trends are also influenced by the economy and job availability. Program enrollment consist of students pursuing education as a profession, however, with recent changes to state certification of teachers, our students include a diverse population already employed with school district and students are in need of earning an AA to maintain employment. |
| 1. **How has the program typically recruited students and marketed the program?**   No data available to respond to this question from previous years. The lead faculty position for the EDU program was vacant for one full year and no documentation or information has been found to indicate student recruitment practices were in place.  Recruitment methods and strategies have been discussed with Luis Sanchez, Director of Admissions and Recruitment. Attendance at Pinal County School Administrators Association (PCSAA) provides advantage for communication and connection with Pinal County public school districts. Using this resource offers a pathway for discussion and recruitment efforts within the surrounding public-school systems. Fostering partnerships with Pinal County school districts affords our program to engage in career fairs, Promise to the Future pathways for 8th grade students and Education Professions students through Career and Technical Education. Conversation in creating a clearly written program of study as a guide for students with smooth transition and applicable coursework from CAC is currently in progress with Northern Arizona University. Similar discussions were conducted with Arizona State University and Grand Canyon University. A partnership for an outreach program of recruitment is currently in progress with NAU. |
| 1. **Summarize the program graduation rate trends for the past 5 years in the chart below:**  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | | AAEE | 16 | 18 | 13 | 19 | 23 | |  |  |  |  |  |  |   \*Information Source: Arizona State System for Information on Student Transfer (ASSIST) 9/19/2017 |
| 1. **How many program enrollees or graduates studied at an in-state baccalaureate level institution during the past 5 years? Put the data in the table below.**   Elementary Education   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | | ASU | 6 | 9 | 14 | 12 | 18 | | NAU | 13 | 5 | 13 | 16 | 15 | | U of A | 1 | 1 | 0 | 2 | 4 |     \*Information Source: Arizona State System for Information on Student Transfer (ASSIST) 9/19/2017 |
| 1. **Discuss and explain the graduation trends. What effort has the program made to help students achieve completion?**   Data indicates declining graduation rates over the past five years. No information is available as to the extent of methods previously used to help students achieve graduation completion. The lead faculty position of the EDU program was vacant for one year which may have been a contributing factor. |
| 1. **Provide a summary of this section. Indicate trends observed in the data, identify areas of strengths, and areas for improvement.**   Data indicates declining enrollment over the past five years. Meetings with ASU and NAU Transfer departments were productive resulting in a new cohort of education majors starting Fall 2018 with NAU. More work needs to be done to help students experience a smooth transition to the state universities. Clear and concise communication with the state universities needs to be pursued with supporting documentation of the required coursework of our CAC students to obtain university entrance.  The education department (to include ECE) will hold a recruiting and open house evening October 4, 2018. State universities from ASU, NAU, U of A, and GCU along with the Pinal County district high schools are invited to attend. The event establishes a foundation for building partnerships, possible dual enrollment prospects in conjunction with promoting and marketing the education department at CAC.  Attendance at Pinal County School Administrators Association (PCSAA) meetings provide opportunity to build relationships necessary to promote and market the EDU and ECE programs at CAC. |

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| **Program Curriculum:** *Submit a completed Curriculum Comparison Chart along with the self-study, comparing the CAC program curriculum to three similar programs, for each Degree and Certificate discussed in this self-study. Ideally compare to other Arizona programs, and out of state if necessary. Use the charts to answer the following questions.* |
| 1. **Certificate(s): After reviewing the Curriculum Comparison Chart of the other institutions for the certificate(s), is insight given into courses that could be added, combined or deleted?**   A note regarding ongoing EDU curriculum revisions and process. With feedback from students, instructors, stakeholders and a new lead faculty for the EDU program, a process of reviewing, updating, and revising coursework and curriculum is in progress. Objectives for this project are as follows.   * + Create a core of foundational coursework common to AzTransfer and similar with geographic and demographic surrounding colleges.   + Update program MSLO’s to create alignment with the INTASC standards.   + Determine which EDU courses contain content and curriculum that have not been updated, revised, modernized for three plus years. Update, revise, and modernize these courses.   + Streamline the AAEE degree program to help students move toward degree completion shifting to upward mobility and transfer rather than continuing to encourage students to collect as many credits or degrees of which are not transferable or applicable and do not contribute to marketability or earning potential.   + It was determined that EDU225, Relationships in the Classroom and EDU228, Classroom Management should be linked with EDU225 becoming a prerequisite for EDU228.   + Move EDU225 to a Core requirement for AAEE degree completion.   + EDU228 has been submitted to become a capstone course with assessment alignment to course learning outcomes and the Arizona Educator Proficiency Exam (AEPA) required by the state for teacher certification.   + EDU228 will implement a capstone assessment to measure student mastery of the program learning outcomes.   **Coursework reviews and revisions**:  **EDU240** – Structured English Immersion: This course is no longer a requirement for obtaining teacher certification through the Arizona Department of Education. However, this course is necessary and valuable for all prospective teachers in pursuing a career pathway in education. EDU240 is necessary for obtaining an SEI endorsement designation on the Arizona Teaching Certificate and is required for teaching English Language Learners (ELL). Enrollment in this course remains high as it is listed as a Core requirement in the AAEE program. Curriculum comparison and AzTransfer shows many of the state community colleges and universities are now listing this course as an elective as opposed to a core requirement. The AAEE at CAC will continue to offer this course as a core requirement in order to better serve our diverse population of English Language Learners throughout Pinal county.  **EDU225** – Relationships in the Classroom: This course is currently listed as a specialization course on the AAEE MAP. Enrollment for this course continues to remain low and was canceled Fall 2017 and Fall 2018. Pima Community College lists EDU206 Relationships in the Classroom as a Core requirement for the AAEE degree. Maricopa Community colleges and Arizona Western College do not offer a similar course as required or elective for the AAEE. EDU225 will move to a core requirement and prerequisite for EDU228.  **EDU228** – Classroom Management: Similar courses are offered at Pima Community College (EDU275) and Arizona Western College (EDU275). No similar course was found for Maricopa Community Colleges. Essential components of this course prepares students in the understanding and use of positive and proactive classroom management strategies.  A review of learning outcomes resulted in connection of EDU228 with EDU225. EDU228, Classroom Management, will become the capstone course for the AAEE. Establishing EDU225 as a prerequisite will provide consistency of thought and cognitive understanding. As a capstone course, EDU228 will provide a platform for a final course assessment aligned to program learning outcomes and the Arizona Educator Proficiency Exam (AEPA). This will provide students’ an experience with the state required certification exam. |
| 1. **When the Curriculum Review for each degree and certificate comes due, are there any course descriptions, articulation, additions, revisions or deletions anticipated?**   Yes. Trend data indicates EDU225, Relationships in the Classroom, has experienced declining enrollment over the past five years. This course is currently designated a specialization/elective on the AAEE Master Academic Plan (MAP). In collaboration with the EDU department faculty, it was decided that EDU225 and EDU228 be connected with EDU225 as a prerequisite for EDU228.  EDU225 and EDU228 are crucial in providing foundational elements for students to effectively manage the classroom environment. Measurable learning outcomes of the two courses have been reviewed and revised where needed to eliminate overlap. Designating EDU225 as a prerequisite for EDU228 will afford greater focus, consistency, flow, and transfer of learning from one course to the next. This enables students to demonstrate mastery of cumulative skills embedded within the AAEE program and the capstone assessment. Curriculum alignment and revisions will need to be employed. A capstone assessment will be aligned to the learning outcomes of the AAEE and Arizona Educator Proficiency Assessment required for state certification in the field of elementary education. Appropriate action has been requested for revisions and adjustments where needed. |

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| **Program Outcomes and Assessment** |
| **What are the student learning outcomes for the degree or certificate as currently indicated in ACRES:**   1. (Analysis Level) Analyze and integrate legal issues that affect students, teachers, parents and administration in contemporary education using cases in which the concept of equity and equal opportunity have evolved into educational policy (CSLO 1 &2) 2. (Evaluation Level) Compare and contrast current trends in education through classroom-based observations, current event analysis, reactions to readings, and dialogues with professional educators (CSLO 2,3,4) 3. (Synthesis Level) Analyze and explain the prominent educational theorists and theories and describe their impact on contemporary practice in education. (CSLO 2 &4) 4. (Synthesis Level) Analyze the tenets of a teacher’s code of ethics and construct a personal philosophy of what it means to be a professional educator (CSLO 3) 5. (Synthesis Level) Examine multicultural education by evaluating the effect of cultural and linguistic diversity on classroom procedures and teaching strategies while identifying the significance of multiple cultures and/or language on classroom dynamics. (CSLO 1) 6. (Evaluation Level) Examine and evaluate historical and contemporary trends in service delivery to individuals with disabilities utilizing the important components of Section 504 of the Rehabilitation Act, The Education for All Handicapped Children Act (PL 94-142), Public Law 99-457, and the Individuals with Disabilities Education Act. (CSLO 2&4) |
| **Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. Are there any available accreditations which the program does not have, but may benefit from seeking?**    **External organizations, agencies or accreditors:**  Arizona Department of Education teacher certification division.  Specific required courses for certification include:  HIS101 United States History I and  POS220 United States and Arizona Constitutions  ATF – Arizona Articulation Task Force  Specific courses for transferability and applicability to state universities include:  EDU221 Introduction to Education  EDU222 Introduction to Special Education  EDU230 Cultural Values in Education  MAT201 Mathematics for Elementary Teachers I  MAT202 Mathematics for Elementary Teachers II  **Available accreditations, associations, and affiliations that would be benefit the AAEE are:**  [American Association of Colleges for Teacher Education](https://aacte.org/about-aacte#vision) (AACTE)  [National Association of Community College Teacher Education Programs](http://nacctep.riosalado.edu/new/Home.html) (NACCTEP)  [Association for Childhood Education International](https://www.acei.org/)  [Arizona Association for the Education of Young Children](https://centralaz-my.sharepoint.com/personal/cara_steiner_centralaz_edu/Documents/Program%20Review/2018APRSelfStudyDoc/Arizona%20Association%20for%20the%20Education%20of%20Young%20Children) |
| 1. **Describe the department/program strategies for determining how learning outcomes are assessed using direct and indirect methods and for collecting, analyzing and discussing findings.**   The EDU program is in the process of implementing rubric based assessments with all coursework and assignments within Blackboard. Currently EDU faculty assess learning outcomes and objectives utilizing a variety of assignment activities, projects, problem solving undertakings, critical thinking, communication, quizzes, concept extraction, research, culminating exams, and class participation discussions/dialog. EDU faculty collect and analyze course data in an ongoing fashion in order to modify and adjust course content, teaching strategies, and curriculum content as necessary.  Developing a capstone course will provide a culminating assessment for measuring student learning on course objectives and measurable learning outcomes.  As of this point in time there are no clear or precise data points across EDU courses to analyze or review. Steps are being implemented to utilize the EAC tool in Blackboard for extraction of data utilizing end of course exams and assignment rubrics.  Note\* As the new department chair of the EDU/AAEE program, I am unaware of current or prior data to analyze regarding student mastery of MSLOs. Moving forward and in collaboration with EDU faculty, action will be taken to investigate data points aligned with course assessments and as previously mentioned a capstone course with end of program assessment. |
| 1. **Is a common assessment being conducted to assess the Measurable Student Learning Outcomes (MSLOs) for a common course? Is there data which indicates the degree to which students in the program are achieving the program’s MSLOs?**   EDU courses embed the program MSLOs within course assessments. Instructors work together to ensure learning outcomes, curriculum, and assessments are consistently aligned across the course domain.  No common assessments are present among common courses. Many of the assessments are project based. Collecting data on these common assessments across courses needs to be addressed. Thus, a data collection system via Blackboard and other means are being pursued.  As the new lead faculty, I am in the process of reviewing courses and curriculum, to develop assessments for common courses in measuring student achievement on course objectives and program MSLOs. Common assessments will be created as a collaborative effort with the assistance of adjunct faculty as there is only one fulltime faculty member in the EDU program. |
| 1. **Is there data which indicates the degree to which students in the program are achieving the program’s Common Student Learning Outcomes (CSLOs)? Please share and explain the data.**   **The four Common Student Learning Outcomes are:**  1. Cultural and Civic Engagement  Participate in diverse environments while demonstrating global citizenship and social consciousness  2. Integrative Knowledge  Identify, comprehend, apply and synthesize facts, concepts, theories and practices across broad and specialized knowledge areas  3. Personal and Professional Skills  Demonstrate skills which enhance personal and professional development  4. Reasoning Skills  Inquire and analyze to solve problems, draw logical conclusions, or create innovative ideas  Embedded within each course are assignments, discussion boards, in-class discourse and activities to promote personal and professional skill. In the field of education, students must obtain self-awareness skills for building personal relationships with students, parents, stakeholders, colleagues and constituents. Students within this program gain valuable knowledge and insight into viewing learning as a lifelong task on a personal and professional level.  Students in the EDU AAEE program engage in multiple activities encompassing the skills referenced. Each assignment encompasses one of the skills as outlined in the Measurable Learning Outcomes for the class. Bloom’s levels of cognitive thinking are referred to often and used as a guide when developing class assignments and activities.  The teaching profession by nature is one of innovation, problem solving, and inquiry. CSLO skills are embedded within each course of the AAEE degree. Coursework revisions and updates will focus on ensuring all courses are aligned with the college’s CSLOs and the INTASC standards.  Blackboard EAC data in EDU222, Fall 2017 to Spring 2018, indicate a need for increased rigor and higher level questioning on the final exam. From the available data it is evident higher order questions need to be established for incorporating CSLOs of Cultural and Civic Engagement and Reasoning Skills. Developing questions to challenge the intellectual thinking of students will be included in the EDU Action Plan. Utilizing Bloom’s Taxonomy will assist with this process.  Embedding CSLOs in common assessments will aide EDU professors in establishing and administering common assessments for measuring student achievement and data collection. Data will be compared from each course to establish a baseline of success in understanding how many students are achieving the CSLOs. Another Action Plan goal. |
| 1. **Discuss how the program has used MSLO and CSLO assessment results to improve instruction and/or student learning over the past 5 years. Summarize actions taken based on assessment of student learning findings.**   No prior data is present to assess student learning results as associated with MSLOs and CSLOs. Midterm and end of course exams are in place and aligned with MSLOs and CSLOs. Upon the development of a capstone course and assessment we will be able to collect reliable and valid data on student achievement regarding learning outcomes. |
| 1. **Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.**   As a result of Arizona’s statewide teacher shortage, finding and hiring qualified, effective, teachers in rural school districts of Pinal County is challenging. Central Arizona College’s AAEE program advocates growing a teacher workforce that will best meet the needs of our communities. As a result of CAC’s flexible, effective, and viable teacher preparation program, the AAEE also attracts students statewide and nationwide, and the AAEE program offers online accessible courses for global patrons.  The Arizona Department of Education Governing Board recently modified teacher certification for districts across the state experiencing a teacher shortage. Revisions included a component allowing interested parties of the teaching profession an opportunity to acquire emergency teacher certification for teaching positions in P-12 school districts contingent on the candidate having earned an Associate degree from an accredited college. This certification opportunity makes it more crucial that CAC provide and maintain a sustainable, valid, and effective Associate of Arts in Elementary Education program. Pinal County districts experiencing teacher shortages are exercising their prerogative to hire interested persons holding an Associate degree.  The AAEE program prepares students for immediate workforce possibilities across the state of Arizona and provides smooth, transitional pathways to university programs as a continuum for earning a baccalaureate degree. |
| 1. **For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer.**  * Arizona State University - BAE Elementary Education - all campus locations * Northern Arizona University - BSED Elementary Education – Distance Learning Campuses throughout Arizona * University of Arizona - BA in Education - Elementary Education * University of Arizona South - BS in Elementary Education - Elementary Education * Grand Canyon University – BSE Elementary Education and Special Education |
| 1. **Indicate if there are any articulation agreements in place for degree graduates.**  * Northern Arizona University - Dual Certification Cohort   + Elementary Education and Special Education – Bachelor of Science Education * Western New Mexico University – Bachelor of Science Elementary Education |
| 1. **Discuss how the program gets feedback on its program and curriculum from external sources, such as advisory boards, employers, articulation task forces, accreditors, etc.**  * The Arizona Articulation Task Force meets twice annually for review of alignment and updates of current curricular trends and necessary coursework for transferability and applicability. * Pinal County Superintendent Association provides feedback, suggestions, and endorses discussion and questions at monthly meetings. * No other data is available. |

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| **Program Specific Resources:**  *In this section please focus on program specific resource. You may, but do not have to, discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* |
| 1. **Discuss the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students (ie: learning center, library) and student support (ie: advising) available to the program over the past 5 years:**  * Online courses and Distance Learning in the format of iTV/Hybrid provide opportunities for students on all five campuses of CAC, statewide, nationwide, and internationally. Blackboard serves as the primary learning management system for EDU courses. All courses utilize Blackboard which allow students a platform for retrieving content explicit content and information, submission and grading of assignments, and a tracking tool for accountability of student attendance, work submitted, and discussion.   CAC provides financial and budgetary resources to support program operations and travel costs associated with attending local and regional meetings and events and national conferences required to support program components. Adequate human resource support is available to the program. Technology support and resources have been provided through the college. We are grateful for the support of our online learning platforms. We have adequate support in implementing Blackboard with the EDU teaching staff as well as a population of students of whom some may not be comfortable using technology. Academic support resources and facilities are adequate for the needs of the AAEE program. iTV classrooms have allowed our program to become fully iTV/Hybrid or online. We look forward to learning more about synchronous learning and Collaborate Ultra as resources to delivering course content. We encourage EDU students to seek advising directly from the education department in order to fulfill the most efficient and valuable course offerings to our students. Feedback from students indicate the new ERP system has not been as efficient or user friendly as the old system. Student comments express frustration for the inability to register online. |
| 1. **What future goals does the program have? Will extra resources and funding be required to achieve it?**   One full time faculty and nine adjunct faculty deliver course content of EDU courses. A cost analysis of hiring an additional full-time faculty member instead of employing the many adjunct faculty is being analyzed. The question: Is it feasible and financially sound to move to a two-person faculty with minimal adjunct faculty? This will depend on the need for an additional full-time faculty member and a push to increase enrollment numbers. As of the date of this submission enrollment numbers in the AAEE program have increased from Fall2016 to Fall2018 in three of the six classes. The question remains;  From the time students enroll in EDU221 to the time they enroll in EDU228, why do the enrollment numbers decrease? Where are these students disappearing to? Is this an indication that students are not completing the AAEE?  Student Enrollment numbers from 2016-2018:   |  |  |  |  | | --- | --- | --- | --- | | **Course** | **Fall 2016** | **Fall 2017** | **Fall 2018** | | EDU221 | 51 | 71 | 84 | | EDU222 | 58 | 62 | 59 | | EDU225 | 6 | 6 | 5  class cancelled | | EDU228 | 24 | 21 | 18 | | EDU230 | 37 | 49 | 55 | | EDU240 | 15 | 17 | 11 |   Data retrieved from Banner and Citrix   * Increased student enrollment through recruitment efforts will be key in the decision to request an additional full-time faculty and maintain consistency of the AAEE program. If we are to maintain a viable program in elementary education and support the Pinal County school districts, recruitment and increasing enrollment are crucial. |

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| **Program Effectiveness for Graduates** |
| 1. **Describe how you measure the success of degree and certificate program graduates. For example, are graduate surveys conducted? Are surveys given to employers to determine satisfaction with program graduate employees?**  * Presently there are no processes in place to measure success of degree graduates. * More data is needed to measure graduate effectiveness. (needs, trends, constituency feedback/surveys) * The development of a capstone course and exit survey will help generate data to measure the effectiveness of the AAEE. There are no means to measure effectiveness according to the constituency groups of Pinal County schools.   Implementing a capstone course with accompanying end of program assessment will assist in data collection to evaluate student success and inform our program’s continuous improvement efforts.  Even though there are no current transfer or articulation agreements in place for the AAEE program, the review process has taught us we need to create internal methods and measures to track student data including enrollment, degree completion, transfer rates, and student progress toward baccalaureate degrees once agreements are in place. |
| 1. **If a degree or certificate is designed to lead directly into the workforce, describe the success of students in obtaining a job in the field of study upon graduation. Please provide any qualitative or quantitative data you have:**  * The AAEE is not designed to lead directly into the workforce. However, with the revisions in state teacher certification many of our graduates are being hired as the teacher of record in Pinal County schools. With the completion of the AAEE, graduates will also have obtained enough credit hours to be enter the workforce as a paraprofessional. Obtaining the AAEE provides students the foundational skills outlined on the national paraprofessional exam therefore, students earning the AAEE degree are not required to take the paraprofessional exam offered to applicants without the required amount of 60 college credit hours.   The change in teacher certification went into effect the 2017-2018 school year. Data is unavailable regarding the success of students with an AA being hired as classroom teachers. |
| 1. **If your program serves to prepare a student for external certification or licensure of any kind identify the certification or license and the percentage of program graduates who earn/achieve it. Put data in the table below.**   Presently, there is no data to complete this question. The AAEE does not offer licensing or certification, however, as indicated in above sections, certification requirements and guidelines have recently been revised. This allows for students earning an AAEE to acquire emergency teacher certification to become full time teachers in P-12 school districts. Students graduating with an AAEE also qualify for employment as a paraprofessional in P-12 schools across the nation. National ESSA guidelines require Title I paraprofessionals whose duties include instructional support to have:  (1) A secondary school diploma or its recognized equivalent.  (2) Additionally, except as noted below, paraprofessionals hired after January 8, 2002, and working in a program supported with Title I, Part A funds must have  Completed two years of study at an institution of higher education; or  Obtained an associate’s (or higher) degree; or  Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).  CAC’s AAEE satisfies criteria for students to obtain an associate degree. Earning an AAEE allows students to experience based employment and entrance into the educational pipeline prior to obtaining a baccalaureate degree.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Licensure/Certification | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | |  |  |  |  |  |  | |  |  |  |  |  |  | |

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| **Program Continuous Quality Improvement** |
| 1. **Discuss how the program has used operational planning goals to achieve quality improvement over the past 5 years:**   The AAEE program has used operational planning goals to determine program priorities through the Academic Program Review process, course scheduling, student recruitment, support for accreditation seeking requirements, and navigating program leadership changes. |
| 1. **Describe other ways the program has engaged in continuous quality improvement:**   Leadership is currently seeking a pilot partnership with dual membership in the American Association of College for Teacher Education (AACTE) and the National Association of Community College Teacher Education Programs (NACCTEP).  Webinars and additional information are in place to review the requirements and guidelines to foster this partnership which will eventually lead to accreditation. It is imperative for our department to understand the changes, opportunities for involvement, and why it is important for the AACTE and NAACTEP organizations to symbolically join hands to impact the educator preparation pipeline. |

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| **Evaluation of Program Strengths, Viability and Areas for Improvement:** |
| 1. **After completing the APR Self Study, identify areas of strength and areas for improvement in the program. Is the program still a viable program? Discuss the next steps for the program and possible Action Plan Ideas.**   The AAEE program is valid, viable, and crucial to developing and growing a strong workforce of teachers in Pinal County. With recent revisions to the Arizona state certification requirements the AAEE plays a large role in assisting Pinal County school districts with obtaining, hiring, and sustaining a strong pool of teachers and paraprofessionals.  Looking at enrollment numbers for the past year (of which I have been lead faculty), a first step is to build strong partnerships and relationships with Pinal County schools in an effort to recruit students and boost enrollment in the EDU program. Working with graphic design students an elementary education logo, flyers, and brochures will be created to distribute to constituencies. Attending recruitment fairs and school district (public, charter, and private) events will lay the foundation for boosting enrollment. Maintaining a strong and effective course offering and viable, relevant curriculum are key to building the AAEE program.  **Action Plan:**   * Restructure EDU225 & EDU228 to flow as one providing an AAEE capstone course with accompanying end of program assessment for ensuring mastery of program MSLOs. * Review and update coursework adding rigorous common course assessments. * Use Blackboard as a data source for analyzing the effectiveness of AAEE coursework, assessments, and student mastery of MSLOs and CSLOs.. * Seek assistance in developing Guided Pathways for the AAEE program. * Develop rigorous, higher order questions and critical thinking challenges for final exam questions in all six core courses to measure student achievement of MSLOs and CSLOs. Utilizing Bloom’s Taxonomy will assist with this process. * Develop common assessments for each of the six core courses with the goal of all professors teaching common courses administering the common assessments. Data will be compared from each course to establish the rate of success and understanding of the number of students achieving MSOLs and CSLOs. |

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| **Program Alignment with Institutional Strategic Goals:** |
| 1.Describe how the program has directly or indirectly is helping the College achieve its current strategic goals.  ***CAC Strategic Goals:***   1. 1. Ensure broad access to high-quality innovative educational programs, services and training opportunities for Pinal County residents 2. Improve student retention, persistence, completion and job placement 3. 3. Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students, faculty and staff 4. Enhance our physical and technological infrastructure to support changes in the learning and work environment 5. Expand partnerships with Universities to provide advanced degrees to Pinal County residents 6. Obtain approval from the state and regional accreditation body to offer baccalaureate degrees at CAC 7. Optimize fiscal resources that support the needs and expectations of students and the community. Contribute to the economic vitality, workforce development, and job training needs of Pinal County and surrounding region   The AAEE program will continue to support the college’s strategic goals through offering relevant and valid coursework aligned with AzTransfer and degree pathways to state universities. Indirectly all coursework and program initiatives align with the college’s strategic goals. Innovative teaching practices, degree completion and job placement, respecting diversity and maintaining an environment of open communication and feedback among faculty and students are embedded components within the coursework.  Utilizing and supporting technology resources, of which we are reliant, help ensure coursework is kept up with 21st Century skills and communicates to our students the importance of being progressive and innovative. Partnering with Pinal County Superintendent’s office affords us opportunity to build relationships and partnerships with our constituents. Partnering with NAU to offer the dual certification baccalaureate degree is in progress and a new cohort started in August 2018. The AAEE degree program is effective, valid, and viable, offering practical, foundational, and necessary coursework for preparing students entering the career path of education and teaching. |