



One Year Periodic Program Review Report

Academic Programs

Education Department

EDEED, EDECD, EDSTD

Statement of Collaboration

The program faculty, college staff, students, and community members listed below collaborated in an open and forthright dialogue to prepare this Periodic Program Review. Statements included herein accurately reflect the conclusions and opinions of this group.

Participants in the review:

Department Faculty: Kathleen White

Non-discipline Faculty: Lori Howell

Associate Faculty:

Student/Alumni: Dorine Hubbard

Academic Support Staff: Dr. Stephanie Dieringer

Date Submitted to the Dean of Instruction

Authorization

After the document is complete, print just this page and submit it to the Office of Instruction for the Dean's signature.

Signature of Dean _____

1. Mission and Goals

Certificates and Degrees

AA – Elementary Education

AA – Early Childhood Education

AA – Secondary Education

Mission and Goals

Mission Statement: The Education Department emphasizes the importance of cultural diversity, learning through classroom experiences and reflection, the self-awareness and development of interpersonal and intrapersonal skills, purposeful technological integration in curricula, understanding the spectrum of education, working cooperatively with local and state stakeholders.

Department Goals

Education Department	Education Department	1. Strengthen relationships between Mohave County schools including public schools, private schools, charter schools and the MCC Education Department. 2. Develop pathways through articulation agreements for MCC's education courses and transfer institutions: NAU, ASU and UA. 3. Insure curriculum and instructional methods that meet state and federal education standards. 4. Develop purposeful pedagogy to accommodate MCC students and increase exposure to teaching methodologies.
Early Childhood/Child Development Education		5. Continue positive relationships between Mohave County Childcare Providers, First Things First, Professional Career Pathway Project and MCC's Education Department.

2. Program Data and Trend Analysis

2.1. Data

2.1.1.*Program Resources (Profit/Loss)*: Please provide commentary on the program resources data points related to program revenue and expenses. Please comment on the adequacy of program resources, including such things as classroom and office space, laboratory space (if applicable), library and technology resources, and personnel. For the year 2012, the education department expenses were \$106,383, there was a 36.6% loss in the profit margin. For 2013, the expenses were \$84,169 with a 39.3% profit margin loss. For 2014, the expenses were \$53,511 with a 21.7% profit margin gain. The enrollment has decreased in the last four semesters impacting the net income in the education department showing a negative \$30,000; however, the net income moved to a positive \$15,000 in 2014.

2.1.2.*Student Metrics*: Please provide commentary on the student metrics related to program success. Please comment on the adequacy of student metrics as the effect the program under review. Currently, education courses more often transfer to a four year university as elective courses. Students earn degrees in liberal arts and concentrate on education courses after they transfer. Currently, two courses are on the

A-GEC list include enrollment numbers from students outside the program as well as in the education program. Enrollment with an emphasis in Early Childhood is almost nonexistent and the Secondary program equally as low.

2.1.3.*Instructional Productivity*: Please provide commentary on the instructional productivity related to program success. Please comment on the trends found in this data. Currently, all courses are operating within the requirements for transferability. Due to changes in state credentialing requirements, SEI, secondary English immersion courses are narrowing from three courses offered at MCC to one course needed to meet Arizona requirements. There is on-going discussion at ATF meetings as to what community colleges may offer to fulfill the four year university requirements for English immersion.

2.14.*Enrollment Trends*: Please provide commentary on the enrollment trends for the program(s). The education department enrollment trends have decreased as well as the number of sections offered. The sections offered in 2012 were 18, 22 in 2013 and 15 in 2014. Unduplicated student headcount moved from 188 in 2012 to 134 in 2014. According to AZtransfer ASSIST, in 2009-2010, 27 students earned baccalaureate degrees who were new transfers from MCC. In 2014-2015, 11 students earned baccalaureate degrees who were new transfers from MCC. Another data point is the new transfers from MCC to four year universities; 2009-2010 there were 32 students. In 2014-2015 there were 19 students who were new transfers from MCC.

2.15.*Faculty Data Points*: Please provide commentary on the faculty data points related to program success. Please comment on any trends or gaps found in the data. Since fall 2014 there has been no resident faculty in the education department. Associate faculty have taught most of the courses.

2.16.*Other Data Points*: Please provide commentary on any additional data points reviewed for this review.

2.2. Strengths, Weaknesses, Opportunities, Threats (SWOT)

2.2.1. What are the strengths of your program as indicated in the above data?

Administration, faculty and students are committed to building the education department.

Technology is in place to meet student needs for a variety of instructional deliveries such as ground, plural, online.

2.2.2. What are the weaknesses of your program as indicated in the above data?

Availability of classes is an issue for students trying to complete their AA in two years.

Student success in degree programs; successful completion and subsequent transfers have dropped from 32 in 2009-10, to 19 in 2014-15. Students have stated, classes aren't offered when they need them, or they are closed due to low enrollment.

Students are aware of the public perception of teachers; the encompassing role of an educator includes academics, assessments, cultural diversity and socialization; however, current students in the program are ready to positively impact education in the communities and make a difference in a child's life.

2.2.3. What opportunities exist for your program based on the above data?

- a. Mohave County is in dire need of highly qualified teachers. There is high teacher turnover resulting in recruitment from locations outside the contiguous United States. Recruiting has not been conducive to quality instruction and commitment to the area. MCC must find ways to meet the needs of the local districts in order to enhance the education foundation, transfer to four year universities and ultimate, certification with the Arizona Department of Education of teachers interested in living in Mohave County who are highly qualified. The need is there!
- b. Northern Arizona University has provided a pathway for students to continue their education in their hometown, continuing the partnership is imperative.
- c. Discussion with ASU in Lake Havasu City has sparked an interest in developing an education program.
- d. Coordination with First Things First analyzing the impact the Child Development Associate program can have on the Early Childhood program.
- e. Discussion with Professional Career Pathway Project coordinators to inform students of the scholarships available to students intending to earn a bachelor's degree in Early Childhood education.
- f. Dual enrollment at the local high schools is in existence; however, courses in education, especially early childhood education, are not available despite the day care programs at the public high schools.

2.2.4. What threats exist for your program based on the above data?

Arizona has one of the lowest teacher salaries in the United States, this fact does not help to recruit potential teachers to the state or Mohave County. Adding insult to injury, Mohave County has been rated the poorest and least educated county in the state. The public perception of teaching is continually berated by media stressing unfair working conditions, unrealistic expectations for student achievement and a spotlight on the demands for increased proficiency on state assessments. Teaching is not a highly regarded profession despite the years of training, commitment to the community, and the expectations for continued growth.

3. Assessment of Student Learning

3.1. What percentage of courses have identified student learning outcomes (SLOs)? (comment of progress/lack of progress)

67% of the Education (EDU) courses have student learning outcomes. The remaining two of the six courses will have student learning outcomes by the end of the 2016-2017 school year.

33% of the Early Childhood Education (ECE) courses have student learning outcomes. Meetings have been scheduled in April 2016 to begin working on the student learning outcomes for the remaining two of the three courses.

3.2. What percentage of courses have ongoing SLO assessment? (comment on progress/lack of progress)

Three of the six Education courses have been identified as having student learning outcome assessments that will begin in the Fall 2016 and continue through the 2019-2020 school year. In previous years, one course had an SLO assessment.

None of the three Early Childhood Education courses have been assigned ongoing SLO assessments. Work will continue to develop the Early Childhood Education courses to align with the general education philosophies of the college.

3.3. How has assessment of course level SLOs led to improvements in student learning and achievement?

The writing assessment in EDU 214 helped to identify areas of weakness in writing at the college level. 70% of the students understood the assessment and were able to meet the expected criteria.

Future assessment of courses for student learning outcomes will provide continuity in the program between instructors and the general education philosophy of the college. Assessments will identify the areas of concern for student success and provide a road map to strengthen student outcomes.

3.4. How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

EDU 214, Cultural Diversity is an A-GEC course that transfers to ASU, NAU, and UA. Students meeting the criteria demonstrated competency in college level writing skills. It is not known how many students meeting the criteria demonstrated college level writing skills in the bachelor programs.

3.5. What challenges remain to make course and program level SLOs more effective?

The Education department is in a revitalization period. The courses offered have had low enrollment making the student learning outcome statistics based on a small population.

4. Evaluation of Progress Toward Previous Goals

4.1. Evaluate steps taken to achieve goals established in the last periodic program review.

The last periodic review in education was completed in 2011-2012. The desire to increase enrollment was a goal of the 2011-2012 committee. Surveys were suggested to provide feedback from K-12 stakeholders, it is not known the outcome of the surveys. Continued attendance at ATF meetings was also a goal for the department. Meeting with the Distance Education Academic Chair was suggested in order to develop an online AA program in Education.

With the mentioned goals, the education department has not grown, unfortunately, a decrease in enrollment has been seen. As stated above, there is a renewed focus on the Education department and the desire to increase enrollment.

4.2. In cases where resources were allocated towards goals, evaluate the efficacy of that spending.

Funds for postage, letterhead, envelopes and secretarial assistance to complete the surveys were requested. It is not known if the resources were used and to what extent.

5. Program Goals and Plan

Short Term Goal (2 years)

1. Increase enrollment in the education department at MCC.

Measurable Outcome: Increase enrollment by 10% annually in education courses

Plan: Increase opportunities to develop cohorts in the Mohave County districts. Meet with the superintendents for each district to develop a plan for dual enrollment and continuing education for paraprofessional.

Survey stakeholders such as high school students, daycare providers, paraprofessionals to determine academic needs for course modality and/or continuing education toward a bachelor's degree.

Produce a flood of information to the public stressing opportunities at M.C.C.

2. Increase the number of students from M.C.C. transferring to four year universities to complete their bachelor's degree.
 Measurable Outcome: A 10% increase in the number of students transferring to four year universities.
 Plan: Coordinate with county school districts implementing future teacher programs such as: Grow Your Own and Educators Rising.
 Continue the relationship with Northern Arizona University.
 Continue attending ATF meetings.
3. Develop a certificate program for Early Childhood Education that prepares students for the CDA assessment and employment in Early Childhood care facilities.
 Measurable Outcome: Preparing a program review that meets M.C.C. requirements to provide a certificate in an area of high need.
 Plan: Meet has a department to align CDA courses with ECE goals, competencies and objectives. Coordinate with the curriculum and assessment director to ensure articulation.
 Education department staff will attend ECE ATF meetings to gather information from existing programs.
4. Students earning an emphasis in Early Childhood Education will have a pathway to complete their bachelor's degree having the opportunity to apply for scholarships from Professional Career Pathway and First Things First.
 Measurable Outcome: Increase availability to earn an emphasis in Early Childhood Education.
 Plan: Continue articulation and MOU with Professional Career Pathway Project.

Long Term Goal (4 years)

1. Transform the Education Program from a small department at MCC into a program having 15% of the total graduates from the education department beginning in 2020.
 Plan: As programs develop through coordination with school districts and four year universities, MCC will be the bridge from high school to completion with a bachelor's in education. MCC will build on the "Grow Your Own" model to meet the needs for teachers in Mohave County making the transition from a community college to the universities and employment as seamless as possible.
 Measurable: The number of MCC education graduates transferring to four year universities will grow each year at a rate of 10% each year.

6. Requests for Resources

For any specific aspect of a goal listed in 5.0 that would require additional financial resources, complete the form below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel	1 new faculty member	Existing budget
Facilities	none	none
Equipment	none	none
Supplies	T shirts, news articles, radio spots	Education department, Public relations department
Computer Hardware	none	none
Computer Software	none	none
Training	Training necessary to use technology	No additional funding
Other	none	none

Total Requested Amount		
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- 6.1. Describe the resource request(s). Faculty to meet the needs of extending courses offered.
- 6.2. What program outcome(s) does the resource request(s) address? Expansion of the education department.
- 6.3. What measurable outcome(s) will result from filling this resource request? Public awareness of the opportunities offered by the education department resulting in an increase in enrollment.

7. Executive Summary

- Please list 3 – 5 strengths of the program(s). 1. MCC has established a presence in the communities for excellent programs. 2. The technology to reach extended communities is current; however, staying abreast of new technology programs is important. 3. The relationship with NAU has been productive.
- Please list 3 – 5 areas of enhancement for the program(s). 1. Increase public awareness of programs offered at MCC in the education department and the ability to complete a Baccalaureate program in the community. 2. Continue offering night classes for working students. 3. Research Friday night, Saturday classes.
- Please identify ways the department will address student learning (assessment efforts, curricular redesign, etc.). Improve data collection and collaboration between instructors, continued investigation of best practices in instruction for higher education courses, remain current in technology and methods to stay connected with students.
- Based on programmatic analysis, please list 2 – 3 specific questions or areas which you would like the program reviewers to comment on or make recommendations.
 - 1. How can MCC promote a teaching career when the media and public perception continue to demean the teaching field?
 - 2. Is it possible to form a strong liaison with Mohave County school districts to put MCC ahead of online colleges and universities?
- Identify any requests for resources that result from this review. Additional staff, extensive public relations campaign.

Who to Call?

Questions about any report sections, resource allocations/budget requests.	Office of Instruction	Dr. Paula Norby, Dean of Instruction ext. 1918
Questions about assessment of student learning.	Office of Instruction	Jen Shumway, Director of Curriculum and Assessment
Need more data?	Institutional Research	Bob Faubert, IR Director ext. 1140