

# **Teacher Education Department Graduate Programs Criteria for Evaluating Academic Programs**

## **Criteria 1: Impact and overall essentiality of the program; connection to mission/vision/ASU2020**

The Teacher Education Department is aligned with ASU's mission/vision/ASU 2020 in many ways. These alignments are outlined below using parentheses after each alignment. Founded in 1921, Adams State University is "a general baccalaureate institution with moderately selective admission standards," offering "undergraduate liberal arts and sciences, teacher preparation, and business degree programs, a limited number of graduate level programs, and two-year transfer programs with a community college role and mission." Founded as a normal college, Adams state University has a special statutory "responsibility to provide access to teacher education in rural Colorado." The Teacher Education Department takes this responsibility very seriously. Faculty at ASU continually monitor the needs of the region in regard to endorsement areas, bring in both traditional and nontraditional students with an interest in education, and provide current educators with a means to further their development through graduate programs. Recognizing that ASU is the only four-year institution of higher education in the region. ASU seeks to find ways of meeting the unique and changing needs of the communities within the area in order to provide opportunities that will result in higher quality education for Colorado K-12 students (**ASU Statutory Mission**). In order to support and recruit eligible transfer students ASU has articulation agreements with Colorado 2-year associate granting institutions (**ASU Goal 2 Strategic Initiative 2.2**).

Adams State has faced unique challenges related to enrollment, accreditation and financial strain. These institutional issues have impacted the Teacher Education program and, as a result, the Department engaged in discussions during the Fall 2017 and Spring 2018 surrounding program priority in order to meet student needs and the program mission. On August 30<sup>th</sup>, 2017, members of the ASU Teacher Education Department held their annual department retreat. The objective of this retreat was to discuss the Department's mission, vision, strategic plan and review the programs offered at ASU. As a result of this retreat, the Department solidified their mission statement, program vision, and developed a strategic plan for the 2017-2018 academic year and beyond. The Department determined program offerings based on professional trends, demands and student needs as outlined below.

### **Graduate Programs**

- Educational Leadership (Initial Principal Licensure)
- Adaptive Leadership
- Curriculum and Instruction

After close examination, the faculty determined that particular programs needed to be sunsetted in order to concentrate efforts on building exceptionally strong programs in the areas listed above. ASU has requested that the CDHE remove the

following programs from the list of institutional offerings:

- Adams Rural Teaching (ART) Fellowship-Alternative Licensure
- CLD
- Reading Teacher
- Administrator
- Special Education (graduate and undergraduate)

Whereas it was a very difficult decision to limit offerings, the faculty made this determination based on the current need to focus our efforts in order to provide exemplary preparation in the endorsement areas we do offer. The faculty at ASU continue to meet the needs of high-demand endorsement areas, such as CLD, through grant funded initiatives (**ASU 2020: Goal 1, 2, 3 &4**).

Graduate programs are offered online to meet the needs of students who live in remote/rural areas of the region. The Curriculum and Instruction program offers possible emphasis/concentration in STEM or Social Studies. This degree track can also include an additional STEM Leadership Certificate awarded through the HLC approved partnership with U.S. Satellite Laboratory. To date ASU has graduated 54 student from this partnership program (Since 2015) with 2 of those graduates being hired by NASA, 1 received the Presidential Innovation award for Environmental Educators, another had work she completed in the program published, another earned the Milken Educator Award and national recognition including an unrestricted \$25,000 cash prize. One current student was selected to be 1 of 30 advisory board members for Infiniscope and was selected as Teacher of the Week by her local TV Station. The same student was 1 of 6 in the nation to receive the Robert E. Yager Excellence in Teaching Award from the National Science Teacher Association (NTSA-Feb. 2017) and just received confirmation that she won the Simmons award for new teachers from NSTA for 2018. C

Graduate degrees in Curriculum and Instruction/with or without STEM-which includes a STEM Leadership Certificate from US Satellite), Adaptive Leadership, Educational Leadership leading to Principal Licensure and endorsement program offerings all align with state standards and were designed to meet the current trends to provide well educated Leadership Master's program graduates to fill much needed rural and urban school needs.

Teacher Education Graduate Programs have been serving Colorado for well over 20 years. The graduate programs have grown from site-based instruction only to include online instruction. Ninety-eight percent of programs are now 100% online and serve teachers throughout Colorado as well as other states and internationally-STEM partnership program (**ASU 2020: Goal 1: Strategic Initiative 1.3**).

Recently, Chris Lopez, Director Public Relations and Marketing did a census of educators in Alamosa School district to determine how many educators and administrators in the district held degrees from ASU. He found that there are 162 teachers and administrators in the K-12 Alamosa School District system. Of that 162, 97 teachers have an ASU degree and 21 administrators for a total of 118 out of 162. He plans to extend this census data collection to the remaining 13 school districts in the San Luis

Valley. This information highlights how important not only ASU is to the local area, but Teacher Education as it prepares educators to enter the local school districts.

**Criteria 2: Quality of the program outcomes**

The Adams State University Department of Teacher Education (TED) has been collecting summative assessment data on various components of their programs (e.g., Colorado Teacher Evaluation Rubric, teaching portfolios, proficiency data on Performance Based Standards etc.) A systemic collection of data has recently been implemented and reviewed with faculty and staff within the department. Data collected has been presented to make general statements about students performing at expected level based on the fact that they passed Praxis required for Colorado licensure, completed student teaching and program requirements. The Department has sought ways to improve the ability to articulate programmatic improvements that have been made as a result of this data. Consequently, the challenges related to the formative assessment plan have led to TED developing a systematic assessment plan to be reviewed on an annual basis in order to make appropriate recommendations and changes to their practices and curriculum. This assessment plan is being implemented beginning in the Spring of 2018.

Major field tests required in TED include the Praxis examinations. The scores are utilized by TED to look at student learning objectives and determine longitudinal trends for students. That data is presented below in the Major Field Test Analysis section of the report.

- **Scores of graduates on national assessments-PRAXIS**

<b>Content Test: 5411 Ed Leadership: Admin and Supervision</b>	
Academic Year	2016-2017
Overall Student Test Administrations	10
State Passing Score	145
Total Passing Scores	9
Total Failing Scores	1
Adams State University Average	169
State Average	163.65

- **Results of annual assessment report**

A systematic collection of assessment data was newly adapted in the Spring 2018. TED will review the data yearly and recommend appropriate changes to practices and curriculum.

- **Jobs secured by graduate**

Given the national, regional, state and local trends in teacher shortages, TED anecdotally reports 100% student job placement annually. Given past practices and transitions within the department TED has recently developed a student graduate survey to be implemented beginning Spring 2018 aimed at tracking data to support and analyze job placement rates.

- **Admission and admission rates to graduate or professional school**

In the past TED has been able to determine graduate or professional school admissions anecdotally for those entering ASU programs versus external programs. As part of the newly established assessment plan the Department intends to gather this data and analyze annually by using a survey administered to students during their last course in the program.

### Criteria 3: Demand for the Program

- **Internal demand: Induced Course Load Matrix – multiple slices.**
  - **Service to other areas**

The Induced Course Load Matrix highlights how the Teacher Education Department is educating graduate students and providing service to other graduate programs. The table below summarizes the percent of Education credit hours completed by graduate students as well as other majors combined which is an indication of the service provided to other content areas.

Year	Counselor Education	Education	HEAL	Non-Degree Seeking	Major Not Declared
2014-2015	1	3670	37	132	1055
2015-2016	24	5677	12	602	131
2016-2017	0	7632	0	259	127
<b>Means</b>	<b>8</b>	<b>5660</b>	<b>16</b>	<b>331</b>	<b>438</b>

- **10-year trend of graduates (3-year rolling averages)**
- **National, state, and local enrollment trends**  
 State-level data indicate that graduate degrees in education continue to be in demand, particularly within areas of educational leadership/administration and programs that focus on educational equity and cultural diversity. Recent state legislation requires all Colorado teachers to receive additional training in educating English Language Learners, which will likely add to the demand for graduate training that focuses on working with diverse learners in the near future.

Masters Degrees Awarded by Program (CDHE)							
	2011	2012	2013	2014	2015	2016	2017
Educ-Curriculum & Instruction	52	49	40	35	34	27	31
Educ-Educational/Psychological Studies	0	0	0	0			0
Educ-Social, Multicultural, & Bilingual Foundations	136	83	107	41	108	10	0
Education	132	161	246	237	237	313	342
Education - Educational Leadership/Principal	22	0	0	0	10	0	0
Education - Teacher Leadership						22	0

Education & Human Resources Studies	172	177	138	123	133	150	138
Education and Human Development	58	72	71	49	89	166	196
Education Leadership	30	19	23	22	44	48	44
Education-Educational Equity & Cultural Diversity						56	90
Educational Leadership	36	33	34	65	26	83	79
<b>Totals</b>	<b>790</b>	<b>687</b>	<b>790</b>	<b>667</b>	<b>834</b>	<b>917</b>	<b>954</b>

- **Brief write-in summary of discussion & evidence pertaining to this criterion, but not captured by the above measures.**

In addition to the trends noted above, recent studies have predicted shortages in the supply of school leaders, pending large numbers of retirements within the next decade. This will likely add to the demand for graduate study over the coming years.

#### **Criteria 4: Size, scope, and productivity of the program**

The department has been staffed inconsistently (TOSA, Visiting) with an average of 3-4 tenure track faculty. Projections for the department moving forward are 5 tenure track faculty positions and one visiting faculty member. The departmental chair's position will be split between half-time teaching and half-time chair duties.

- **Degrees awarded – 5 years of data**
  - **Number of degrees**
  - **Degrees per full-time faculty member**

<b>Year</b>	<b># of Degrees Awarded</b>	<b>Degrees/Full-Time Faculty</b>
2013	31	6
2014	60	11
2015	55	10
2016	136	25
2017	176	32
<b>Total</b>	<b>458</b>	<b>84</b>

- **Student credit hours (SCH) – 5 years of data**
  - **Total SCH generated by program**
  - **SCH generated by program per full-time faculty member**

There are currently 6 full-time faculty in Teacher Education, the Interim Department Chair does not teach any courses offered, but it should be noted that during the 2018-2019 academic year the Department Chair will teach a half-time load, thus making for 5.5 FT faculty. Additionally, the department currently has three tenure track faculty and three visiting faculty.

The table below displays data for the past three years. Data prior to this was not available.

<b>Year</b>	<b># Students</b>	<b>Total SCH</b>	<b>SCH/FT Faculty</b>
2015	266	3670	667
2016	455	5677	1,032
2017	514	7632	1,388
<b>Average</b>	<b>412</b>	<b>5,660</b>	<b>1,029</b>

- **Service to campus**
  - **Fraction of tenured & tenure-track faculty engaged in campus-wide committee assignments (standing committees, search committees outside the department, appointments to task forces or working groups, etc.)**

All tenured and tenure-track faculty within the department are expected to participate in campus service, with the exception of visiting faculty. The following Table shows the number of committees, task forces, or other campus-wide service activities by faculty member.

**Service to Campus**

<b>Campus Service</b>	<b>Faculty #1</b>	<b>Faculty #2</b>	<b>Faculty #3</b>
Boards			
Committees	GECC 5-Year Review Plan	CRC FDC IRB WAC	Grad Council Faculty Senate Academic Council Pathways Theme Committee
Task Force/Work Groups	LatinX	Contingency Plan Curriculum Innovation Team (CIT)	Essential Learning Task Force (ELTF) Curriculum Innovation Team (CIT)
Other		Project SERVE	Project SERVE
<b>Service to Community &amp; Community</b>			

<b>Engagement</b>			
Boards		Center for Restorative Practices (CRP)	
Committees			
Task Force/Work Groups	Teacher Preparation Advisory Committee (TPAC)	Teacher Preparation Advisory Committee (TPAC)	Teacher Preparation Advisory Committee (TPAC)
Other			

**Criteria 5: Cost & benefit of the program**

<b>Cost Type</b>	<b>Amount</b>
Faculty Salaries	142,252
Faculty Benefits	65,843
Operating Expenses	15,000
Administrative Assistant Salary* (Classified & Exempt)	75,528
Administrative Assistant Benefits* (Classified & Exempt)	43,094
Site Coordinator(s)	2,000
CARs/Capstones	2,000
Adjunct Compensation	109,000
Internships	20,000
Indirect Costs	263,872
<b>Total Cost of Program</b>	<b>738,589</b>

<b>Metric</b>	<b>Amount</b>
Cost/FT Faculty	295,435

Cost/Graduate	1,793
Cost/SCH	130

- **Revenue generated by the program (e.g. grants, ticket sales, donations, etc. – but not tuition & fees)**

National Professional Development Grant through the Office of English Language Acquisition, US Department of Education

- Project SEEDS (STEM and Educational Excellence for Diverse Students)
  - \$1,920,851 over Five Years (Extended to Six Years)
  - 2012-2013: \$396,227
  - 2013-2014: \$398,159
  - 2014-2015: \$383,221
  - 2015-2016: \$399,766
  - 2016-2018: \$343,478
- Empowering Elementary Teachers in STEM Subjects
  - \$210,500
- Title II Rural Teacher Training Grant
  - \$25,000

- **Formal and documented recruiting efforts by program personnel**

TED Recruitment Efforts

- Winter CASE Conference (2015, 2016, 2017)
- Summer CASE Conference (2012, 2013, 2014, 2015, 2016, 2017)
- Courage to Risk (COTESOL).
- Gifted and Talented (GTED)

Project SEEDS Recruitment Efforts (2012-2017)

- Recruited for five cohorts of teachers throughout Colorado for CLD Endorsement and Master’s in Education (2014-2016)
  - Cherry Creek, Adams 50, San Luis Valley, Steamboat Springs, Glenwood Springs, Westminster (100 participants)
- STEM recruitment 2013-2014 (Certificate Program)
  - San Luis Valley, Aurora, Brush, Canon City, Carbondale, Colorado Springs, Durango, Evans, Glenwood Springs, Greeley, Gunnison, Pagosa Springs, Pueblo, Trinidad (35 participants)
- CO State Forest Service Project Learning 2015-2016 (Environmental Awareness for Pre-K Teachers)
  - San Luis Valley, Trinidad, Walsenburg, Pueblo, Denver (over 100 Headstart teachers)

- STEAM Project (2016-2018) – Trip to the Four Corners (Team of Professors from ASU taught history, anthropology, and biology)
  - San Luis Valley (20 participants)

In 2017, the TED formed a Recruitment Committee. Goals for this committee include:

- Create a contact list for school districts in Google Drive (send electronic brochures and rack cards)
- Follow up with former students and applicants who may be interested in graduate programs
- Collect stories and testimonials from current students and alumni
- Attend conferences
- Collaborate with the Alumni Department on campus
- Research possible scholarship opportunities through the ASU Foundation applicable to TED students

Recruitment completed by the Program Manager for Extended Studies (a position now housed in TED) includes attendance at Colorado Science Educators conferences fall 2015 and fall 2016. This recruitment included collaboration with US Satellite Dean of Students, an USSL Instructor and two Curriculum and Instruction W/STEM graduates who presented workshops at the conference and helped recruit from the Adams State University booth between science presentations.

During spring 2015 semester information about Graduate Education programs were emailed to thousands of potential students who already have continuing education credits through Adams State University. A mail campaign was initiated the same semester that was sent to all schools in Colorado with information about Adams State Online educational opportunities including TED Master's degree programs. The Colorado Mailers generated 29 new student admits in the Curriculum and Instruction degree program for fall 2015 semester start. A similar recruitment mailing process was conducted and sent to all schools in the State of New Mexico in the fall 2016.

## **Criteria 6: Faculty and program strengths and accomplishments**

- **Quality of the curriculum**
  - **Degree of alignment to recommendations of national organizations**

ASU has offered graduate level professional development credit for United States Satellite Laboratory courses since 2007. The need to provide STEM related programming through Master's Level Education degrees based on high demand led to further discussions on including United States Satellite Laboratory courses into the programming. United States Satellite Laboratory is considered highly reputable in the development of STEM educators as evident in a press release located on the NASA website dated March 24, 2015. United States Satellite Laboratory course development

includes content from the National Science Foundation, NASA, and the National Oceanic and Atmospheric Administration. As evident in the Endeavor Science Teaching Certificate Project Summary of Research, students demonstrated improved pedagogical content knowledge in the STEM disciplines and increased use of NASA content for instruction.

- **Accredited by external organization**

ASU TED undergraduate programs are accredited through the Colorado Department of Education (CDE) and the Colorado Department of Higher Education (CDHE).

- **Quality of physical, online, or other resources (equipment, software, facilities, etc.) required to deliver the program**

The TED purchased technology to support virtual collaboration for distant students wanting to join face-to-face courses delivered on campus.

The following technology and resources were purchased for the TED through the Project SEEDS grant:

- Three laptops
- 20 iPads with Storage Cart and Charging Ports
- 3D Pens
- SparkFun Kits
- Books
  - Y on Earth
  - SIOP
  - Desert Ecology
  - Miera Y aPacheco
  - The Dominguez-Escalante Journal

Additionally, the Department finds support to deliver programs by utilizing services from the following areas. The mission of the Academic Instructional Technology Center (AITC) serves to support the instructional technology needs of all faculty for both online and classroom instruction. The Center acts as the helpdesk technical support for all students and faculty using the institutionally supported technologies for online, hybrid and supplemental courses. Adams State University's Academic Instructional Technology Center offers support for faculty developing online courses, technology assistance for students and faculty using Blackboard, and campus instructional technology support. The Quality Matters Rubric is used to evaluate best practices associated with online course delivery.

The goal of the Graduate Student Success Center at Adams State University is to ensure academic success for graduate students at ASU by offering a variety of online and F2F services which include:

- Graduate Student Orientation
- Dedicated workspace and meeting space at East Campus
- Laptops for checkout
- Peer mentoring

- Academic workshops

Other services available to graduate students include:

- Nielsen Library
- Writing Studio
- Office of Graduate Studies

## **Criteria 7: Future potential the program**

- **Brief document from department presenting any specific proposals for program reconfiguration that includes associated costs, projections, evaluation metrics, etc.**

Due to the recent restructuring and sunseting of programs, ASU TED is focused on improving, refining, and enhancing what we currently offer that is aligned to the ASU 2020 Statutory Mission. The TED is brainstorming ideas for new programs involving research and professional development to meet the needs of educators in our geographical region while maintaining and enhancing our reputation and respectability.

- **Possible items to consider (this list is not comprehensive)**
  - **Opportunities to reconfigure or strengthen the program to the benefit of the university**
  - **Potential for program growth/adaptation with trends in the discipline, student needs, national trends, etc.**
  - **Potential for development of appropriate online presence**
  - **Potential for growth of interdisciplinary programs**
  - **Opportunities for collaboration or partnerships with other institutions**

As previously mentioned TED began reconfiguring the department and program offerings in July 2017 and sees many opportunities to continue to reconfigure or strengthen the program to benefit the university, department and students. Recent changes at the institutional level (e.g. attrition, retirement, program alignment) have prompted the teacher education department to reevaluate programming options at all levels. Examples of substantive program changes include the following:

1) The department has discontinued its partnership with PEBC/Boettcher Foundation to provide alternative licensure plus master's degrees under the Boettcher Teacher Residency (BTR). The Adams Rural Teacher (ART) Fellowship was developed in 2017 as a locally-controlled version of the BTR in order to continue to provide a pathway to alternative licensure for nontraditional teacher candidates wishing to pursue post-baccalaureate licensure and graduate study. Initially, this program was developed in partnership with the San Luis Valley BOCES, who served as the state-approved designated agency for alternative preparation. Upon further consultation with CDE regarding requirements for alternative licensure designation, the department elected to discontinue the ART fellowship in September 2017.

2) The Curriculum and Instruction with Adaptive Leadership emphasis was created in response to a need from teachers and school districts. Several teachers were interested in apply for the Boettcher Teacher Residency/Adams Rural Teaching (ART) Fellowship master's program; however, these teachers had been teaching for three or more years. The coursework for the BTR program was not appropriate for their needs. The department worked to create an alternative master's program focused on building teacher leaders that included an instructional coaching internship, followed by a mentoring/coaching internship. The ART Fellowship was offered in partnership with SLV BOCES and will not admit a new cohort in the Fall 2017.

3) The Department has undergone major reorganization within the unit as it relates to leadership and faculty. In May 2017 the Department Chair for the past 5-6 years stepped down and an Interim Department Chair entered the Department. The Department lost one faculty member before the beginning of the Fall 2017 semester and another will retire in December 2017. As a result this has created a significant need for tenure track faculty to provide consistency to the Department. The current structure of the Department includes an Interim Department Chair who will be replaced by a tenured faculty member from the Department. The Department structure will be the Department Chair (Dr. Stephanie Hensley) one tenured faculty (Dr. Tony Romero), one tenure track faculty (Curtis Garcia) and three visiting faculty. The goal for the 2018-2019 academic year is to hire two tenure-track faculty giving the department two tenured faculty, three tenure-track faculty and one visiting faculty.

4) Adams State has faced unique challenges related to enrollment, accreditation and financial strain. The impact of these institutional issues have impacted the Teacher Education program and as a result the Department engaged in discussions during the Fall 2017 surrounding program priority in order to meet students needs and the program mission. On August 30<sup>th</sup>, 2017 members of the ASU Teacher Education Department held their annual department retreat. The objective of this retreat was to discuss the Department's mission, vision, strategic plan and review the programs offered at ASU. As a result of this retreat the Department solidified their mission statement and program vision, developed a strategic plan for the 2017-2018 academic year and determined program offerings based on professional trends, demands and student needs, resulting in programs being sunset and while other programs will not seek to admit new students.

With the changes in educational leadership within the department, as well as the systems and structures that have been put in place in 2017, ASU has built a strong foundation upon which the preparation of educators can thrive in an underserved region.