

Teacher Education Department Undergraduate 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 30th, 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.

Undergraduate Programs

- Elementary Education
- Secondary; Science, Social Studies, Math, English, Business, World Languages
- K-12; Visual Arts, PE, Music
- Early Childhood Education
- K-12 Drama

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:

- 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**).

In order to develop a local teacher talent pipeline and address teacher shortages in the region, Adams State Teacher Education department recently designed a teacher cadet program for high school students in the San Luis Valley. This initiative, known as Project SERVE (Supporting Early Recruitment and Retention of Valley Educators), consists of developing and implementing a model of recruiting and supporting the development of high school juniors and seniors (cadets) who wish to become teachers. The objectives of this model are to:

Goal 1. Recruit and retain educators in high need areas while diversifying the teaching force for the San Luis Valley to include more candidates of Hispanic/Latino origin.

Goal 2: Develop a “grow your own” pathway into Adams State University’s teacher education program and career placement by working with school districts partners in the identification, training, and support of local teacher cadets.

Goal 3: Enhance professional development opportunities for teacher leaders who agree to serve as mentors of local teacher cadets. This model is founded on existing partnerships between Adams State University - a rural HUB serving the San Luis Valley (SLV) - and 14 surrounding rural school districts serving P-12 students in southern Colorado. Seven of the 14 school districts have agreed to pilot Project SERVE during the 2017-2018 school year (**ASU 2020: Goal 1, 2, 3 & 4**).

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.

As referenced and evidenced later in Criteria 3 of this report, TED is essential not only to the statutory mission of the institution, but to other degrees and departments as it contributes to preparing students in these content areas.

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**

Content Test: 5018 Elementary Education: Content Knowledge	
Academic Year	2014-2015
Overall Student Test Administrations	40
State Passing Score	163
Total Passing Scores	26
Total Failing Scores	14
Adams State University Average	174
State Average	168.66
Content Test: 5018 Elementary Education: Content Knowledgege	
Academic Year	2015-2016
Overall Student Test Administrations	43
State Passing Score	163
Total Passing Scores	29
Total Failing Scores	14
Adams State University Average	167
State Average	167.28
Content Test: 5038 English Language Arts: Content Knowledge	
Academic Year	2014-2015
Overall Student Test Administrations	9
State Passing Score	167

Total Passing Scores	8
Total Failing Scores	1
Adams State University Average	178
State Average	176.58
Content Test: 5038 English Language Arts: Content Knowledge	
Academic Year	2015-2016
Overall Student Test Administrations	10
State Passing Score	167
Total Passing Scores	8
Total Failing Scores	2
Adams State University Average	176
State Average	176.7
Content Test: 5081 Social Studies: Content Knowledge	
Academic Year	2015-2016
Overall Student Test Administrations	7
State Passing Score	150
Total Passing Scores	7
Total Failing Scores	0
State Average	163
State Average	165.82
Content Test: 5081 Social Studies: Content Knowledge	
Academic Year	2016-2017
Overall Student Test Administrations	4
State Passing Score	150
Total Passing Scores	4
Total Failing Scores	0
Adams State University Average	168
State Average	166.32
Content Test: 5161 Mathematics: Content Knowledge	
Academic Year	2014-2015
Overall Student Test Administrations	6
State Passing Score	160
Total Passing Scores	1
Total Failing Scores	5
Adams State University Average	135
State Average	153.17
Content Test: 5161 Mathematics: Content Knowledge	
Academic Year	2015-2016
Overall Student Test Administrations	4

State Passing Score	160
Total Passing Scores	3
Total Failing Scores	1
Adams State University Average	158
State Average	153.83
Content Test: 5435 General Science: Content Knowledge	
Academic Year	2014-2015
Overall Student Test Administrations	14
State Passing Score	152
Total Passing Scores	11
Total Failing Scores	3
Adams State University Average	163
State Average	163.86
Content Test: 5435 General Science: Content Knowledge	
Academic Year	2015-2016
Overall Student Test Administrations	5
State Passing Score	152
Total Passing Scores	2
Total Failing Scores	3
Adams State University Average	156
State Average	164.1
Content Test: 5002 Elem Ed: MS Reading Lang Arts Subtest	
Academic Year	2016-2017
Overall Student Test Administrations	43
State Passing Score	157
Total Passing Scores	26
Total Failing Scores	17
Adams State University Average	161
State Average	168.4
Content Test: 5003 Elem Ed: MS Mathematics Subtest	
Academic Year	2016-2017
Overall Student Test Administrations	44
State Passing Score	157
Total Passing Scores	24
Total Failing Scores	20
Adams State University Average	156
State Average	171.26
Content Test: 5004 Elem Ed: MS Social Studies Subtest	
Academic Year	2016-2017

Overall Student Test Administrations	43
State Passing Score	155
Total Passing Scores	22
Total Failing Scores	21
Adams State University Average	159
State Average	164.25
Content Test: 5004 Elem Ed: MS Social Studies Subtest	
Academic Year	2016-2017
Overall Student Test Administrations	43
State Passing Score	155
Total Passing Scores	22
Total Failing Scores	21
Adams State University Average	159
State Average	164.25
Content Test: 5005 Elem Ed: MS Science Subtest	
Academic Year	2016-2017
Overall Student Test Administrations	43
State Passing Score	159
Total Passing Scores	26
Total Failing Scores	17
Adams State University Average	160
State Average	167.06
Content Test: 5024 Education of Young Children	
Academic Year	2016-2017
Overall Student Test Administrations	4
State Passing Score	160
Total Passing Scores	2
Total Failing Scores	2
Adams State University Average	152
State Average	167.32
Content Test: 5101 Business Ed: Content Knowledge	
Academic Year	2016-2017
Overall Student Test Administrations	2
State Passing Score	154
Total Passing Scores	2
Total Failing Scores	0
Adams State University Average	177
State Average	170.04
Content Test: 5113 Music: Content Knowledge	

Academic Year	2016-2017
Overall Student Test Administrations	1
State Passing Score	161
Total Passing Scores	0
Total Failing Scores	1
Adams State University Average	155
State Average	166.84
Content Test: 5135 Art: Content and Analysis	
Academic Year	2016-2017
Overall Student Test Administrations	1
State Passing Score	158
Total Passing Scores	0
Total Failing Scores	1
Adams State University Average	157
State Average	163.89
Content Test: 5354 Special Ed: Core Knowledge Applic	
Academic Year	2017-2018
Overall Student Test Administrations	12
State Passing Score	151
Total Passing Scores	12
Total Failing Scores	0
Adams State University Average	179
State Average	172.45
Content Test: 5435 General Science: Content Knowledge	
Academic Year	2017-2018
Overall Student Test Administrations	7
State Passing Score	152
Total Passing Scores	6
Total Failing Scores	1
Adams State University Average	169
State Average	163.4

- **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 schools**

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**
 - **Service to gen. ed.**

The Induced Course Load Matrix highlights how the Teacher Education Department is educating its majors and providing service to other majors (i.e., Art, Biology, Business, Chemistry, English, HAPPS, HPPE, Math, Music, and Theatre). The table below summarizes the percent of Education credit hours completed by these majors as well as other majors combined which is an indication of the service provided to other content areas.

Year	Art	Bio.	Bus ns.	Che m.	Edu.	Eng.	HAP PS	HPP E	Mat h	Mus .	Thea tre	All Othe rs
2014 - 2015	59 (2.7 %)	39 (1.8%)	39 (1.8 %)	33 (1.5 %)	1378 (62.8 %)	122 (5.6 %)	64 (2.9%)	124 (5.6 %)	112 (5.1 %)	93 (4.2 %)	27 (1.2%)	105 (4.8 %)
2015 - 2016	60 (3%)	3 (0.2%)	18 (0.9 %)	33 (1.7 %)	1229 (62.4 %)	105 (5.3 %)	77 (3.9%)	170 (8.6 %)	63 (3.2 %)	138 (7%)	9 (0.5%)	64 (3.3 %)
2016 - 2017	53 (2.6 %)	12 (0.6%)	24 (1.2 %)	27 (1.3 %)	1536 (75.3 %)	69 (3.4 %)	48 (2.4%)	125 (6.1 %)	72 (3.5 %)	36 (1.8 %)	18 (0.9%)	20 (0.9 %)
Mea ns	57 (2.8 %)	18 (0.9%)	27 (1.3 %)	31 (1.5 %)	1381 (66.8 %)	99 (4.8)	63 (3.1%)	140 (6.8 %)	82 (4%)	89 (4.3 %)	18 (0.9%)	63 (3%)

- **Employment opportunities: national and state statistics**
- **10-year trend of graduates (3-year rolling averages)**
- **National, state, and local enrollment trends**

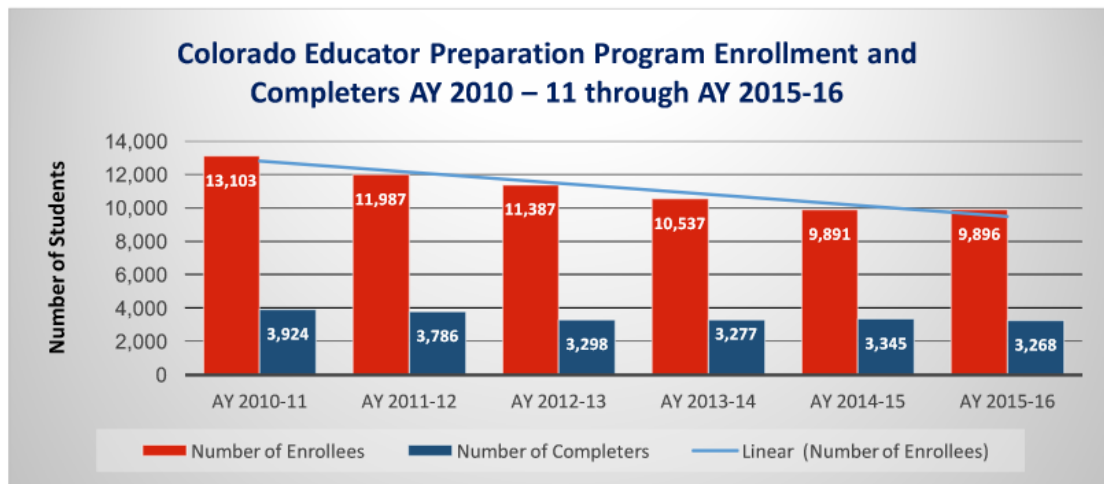
The following tables illustrate our department’s 3-year enrollment trends in relation to the broader enrollment trends of the university, as well as the survival ratios of students from year to year.

Enrollment Statistics				
	2014-2015	2015-2016	2016-2017	3-year mean
ASU Total Head Count	7597	6039	4675	6104
TED Head Count	273	255	225	251
TED Hours Generated	4772	4086	3941	4266
TED Mean hours generated per student	17	16	18	17

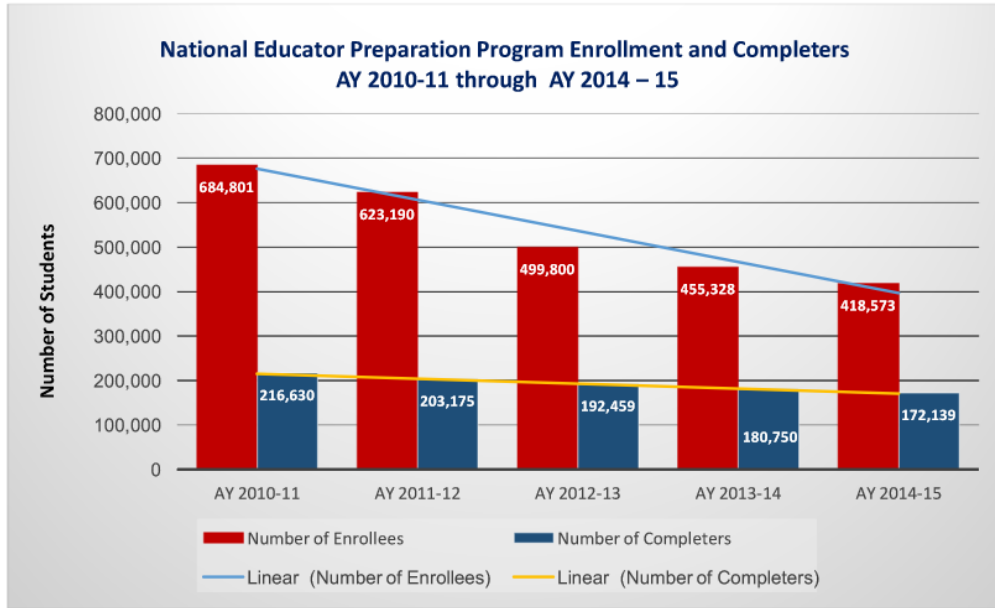
Survival Ratios				
	2014-2015	2015-2016	2016-2017	2-year mean
Adams State Total	7597	79%	77%	78%
TED	273	93%	88%	91%
TED Hours Generated	4772	86%	96%	91%

As the data suggests, the department of teacher education has had relatively stable student enrollment (and retention), despite dramatic decreases in total student enrollment at ASU. The mean survival ratio over the past 2 years is 91%. This is 13% higher than the institution's survival ratio of 78%. While not a retention rate, per se, this survival ratio of 91% can also be compared to the state average retention rate of 75%, demonstrating the strong position of the teacher education department with maintaining relatively high levels of students over time.

When compared to state and national data, these trends mirror broader declines in educator preparation enrollment. The charts below illustrate these trends between the periods of 2010-2016.



Source: The Colorado Department of Higher Education, *Educator Preparation Reports AY 2010-11 through AY 2015-16* and U.S. Department of Education, Office of Postsecondary Education. *Higher Education Act Title II Reporting System*.



Source: U.S. Department of Education, Office of Postsecondary Education (2015). *Higher Education Act Title II Reporting System*.

When viewed in terms of survival ratios, it becomes evident that ASU’s teacher education department is on-par with Colorado’s decline in educator preparation enrollment (mean 91% survival ratio for ASU, compared to 93% for Colorado – see table below).

Colorado Data						
Enrollment Statistics						
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5-year mean
Enrollment Statistics #	13103	11987	11387	10537	9891	11381
Completion #	3924	3786	3298	3277	3345	3526
Ratio of Completion to Enrollment	30%	32%	29%	31%	34%	31%

Survival Ratios						
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	4-year mean
Enrollment	13103	91%	95%	93%	94%	93%
Completion	3924	96%	87%	99%	102%	92%

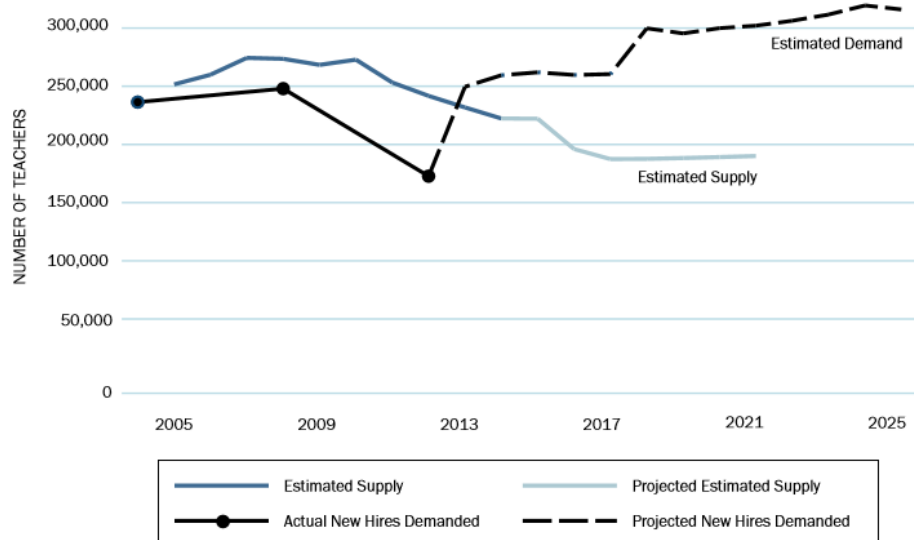
Meanwhile, the data indicate that Colorado and ASU are faring better than the national trends in educator preparation enrollment (mean survival ratio of 86% for nation – see tables below).

National Data						
Enrollment Statistics						
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5-year mean
Enrollment Statistics #	684801	623190	499800	455328	418573	536338
Completion #	216630	203175	192495	180750	172139	193038
Completion Rate	32%	33%	39%	40%	41%	36%

Survival Ratios						
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	4-year mean
Enrollment	684801	91%	80%	91%	92%	86%
Completion	216630	94%	95%	94%	95%	94%

Despite the steady decline of educator preparation enrollments at the national, state, and local levels, national trend data reveals that demand for teachers is expected to rise over the next 5-10 years. The figure below illustrates that the demand for teachers will nearly double between 2013 and 2025:

Figure 1
Projected Teacher Supply and Demand



Note: The supply line represents the midpoints of our upper- and lower-bound teacher supply estimates (see Figure 10 for full analysis).

Source: U.S. Department of Education, multiple databases (see Appendix A).

Given the dramatic increase in teacher-demand expected within the next decade, it is evident that the department and the institution must commit to recruiting and preparing educators to meet the demand of the field within our region, state and the nation.

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

While the recent trends in internal demand and external demand for teacher preparation are important to consider in the context of the evaluating academic programs at ASU, it is important to give equal, if not greater, consideration to the status of the teacher education department in fulfilling the statutory mission of the University itself- to provide teacher preparation in service to the region and the state. As indicated by national trend data on teacher demand, this mission will likely benefit the nation as well, as increases in teacher-demand continue to rise.

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

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

year	# of degrees awarded	degrees/full-time faculty
2012-13	Art Education K-12-2 HPPE K -12 -2 Math: Sec Ed-3 English Secondary-2 History/Govt SS Ed-6 Music Education-6 Elementary ED-46	67/12.18
2013-14	Art Education K-12-0 HPPE K -12 -6 Math: Sec Ed-1 Interdiscip/SPED-2 English Secondary-3 Chemistry/Science Ed-1 History/Govt SS Ed-5 HAPS SS Sec-1 Music Education-5 Elementary ED-31	55/10.1
2014-15	Art Education K-12-0 HPPE K -12 -2 Math: Sec Ed-2 Interdiscip/SPED-3 English Secondary-2 Music Education-2 Elementary ED-24	35/6.36
2015-16	Art Education K-12-3 HPPE K -12 -5	43/7.8

	Math: Sec Ed-3 Interdiscip/SPED-2 English Secondary-3 Chemistry/Science Ed-1 Music Education-6 Elementary ED-20	
2016-17	Art Education K-12-2 HPPE K -12 -4 Math: Sec Ed-0 Interdiscip/SPED-2 English Secondary-1 Business Education-1 Elementary ED-21	31/5.6
Total	231	42

- **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 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.

There will be credit hours not captured here as they are captured in emphasis/content areas (Math, HPPE, HAPS, Science, Music, etc.) and it is not broken down by education majors.

year	SCH	Total credit hours/academic year	SCH/FT Faculty
2012-13	ECE-460 Education-2078 SPED-1377	3915	712
2013-14	ECE-309 Education-1933 SPED-155	2417	440
2014-15	ECE-186 Education-1811 SPED-152	2149	391

2015-16	ECE-198 Education-1756 SPED-15	1969	358
2016-17	ECE-488 Education-1427 SPED-125	2040	371
Total/Average		12490/2498	2272/454

- **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**

Campus Service	Faculty #1	Faculty #2	Faculty #3
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
Service to Community & Community Engagement			
Boards		Center for Restorative Practices (CRP)	
Committees			
Task Force/Work	Teacher	Teacher	Teacher

Groups	Preparation Advisory Committee (TPAC)	Preparation Advisory Committee (TPAC)	Preparation Advisory Committee (TPAC)
Other			

Criteria 5: Cost & benefit of the program

The below calculations for budget are based on 4.5 full time faculty and 3 administrative positions.

Cost Type	Amount
Faculty Salaries	\$290,162
Faculty Benefits	\$105,715
Operating Expenses	\$36,000
Supervision	\$9,175
Exempt/Support Staff Salary	\$106,392
Exempt/Support Staff Benefits	\$46,984
Adjunct Compensation	\$34,000
Total Cost of Program	\$628,428

Metric	Amount
cost/FT faculty	\$114,260
cost/graduate	\$3,685.80
cost/SCH	\$307.98

- **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 (COTESOI).
- 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

Faculty and staff distributed TED flyers in local high schools, attended SAC meetings monthly, developed Project SERVE program with superintendents, participated in ASU high school visitation days and students orientation days.

Criteria 6: Faculty and program strengths and accomplishments

- **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 30th, 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.