

**College of Education**

**PROGRAM REVIEW AND ASSESSMENT**

**Annual Report**

**2018– 2019**

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# **Program Assessment Report for the College of Education**

## **Introduction**

The College of Education (COE) at University of the Southwest (USW) is working toward an annual review and evaluation of programming, enrollment, retention, persistence, and graduation. The COE experienced many changes over the 2018-2019 academic year, as has USW. In response to the many changes at the state level, specifically the New Mexico Public Education Department (NMPED), the COE has begun the process of program revisions.

The Board of Examiners for the New Mexico Public Education Department (NMPED) has a seven-year cycle to assess, evaluate, and review programs offered by the COE. From the time the initial Teacher Preparation Programs and advanced licensure programs received approval, the COE has maintained continued accreditation. The last program assessment and review occurred in September 2013, with the COE meeting all six standards. The next scheduled NMPED program review is scheduled for Fall 2020.

## **COE Overview**

During the 2018-2019 academic year the administration of COE developed an action-based mission from which all programmatic decisions and courses of actions stemmed. The College of Education has as its basic charge the preparation of undergraduate and graduate students for the education profession. In keeping with the university mission, the COE provides a high-quality learning experience in a supportive educational community of character that values faith, responsibility, and initiative.

The underlying purpose of the educational process is the development of aesthetic awareness, critical judgment, and creative expression through the rigorous pursuit of truth, the

development of an enlightened mind, and the development of the rigor of thought and investigation in a context of intellectual freedom and the university mission. The ultimate goal is the development of responsible individuals, who have moral integrity, faith in the Creator, intellectual honesty, social consciousness, and the ability and desire to render service to others.

## **COE Directives and Action Plans**

In order to accomplish this purpose, COE administration established the following minimum directives:

1. Prepare students for New Mexico licensure in Elementary and/or Secondary Education, Special Education, School Administration, School Counseling, and Educational Diagnostics based on a shared vision and coherent academic program that is consistent with the university mission and COE conceptual framework.
2. Prepare students to attain New Mexico endorsement in one or more of eight teaching fields.
3. Ensure students' commitment to the education profession and service to diverse populations.
4. Instill in students the motivation to provide community service.
5. Prepare students to meet the demands of the real-world challenges of careers in education, including the use of educational technology to help all students learn.
6. Ensure a high degree of knowing that emphasizes knowledge testing and application.
7. Foster respect for and understanding of diversity, global perspectives, and international issues that support learning for all students.

The COE administration also established the following action plan to give direction in the completion of its directives. The action plan was not all-encompassing, but instead served as a starting point for the development of vision and ongoing improvement in COE:

1. Ensure that education candidates are screened for academic preparation, professional dispositions, and commitment to the education profession.
2. Ensure requisite coursework, aligned with professional and state standards, is provided for licensure and endorsement attainment.
3. Provide sufficient field experiences, practica, and internships to prepare students for the "real world" of education careers.
4. Ensure student participation in accredited school programs that represent diverse student populations, including levels of income, culture, religion, language, gender, ethnicity, etc.
5. Include professional educators from area schools in the preparation process.

6. Design required academic activities designed to increase students' knowledge bases, research experiences, and awareness of current educational issues.
7. Model diverse teaching and learning strategies that actively engage students and reflect the natural learning cycle grounded in the research-based 4MAT System (McCarthy).
8. Develop a student-centered attitude based upon a person-centered philosophy of education.

The synthesis of the USW mission and the COE's conceptual framework creates a launching pad for a vision of professional education from which the COE faculty will expand the College's identity.

## College of Education Program Information

Housed within the College of Education are both graduate and undergraduate programs, and classes are offered in face-to-face, online, and hybrid formats. Several programs were “taught out” due to declining enrollment and/or lack of faculty (see previous annual reports for enrollment information). COE did not add new programs during the 2018-2019 academic year.

COE programming includes the following:

### *Master of Science in Education*

#### Professional Licensure Specializations:

- Education Administration
- Educational Diagnostics
- School Counselor

#### Non-Licensure Graduate Programs:

- Education Specialist
- Exercise Science
- Mental Health Counseling
- Special Education

### *Bachelor of Science*

#### Teaching Levels:

- Early Childhood Education
- Elementary Education
- Secondary Education
- Special Education

#### Non-Licensure Programs:

- Kinesiology

## College of Education Enrollment Information

### Master of Science in Education

During the 2018-2019 academic year the Master's in Mental Health Counseling and the Master's in Exercise Science transitioned to the College of Arts and Sciences. Both programs fit better within the arts and sciences disciplines, and recruitment and retention efforts were well-focused on the needs of these specific programs. As a result, both programs enjoyed an increase in enrollment as well as strong retention.

Pedagogical programming in COE remained the same. The following highlights the prior year's enrollment by program:

<b>Enrollment Term by Term for <i>Online Advanced Licensure Specializations</i></b>	<b>Fall-A 2018</b>	<b>Fall-B 2018</b>	<b>SP-A 2019</b>	<b>SP-B 2019</b>	<b>SU-A 2019</b>	<b>SU-B 2019</b>
Educational Administration	3	9	5	6	9	18
Educational Diagnostics	8	9	11	11	10	11
School Counseling	82	104	119	124	123	120
*Mental Health Counseling	13	13	12	13	9	7
<b>Advanced Licensure Total Students</b>	<b>106</b>	<b>135</b>	<b>147</b>	<b>154</b>	<b>151</b>	<b>156</b>
<b><i>Advanced Non-Licensure Specializations</i></b>						
Special Education	3	3	4	3	6	4
Exercise Science	3	6	7	5	4	2
<b>Advanced Non- Licensure Total Students</b>	<b>10</b>	<b>13</b>	<b>11</b>	<b>12</b>	<b>15</b>	<b>20</b>
<b>MSE Program Total Students</b>	<b>116</b>	<b>144</b>	<b>158</b>	<b>166</b>	<b>166</b>	<b>176</b>
*License acquired through the New Mexico Regulations and Licensing Board						

## Bachelor of Science in Education

COE enrollment in the bachelor-level programs has remained consistent with previous years' enrollments. During the 2018-2019 academic year the COE administration entered into an agreement with Hobbs Municipal Schools to offer coursework at a reduced rate to Hobbs Schools employees pursuing programming at USW. The outcome of this venture will reflect in future enrollments.

College of Education Undergraduate Enrollment 2018-2019 Academic Year		
Major	18UGFA	19UGSP
KES	56	52
ECE	2	1
ELEM	15	15
ELEM & SECOND	9	6
SECOND	22	17
SPED	10	6
<b>Total</b>	<b>114</b>	<b>97</b>



## Retention, Persistence, and Graduation

The following tables provide the retention, persistence, and graduation data for the MSE major areas of study. While the MSE graduate programs enjoy a strong retention rate and even growth, the undergraduate programming reflects a serious concern regarding retention.

Academic efforts moving forward will focus on regional relationships with school districts, create programming partnerships with various entities, and additional programming to provide support services to all traditional and non-traditional student in the undergraduate degree programs.

### College of Education Undergraduate Enrollment

Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions	Retention Rate
Fall-18	44	78	122	839	70	15	N/A
Spring-19	3	94	97	792	66	23	89%
Summer-19	0	11	11	18	2	2	35%
	<b>16</b>	<b>61</b>	<b>77</b>	<b>550</b>	<b>46</b>	<b>13</b>	<b>62%</b>

### College of Education Graduate Enrollment

Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions	Retention Rate
Fall(A)-18	40	76	116	399	67	11	N/A
Fall(B)-18	36	108	144	510	85	21	103%
Spring(A)-19	25	133	158	594	99	18	107%
Spring(B)-19	13	153	166	645	108	43	108%
Summer(A)-19	30	136	166	627	105	16	108%
Summer(B)-19	47	129	176	678	113	5	87%
	<b>32</b>	<b>123</b>	<b>154</b>	<b>576</b>	<b>96</b>	<b>19</b>	<b>103%</b>

## Assessment

### Bachelor of Science Program (BS)

**Overview.** The BS program offers four majors for TEP initial candidates: early childhood education, elementary education, secondary education, and special education. These four major areas of study prepare initial candidates for teaching licensure in New Mexico. In addition to the major area of study, initial candidates also select a teaching field (i.e., a minor area of study) to complete. The eight teaching fields include the following minors: mathematics, science, social science, language arts. The kinesiology/exercise science (KES/SS) major is a non-teaching/non-licensure area of study and began Fall 2015.

**Mission.** The mission of the BS program is to prepare students to become effective professionals who lead by serving others. This mission statement is inspired by the University's mission statement.

#### ***Program Goals and Objectives.***

**Goal 1** – Initial Licensure candidates will conduct their selves in a professional manner at all times.

**Objective 1** – Initial Licensure candidates are aware of and adhere to the state Professional Code of Ethics of the Education Profession of Educators.

**Objective 2** – Initial Licensure candidates are dependable and reliable.

**Objective 3** – Initial Licensure candidates dress and groom professionally.

**Objective 4** – Initial Licensure candidates use correct English/grammar.

**Courses:** EDU 3223 Classroom Management and Organization, EDU 4502 Field Experience II, EDU 4546 Intern teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 2** – Initial Licensure candidates will appropriately utilize a variety of teaching methods and resources for each area taught.

**Objective 1** – Initial Licensure candidates take into account the physical, social emotional, cognitive, and linguistic development of students when planning instruction.

**Objective 2** – Initial Licensure candidates develop lesson plans that include the appropriate standards and benchmarks, knowledge of the discipline, student diversity, the local community, and the district/state curriculum goals.

**Courses:** EDU 4113 Teaching in the Elementary School, EDU 4213 Teaching in the Secondary School, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the

2015-2016 academic year's PLO data.

**Goal 3** – Initial Licensure candidates will manage the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

**Objective 1** – Initial Licensure candidates manages the classroom to minimize distractions and disruptions in order to ensure the best use of instructional time.

**Objective 2** – Initial Licensure candidates develop and implement a classroom management Plan.

**Courses:** EDU 3223 Classroom Management/Organization, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 4** – Initial Licensure candidates effectively utilize student assessment techniques and procedures.

**Objective 1** – Initial Licensure candidates uses a variety of assessment tools and to help plan instruction and remediation and maintains documentation of student progress.

**Courses:** EDU 3523 Measurement and Evaluation, EDU Diagnostic and Corrective Reading, EDU 4502 Field Experience II, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 5** – Initial Licensure candidates will identify and incorporate the use of technology to achieve learning objectives in all disciplines within the schools' curriculum as appropriate.

**Objective 1** – Initial Licensure candidates encourage the development of student involvement, responsibility, and critical thinking skills by integrating technology in the classroom.

**Courses:** CSI 2203 Educational Technology, EDU 4502 Field Experience II, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 6** – Initial Licensure candidates recognize student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

**Objective 1** – Initial Licensure candidates is aware of and can apply best practices regarding individual differences, such as linguistic backgrounds, development levels, exceptionalities, gender, and other areas of diversity.

**Courses:** EDU Multicultural Learners & Literacy, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 7** – Initial Licensure candidates work productively with parents and community members.

**Objective 1** – Initial Licensure candidates communicates to parents, and community members, student progress, important events, and school activities.

**Courses:** EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 8** – Initial Licensure candidates provide accommodations and interventions that allow each student to succeed based on the individual learning needs.

**Objective 1** – Initial Licensure candidates adjusts lessons and strategies for students with exceptionalities with regard to academic levels, physical environment, and emotional needs.

**Courses:** SPED 2103 Introduction to Special Education, EDU 4502 Field Experience II, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 9** – Initial Licensure candidates comprehends the principles of student growth, development and learning, and applies them appropriately.

**Objective 1** – Initial Licensure candidates understand how children learn and develop, and provide leaning opportunities that support their cognitive, social, aesthetic, emotional, and physical development.

**Objective 2** – Initial Licensure candidates develop curriculum and implements instructional strategies appropriate to the development levels of each child, leading to continuous progress.

**Courses:** PSY 2213 Educational Psychology, EDU 4502 Field Experience II, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 10** – Initial Licensure candidates accurately demonstrate knowledge of the content area and approved curriculum.

**Objective 1** – Initial Licensure candidates appropriately utilize a variety of teaching methods and resource for each area taught.

**Courses:** EDU 4113 Teaching in the Elementary Schools, EDU 4213 Teaching in the Secondary Schools, EDU 4413 Reading in Content Area, EDU 4502 Field Experience II, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 11** - Initial Licensure candidates communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

**Objective 1** – Initial Licensure candidates communicate effectively and facilitate the communication skills of all students.

**Courses:** EDU 4502 Field Experience II, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

## **Master of Science in Education (MSE)**

**Overview.** The MSE program offers five specializations for advanced candidates: School Counseling, Educational Diagnostics, Educational Administration, Education Specialist, and Special Education.

Three specializations help prepare advanced candidates for professional licensure in New Mexico through the NM-Public Education Department: School Counseling, Educational Diagnostics, and Educational Administration.

Two specializations do not lead to professional licensure: Education Specialist and Special Education

**Mission.** The mission of the MSE program is to prepare students to become effective professionals who lead by serving others. This mission statement is inspired by the University's mission statement.

### ***Program Goals and Objectives.***

The MSE program evaluation is comprised of five main goals with one or more objectives to demonstrate the level of mastery of the goals. The MSE goals align with institutional student learning outcomes (SLOs) and the University mission. The constructs for the five goals include (a) knowledge, (b) critical thinking, (c) communication, (d) service, and (e) integrity. The MSE goals and the University SLOs also embody the spirit of USW's Mission.

### ***MSE Program Goals, Objectives, and Assessments.***

**Goal 1 (Knowledge) – All advanced candidates will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across their choice of varied disciplines.**

**Objectives:**

1. Demonstrate a *knowledge* of core and specialization classes in all advanced programs.
2. Demonstrate the *skills* and understanding of the requirements needed to work effectively with students/clients in their area of Specialization.
3. Demonstrate the *dispositions* required of a professional in their area of Specialization.

**Assessments:**

1. All advanced candidates are required to have earned a minimum 3.0 GPA for their master's degree.
2. All advance candidates will participate in advanced practica/internships or a written comprehensive exam.

**Goal 2 (Critical Thinking) – All advanced candidates will demonstrate the ability to access and interpret information, respond and adapt to changing situations, make complex decisions, solve problems and evaluate actions.**

**Objectives:**

1. Demonstrate the ability to understand, apply and analyze information from core curriculum areas to address the needs of a wide range of diverse populations.
2. Demonstrate the ability to implement scholarly research, critical thinking, and writing skills to make decisions for the populations with whom they interact.

**Assessment:**

1. All advanced candidates are required to earn a grade of *B* or better in an educational research course (i.e., EDU 5523 or EDMH 5523).
2. All advance candidates will participate in advanced practica/internships or a written comprehensive exam.

**Goal 3 (Communication) – All advanced candidates will demonstrate the ability to communicate clearly and effectively in both an oral and written format.**

**Objectives:**

1. Demonstrate the ability to communicate professionally with all stakeholders.
2. Demonstrate the ability to serve as a resource to facilitate and make presentations.

**Assessments:**

1. All advance candidates will participate in advanced practica/internships or a written comprehensive exam.
2. All advance candidates will take professional education coursework designed for their degree. EDSC 5213 (SC), EDI 5123 (C&I), EDMH 5213 (MHC).

**Goal 4 (Service) – All advanced candidates will demonstrate awareness and understanding of the skills necessary to serve others and their community in a diverse and changing world.**

**Objectives:**

1. Demonstrate the ability to work with all stakeholders to create a professional environment that supports achievement, improvement, and growth.
2. Demonstrate the ability to use multiple measures to assess and document growth, evaluate effectiveness, and meet the needs of a diverse population.
3. Demonstrate the ability to provide resource materials and expertise dealing with issues affecting stakeholders.

**Assessments:**

1. All advance candidates will participate in advanced practica/internships or a written comprehensive exam.

**Goal 5 (Integrity) – All advanced candidates will demonstrate awareness and understanding of ethical standards of their profession.**

**Objectives:**

1. Demonstrate ethical behavior based on the ethical standards of their profession.

**Assessments:**

1. All advance candidates will participate in advanced practica/internships or a written comprehensive exam.

## Course Coverage

To adequately staff the COE's BS and MSE courses, the following faculty are employed for the academic year 2018-2019: 9 full-time faculty; and 8 adjunct faculty. Of the 7 full-time faculty, 100% have an earned PhD or EdD and of the six undergraduate adjunct faculty, 100% have master degrees.

College of Education - 2018- 2019 AY Faculty Course Coverage												
Faculty member	Highest Degree	Primary Academic Content Area(s)	Secondary Academic Content Area(s)	Professional Expertise Area(s)	Level	Status	Total Student Credit Hour Production in College of Education			Total Tuition Credit Hour Production	Load Factor 2**	Load Factor 1*
							Summer Semester	Fall Semester	Spring Semester			
							GR/UG	GR/UG	GR/UG			
Jeri Midgley	PhD	School Counseling	C&I	School Counselor	Associate	Non-Resident Full-Time	393	612	711	1716	572	34
Tamika Hibbert	EdD	School Counseling	C&I	School Counselor	Associate	Non-Resident Full-Time	297	444	381	1122	374	22
Mark Bullock		School Counseling	Education	School Counselor	Instructor	Adjunct	198	0	84	282	94	6
Marianne Westbrook	PhD	Psychology	Mental Health Counseling	Psychologist	Instructor	Adjunct	111	0	0	111	37	2
Carol Brennan	PhD	Mental Health	Education	Mental Health Counselor	Associate	Resident Full-Time	0	318	45	363	121	7
Alan Lobaugh	PhD	Mental Health	Religious Studies	Pastor/Mental Health Counselor	Instructor	Non-Resident Full-Time	0	321	0	321	107	6
Reece Biancoe	EdD	Administration	C&I	Educator	Assistant	Resident Full-Time	30	72	69	171	57	3
Scarlet Clouse	EdD	Administration	Diagnostician	Educator	Associate	Resident Full-Time	114	379	275	768	256	15
Virginia Vigil	PhD	Leadership	Education	Administration	Instructor	Adjunct	72	0	0	72	24	1
David Arnold	DBA	Business	Educational Administration	Administration	Associate	Resident Full-Time	15	0	0	15	5	0
Heidi Wassermann	MS	Dianostician	Education	Diagnostician	Instructor	Adjunct	0	27	39	66	22	1
Mary Harris	EdD	Administration	SPED	Educator	Professor	Resident Full-Time	162	258	126	546	182	11
Larry Guerrero	EdD	Education	Kinesiology	Educator	Professor	Resident Full-Time	21	141	60	222	74	4
Stephanie Latham	EdD	Education	Kinesiology	Educator	Instructor	Adjunct	0	48	141	189	63	4
Erica Armstrong	MS	Administration	C&I	Educator	Instructor	Resident Full-Time	0	0	174	174	58	3
Keisha Tipton	MS	SPED	Early Childhood	Educator	Instructor	Adjunct	3	0	0	3	1	0
Jessica Becker	MS/Med	Health, Recreation	Education	Coach/Educator	Instructor	Resident Full-Time	15	198	189	402	134	8
							1431	2818	2294	6543		

\*Factor Load 1 is Total Credit Production/17 (17:1 Student Ratio) for Number of Courses Taught

\*\*Factor Load 2 is Credits/3 for Total number of Students



Data from the table above highlights the coverage of instructors throughout the 2018-2019 academic year. Typically, instructors are contracted to teach 8 courses within an academic year. Future faculty decisions will take into consideration the overload carried by the full-time faculty members in the School Counseling program. While other full-time faculty maintain appropriate teaching loads consistent with expected academic contracts, the administration will continue to assess faculty needs in relationship to program growth and future program development.

## **Data-Driven Decisions for Continuous Improvement**

College of Education administration continue to make administrative decisions based on program-related data. The following are identified changes anticipated for the 2019-2020 academic year:

- Review and develop a faculty-identified mission and vision for COE, specifically highlighting the values of the faculty within the statements and additional assessment tools.
- A more complete measurable and systematic system for accurate data collection extended through program objectives, course objectives, and assignments for each program.
- Development of program and student teaching/practicum, internship handbooks and necessary paperwork.
- Implementation of a college-wide, portfolio-based assessment method at the program level for students completing masters' degrees.
- Review enrollment and enrollment trends both within the College and throughout the region. Consider modification of all programs to better address the needs for educators within the area and across the nation.
- Explore non-traditional partnerships to address the need for educators across the region.
- Hire an additional faculty member for the MSE in School Counseling.

## **Executive Summary**

While the information within this report provides a glimpse into the COE programs' current positions, it does not include detailed programmatic assessments. The current data shows positive results from the reassignment of the Mental Health and Exercise Science programs. Additionally, it appears that graduate programming is somewhat consistent in enrollment. Programming concerns include the enrollment and retention in the undergraduate programs. Focus is needed to better develop the COE undergraduate identity both on campus and throughout the region.

Future efforts will include the development of a detailed assessment infrastructure, the creation of a co-curricular support system for undergraduate students, a focused development of the admissions and student support process at both the undergraduate and graduate level, and an ongoing professional development focus on quality course construction and instruction.