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UNM Academic Program Review

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Fall 2017

Elementary Education 2017 Los Alamos Self-Study & Documents

University of New Mexico - Los Alamos Campus

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Academic Department and Program Review

2016-2017 Academic Year

The Academic Program Review process at UNM-Los Alamos has been developed to complement the on-going institutional effectiveness process and to become a vital part of institutional planning. The program review is a comprehensive, systematic method of evaluation and review of achievement conducted every 3 years within academic programs for the following purposes:

1. To improve teaching and learning
2. To evaluate and analyze current practices
3. To promote faculty discussion about curriculum within a program
4. To ensure that program planning is related to goals at the institutional, programmatic, and course levels
5. To evaluate program support in the areas of technology, equipment, supplies, facilities and staffing

The program review process at UNM-LA is comprehensive and cyclical and consists of the following components:

1. The development of a written report by program faculty and Department Chair
2. Submission to Institutional Effectiveness Committee
3. Recommendation report from the IE committee to the department
4. Submission to Dean of Instruction for review
5. Recommendation from the Dean of instruction to the department
6. Response from the department about planned changes as a result of the process

The following information will be considered during the review for each department and program.

- Overview of the department including disciplines and programs
- Mission of the department
- Mission of each program being reviewed
- Goals for each program being reviewed
- Curriculum
- Continuous improvement (Assessment)
- Students
- Faculty
- Resources and planning
- Facilities
- Program comparisons and articulation with UNM or other entities if appropriate
- Summary and future direction

I. Introduction, Background, and Mission

Provide a brief description of your department including disciplines and programs within the department by completing the areas below.

General Information

Date of submission

August 2017

Name and Description of Department. Please include names of all degree programs within the department.

Pre-Professional Elementary Education, AA degree

History of Programs: Please provide information about each program being reviewed, including known history, date started, etc.

History unknown to current Program Coordinator

Please describe any advisory committees for programs being reviewed, and list names of members. Also indicate if there is no advisory committee and if one is planned.

No advisory board for degree

Do you have outside accreditations or do you plan to pursue them? If not please indicate that you do not have external accreditations.

No outside accreditations

Provide a summary of the last Academic Program Review for the department and each program being reviewed this year. Include the date it was conducted, a summary of the findings, and a summary of the action plan made as a result of the recommendations, as well as any actions you have taken.

This is the first Academic Program Review for this degree.

Provide the mission and vision of both the department and **each program** being reviewed. How does this vision and mission support UNM-LA's mission and goals, as well as the mission and goals of UNM? How does the program benefit the students from the area? When the students complete the program, will they likely transfer or find a job? What types of jobs will they be prepared to find?

(from the UNM-LA catalog 2016-2017) PROGRAM MISSIONS

For the Associate's degree:

This degree program is designed for the student who is planning to transfer to a baccalaureate program upon completion, or who wants to work as a school aide. It is the student's responsibility to contact his/her education advisor at the four-year institution of his or her choice before registering for courses in the degree program. At UNM, Elementary Education students are required to complete a 24 credit hour concentration-teaching field.

For Certificate:

This Certificate is designed to meet Level III/Paraprofessional licensure for educational assistants. It is the student's responsibility to contact his/her education advisor before registering for courses in the Certificate program.

II. Program Goals

Complete for each Academic Degree program and certificate:

Program 1.

Full Official Name of Academic Program.

AA Pre-Professional Elementary Education

List the learning goal(s) (measurable) for the Academic Program:

No current learning goals identified for this program.

Explain the manner in which learning goals are communicated to students and provide specific examples.

No current learning goals identified for this program.

Provide examples of how satisfaction of the program goals serves constituents.

No current learning goals identified for this program.

Provide examples of outreach and/or community activities offered by the program including any conferences, speakers, community service, and community participation at events. Provide an assessment of these outside activities.

No current outreach activities for this program.

Program 2.

Full Official Name of Academic Program.

Certificate- Pre-Professional Elementary Education

List the learning goal(s) (measurable) for the Academic Program:

No current learning goals identified for this program.

Explain the manner in which learning goals are communicated to students and provide specific examples.

No current learning goals identified for this program.

Provide examples of how satisfaction of the program goals serves constituents.

No current learning goals identified for this program.

Provide examples of outreach and/or community activities offered by the program including any conferences, speakers, community service, and community participation at events. Provide an assessment of these outside activities.

No current outreach activities for this program.

III. Teaching and Learning: Curriculum

Curriculum

In the first box, list all catalog courses which are service courses in the department. This would include courses taught by the department which are general education courses or other courses for general use, and not necessarily for a specific degree in the department. For areas such as Math and Communications, this would include most of the courses. In the remaining boxes, list courses which are specific to departmental degrees. Do not include courses taught by a different department. Indicate how many sections were successfully offered during each of the last six semesters (3 years); include courses that have not been taught at all. Please mark all general education core classes.

Department Service Courses:

Course Number	2016-2017		2015-2016		2014-2015		2013-2014	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring

Program Name: AA Pre-Professional Elementary Education

Course Number	2016-2017		2015-2016		2014-2015		2013-2014	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
60 CR HRS								
ANTH 101						X		X
ANTH 130					X		X	
CJ 130			X		X	X	X	X
CJ 220								
ECON 105			X		X	X	X	X
ECON 106			X		X	X	X	X
EDUC 124								
EDUC 183								
EDUC 296								
ENGL 110			X		X	X		
ENGL 120			X		X	X		
GEOG 102								
HIST 101			X		X	X	X	
HIST 102			X		X	X	X	X
HIST 161			X		X			
HIST 162						X		X
HIST 260								
LING 101								
MATH 111								
MATH 112								
MATH 121			X		X	X	X	X
MATH 123			X		X	X	X	X
MATH 150			X		X	X	X	X
MATH 162			X		X	X	X	X
MATH 215								
NTSC 261L								
NTSC 262L								
NTSC 263L								
POLS 200								X
POLS 220								
POLS 241								
PSY 105			X		X	X	X	X
SOC 101			X		X	X	X	X
STAT 145			X		X	X	X	X

Please describe the general education requirement for this program.

Please describe the delivery mode for delivering classes in this program.

Program Name: Certificate- Pre-Professional Elementary Education

Course Number	2016-2017		2015-2016		2014-2015		2013-2014	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
32 CR HRS								
ANTH 101						X		X
ANTH 130					X		X	
ARTE 214								
ARTH 101								
ARTH 201			X		X		X	
ARTH 202						X		X
ARTH 251								
BIOL 110								
BIOL 123			X		X	X	X	X
BIOL 124L			X		X	X	X	X
CHEM 111						X	X	X
CJ 130			X		X	X	X	X
CJ 220								
CT 102			X		X	X	X	X
DANC 105								
ECON 105			X		X	X	X	X
ECON 106			X		X	X	X	X
ENGL 110			X		X	X		
GEOG 102								
HIST 101			X		X	X	X	
HIST 102			X		X	X	X	X
HIST 161			X		X			
HIST 162						X		X
LLSS 183								
MATH 111								
MATH 121			X		X	X	X	X
MUS 139						X		X
MUS 172								
MUSE 298								
NTSC 261L								
POLS 110								
POLS 200								X
PSY 105			X		X	X	X	X
SOC 101			X		X	X	X	X
SPAN 101			X		X	X	X	X
THEA 122								

Please describe the general education requirement for this program.

Please describe the delivery mode for delivering classes in this program.

IV. Teaching and Learning: Continuous Improvement

Has a Program Assessment Plan been created and submitted for each program in the department?

YES NO NA

If "YES", please give date of submission for each and explain any changes you have made or expect to make to each plan. **(Please attach all plans to the end of this review document.)**

If "NO", when do you expect to have each plan completed?

Program is under review to discover if it remains a viable program for our campus. If the program remains, we will put a report into place for the F18-S19 year after any program changes have been put through a curriculum overflow process to align it with main campus's education program.

Has a Program Assessment Report been submitted for each program (currently being reviewed) in the department? (Please attach the most current Assessment Report to the end of this review.)

YES NO NA

If "YES", give the date of submission for each. **(Please attach the latest report to the end of this review document.)**

If "NO", when do you expect to have each report completed?

If the program remains, we will put a report into place for the F18-S19 year after any program changes have been put through a curriculum overflow process to align it with main campus's education program.

What are the student Learning Outcomes for each program being reviewed?

No current student learning outcomes identified for this program.

How are the student Learning Outcomes for each program being reviewed communicated to faculty? To students?

No current student learning outcomes identified for this program.

What are the direct and indirect methods for assessing the student Learning Outcomes for each program being reviewed?

No current student learning outcomes identified for this program.

Does the use of assessment processes result in continuous improvement in the program/unit?

YES NO

If yes, describe any changes being planned as well as the recent improvements that have come about in response to needs identified through these evaluation processes:

If no, outline your plans for incorporating needed improvements (as identified by your assessment) into your program.

To create a plan for the program for F18-Sp 19

Overall, how is the department/**program** engaged in a cohesive process of continuous improvement? How do you monitor the effects of the changes made?

No current student learning outcomes identified for this program.

V. Students

Please answer these questions about each program within your **PROGRAM**. (Enrollment, Retention, Graduates and Licensing Exams)

Degree Program Name: AA Pre-Professional Elementary Education

Academic Year (At least Past Three Years)	Fall number of Majors	Spring number of majors	Number of Annual Graduates	Name of State or National Licensing/Certification Examinations, # of Students Taking Examinations, and % of Students Passing Examinations for each academic year IF APPLICABLE		
				Name of Examination	Number of students taking exam	Number of students passing exam
2016-2017	0	0	0			
2015-2016	0	0	0			
2014-2015	0	0	0			

Degree Program Name: Certificate- Pre-Professional Elementary Education

Year (At least Past Three Years)	Fall number of Majors	Spring number of majors	Number of Annual Graduates	Name of State or National Licensing/Certification Examinations, # of Students Taking Examinations, and % of Students Passing Examinations for each academic year IF APPLICABLE		
				Name of Examination	Number of students taking exam	Number of students passing exam
2016-2017	1	1	1			
2015-2016	1	1	0			
2014-2015	0	0	0			

Course Completion Rates

Please enter all courses taught by the department on excel spreadsheet. See excel spreadsheet labeled "Course Completion Rates" to enter and interpret Data. Include spreadsheet as part of your Program Review package.

Please describe any observed trends in the enrollment and retention of students in the program. Include your comments about the percentages of Dual Credit students (non-paying) in your observations.

Advisement and Support

Provide a description of program advisement for students.

Campus advisors offer advisements to any student enrolled in the program.

Describe any student support services that are provided by the program.

None.

Describe any student success and retention initiatives in which the program participates.

None.

VI. Faculty

Please answer these questions about your department.

Number of Continuing Faculty:

3 for Communications Department but none for Programs

Number of Part Time Faculty:

8

Do the programs in the department have a “champion?” This could be a department/program chair or a volunteer. YES NO

If Yes, please enter name(s) for each program.

Program Coordinator: Mickey Marsee (beginning Fall 2016)

Please list all existing support positions: (Example: Lab Tech)

none

Is the number of personnel adequate to support your department and program areas?

YES NO

If “NO”, explain below.

Currently we have no faculty to teach education classes.

Provide information about professional development activities of faculty within the department, particularly continuing faculty.

Faculty participate in Faculty Orientation two times a year and are provided 6-8 Faculty Assembly events a year.

Does the evidence exist to show that faculty members teaching in this department have involved themselves with our in-service training (Faculty orientation and/or Faculty Assembly events) and other professional development?

YES NO

If “NO,” please explain:

Provide information about any research/creative work activities of faculty within the department, particularly continuing faculty.

None at this time.

Please complete the faculty information in the following table, including faculty credentials and courses each faculty has taught.

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Department: **This information is for the Communications Department—the Programs do not have any faculty**

Academic Term(s) Included: **Fall 2013-Spring 2017**

Date Form Completed:

Complete the following table with faculty names (both core and TPT) and highest degree for each. Are Academic credentialing forms and transcripts and/or copies of relevant certifications on file?

Faculty Name	C, TPT D, UN, UT List all that apply	Courses Taught for the last 3 academic years (Include term & course number) List all that apply	Academic degrees & graduate coursework (if needed to qualify to teach); Include certifications, work experience if needed to qualify to teach a course	Completed Academic Credentialing form	Transcripts on file	Copies of certifications on file IF APPLICABLE
Civale, Mariana	TPT	SPAN 101, 102	BA-Journalism (1984), BA- Anthropology & Spanish (2009); MA-Hispanic Literature (2015)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Giesler, Maryjane	C	ENGL 110, 111, 112, 120; CJ 130	BA-American Lit, Secondary Ed (1967); MA-British Literature (1969)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Hardy, Catherine	TPT	ENGL 111, 112, 113, 120; UNIV 101	BA-English (1981); MFA-Creative Writing (poetry)(1983); PhD- English (1990)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Marsee, Michele	C	CJ 130; ENGL 110,111, 112, 120, 220, 219; COMP 224; CLST 107; UNIV 101	BA-English Lit (1990); MA- Rhetoric & Writing/Lit (1992); PhD-Rhetoric/Professional Writing & the Novel (1996)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Moore, Patricia	TPT	SPAN 101, 102, 103	BA-Spanish/English (1985); MA- English (1988); Certificate Alternative Licensure Program (ALP)-Secondary Ed (Northern NM- 2012); Certificate AP- Spanish Language (NM Highlands Univ-2014)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Smith, Lauren	TPT	ENGL 110, 112, 113, 120	BA-French (1981); MA-English & Linguistics (1991)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

Stidham, Zandree	C	LING 101; ENGL 110, 113, 120, 219; UNIV 101	BA-English & Biology (2002); MA-English (Rhetoric & Comp)(2004); PhD-Education (Language, Lit, and Comp)(2010)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Stupka, Ericka	TPT	CJ 115, 130, 221, 225	BA-Communication (Minor-Spanish)(2010); MA-Communication (2012)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

C, TPT: Core, Temporary Part-time (adjunct); D, UN, UT: Developmental, Undergraduate Nontransferable, Undergraduate Transferable

VII. Resources and Planning

Part of the program review is to determine how much the program costs the institution.

Financial Information

Is the budget/expense information available to department and program chairs?

YES NO

What was the total budget for the department including adjunct faculty (TPT) for the academic year?

	2016-2017	2015-2016	2014-2015	2013-2014
Amount budgeted for the year		\$84,117		

Indicate departmental (program courses and/or departmental support courses) enrollment for the past 4 years for fall and spring.

Numbers	2016-2017		2015-2016		2014-2015		2013-2014	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Course Enrollments (number of students)	478	431	500	423	444	320	481	351
Total Course Enrollments for Academic year	909		923		764		832	
Percentage of students who were dual credit								
	2016-2017		2015-2016		2014-2015		2013-2014	
	Spring	Fall	Spring	Fall	Fall	Spring	Fall	Spring
Student Credit Hours for Department/Program	1438	1296	1500	1287	1332	960	1440	1053
Total Student Credit hours for Academic year	2734		2787		2292		2493	
Percentage of students who were dual credit								

Please give an approximate cost of the department per credit hour. (Amount expended ÷ number of credit hours generated) for each academic year.

	2016-2017*	2015-2016	2014-2015	2013-2014
Amount expended for the year				
Cost per credit hour		56.79	73.42	69.32

*to date

Comments: Please discuss the cost per credit hour and how this could be affected by the percentage of dual credit students in the courses.

--

Library Resources

Describe the library resources that support the program's academic and research initiatives.

NA

Advisory Boards

Do any the programs under review have advisory boards?

YES NO

If yes, how are the boards utilized for planning purposes?

External Funding

Has the department pursued any external sources of funding such as grants?

YES NO

Please explain.

Does the department have any plans to pursue external sources of funding?

YES NO

Please explain.

Indicate the approximate amount of fee dollars generated for the last 3 years.

Fall semester Course Number	2016	2015	2014	2013
	Online 6,548 Live did not charge fees	Online \$9,650 Live \$2,080	Online \$8,450 Live \$1,660	NA
Spring Semester Course Number	2017	2016	2015	2014
	Online 9,000 Online 6,548 Live did not charge fees	Online 6,548 Live did not charge fees	Online 11,950 Live did not charge fees	Online \$7,250 Live –did not get to yet

Is adequate financial support available to meet the needs of this program?

YES NO

If "NO", please explain.

We do not have funding available at this time to hire an EDUC instructor or Math 111 & 215 Instructor

VIII. Facilities

Facilities and Equipment

Briefly describe the facilities occupied by your Department/Academic program. (i.e. classrooms, offices, labs, etc.)

The Academic Program does not occupy any facilities other than the office of the Coordinator, Mickey Marsee.

Is the space adequate to support the mission of your program for day and evening classes, if applicable?

YES NO

If no, please explain

Briefly describe current types equipment (does not need to be extremely detailed) used by your Department/Academic program and indicate.

The Program does not currently use any equipment.

Is the equipment adequate to support the mission of your program for day and evening classes, if applicable?

YES NO

If no, please explain

IX. Program Comparison and Articulation with UNM

When appropriate, describe how the program being reviewed aligns with program requirements at UNM.

1. The Program does not align to main campus:
 - a. we offer it as an AA whereas main campus's degree is a BS degree
 - b. we do not offer Math 111 or Math 215 or EDUC 183: Introduction to Education which are the only two courses that distinguish this from an AA in Liberal Arts
 - c. UNM-ABQ Education Department has not returned calls to meet to work through a degree alignment

Provide information on the distinguishing characteristics of the program being reviewed and discuss the program in comparison with other programs such as number of faculty, students, etc.

We do not have the resources to fund a position in Education as a mentor or to fund teaching EDUC 183 once every few years since there are few students in the program.

X. Summary and Future Direction

After completing the above review of your program, synthesize the data you have provided, focusing on both the program's strengths and weaknesses. Answer the following questions:

- a. Is the program contributing to the mission/strategic plan?

See "g." below

- b. Is the program contributing to the general education of students?

See "g." below

- c. Describe the overall strengths of the program.

See "g." below

- d. Describe the overall weaknesses (opportunities for improvement) of the program.

See "g." below

- e. Within existing resources, how can the program be improved, more students recruited, and obtain certification (if applicable)?

See "g." below

- f. Describe actions to be taken as a result of this review, including instructional resources and practices, and curricular changes to be made.

See "g." below

- g. What is your vision for the future of this program?

I recommend that the AA in Pre-Elementary Education and the Certificate in Pre-Elementary Education be deleted from the catalog for the following reasons:

2. We have had only 1 graduate in 5 years: a certificate.
3. The Program does not align to main campus:
 - a. we offer it as an AA whereas main campus's degree is a BS degree
 - b. we do not offer Math 111 or Math 215 or EDUC 183: Introduction to Education which are the only two courses that distinguish this from an AA in Liberal Arts
 - c. UNM-ABQ Education Department has not returned calls to meet to work through a degree alignment
4. We do not have the resources to fund a position in Education as a mentor