EDUCATIONAL ASSISTANT

INSTRUCTIONAL
PROGRAM REVIEW

NORTHLAND PIONEER COLLEGE
DIVISION OF LIBERAL ARTS

EDUCATIONAL ASSISTANT

INSTRUCTIONAL
PROGRAM REVIEW

JULY 1999

NORTHLAND PIONEER COLLEGE

COMMITTEE MEMBERS:

Pat Wolf, Dean of Liberal Arts
Dr. Judith Doerr, Vice President for Instruction
Heidi Fulcher, Division Director of Developmental Services
Claude Endfield, Program Chair, ECD/EDU
Alice Hoppe, Co-chairperson of the EDU Advisory Council
Dr. Carl Heilman, vice President for Student Services
Chuck Kermes, Associate Dean, Instructional Support Services (Ex Officio)

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LEVEL II DOCUMENT
NPC INSTRUCTIONAL PROGRAM REVIEW

PART I: PROGRAM/PREFIX DATA

Name of Program or Prefix: **Educational Assistant** (includes all EDU prefixed courses)

Division Dean/Program Director: Pat Wolf, Division Dean, Liberal Arts
                                    Claude S. Endfield, Program Chair

Academic Year Review Completed In *1997 - 1998*

A. Program/Prefix Characteristics

1.   List the programs for which this prefix (or cluster of prefixes) provides 15 or more hours

Name	Number of Credit Hrs	Degree	Certificate
Educational Assistant	64 credits	Associate of Applied Science Degree	
Educational Assistant	31 credits	Certificate of Applied Science in Educational Assistant	

(See Appendix A: A listing and description of Educational Assistant Program Courses.)

2.   Employment projections over three years in service/regional area in programs for which this prefix provides more than 15 credit hours.

Students who enroll in the EDU courses (modules) are either currently employed in a school setting, Kindergarten through 12th grade, or volunteer in an educational setting. Local career opportunities exist in all NPC district communities as well as statewide.

3a.   Where are similar programs/prefixes available in the state? (Check all that apply)

        X Community Colleges   _____ Proprietary

        X 4 Year   High School

        _____ Other (Identify)

3b.   Check each type of institution with which you have an articulation agreement:

        X Community Colleges   _____ Proprietary

        X 4 Year   _____ High School

        _____ Other

Only two EDU courses are articulated with the three State Universities:

EDU 200 Intro to Education 3.0 cr.
ASU and NAU articulate with similar courses, while U of A accepts course only as an elective.

EDU 205 Community College in America 3.0 cr.
All three universities articulate as an elective

(See **Appendix B: Copy of state articulation guide.**)

4a.   If an occupational program, provide the number of students with a degree plan, waiting for this program's next admission point.

        Not applicable.

4b.   If an occupational program, provide the number of students having both a) registration in the most recent fall semester and b) a degree contract on record with the registration office.

        Total number of students meeting both 4a & 4b: 47
        Break out by campus/center:

Little Colorado:		12
Painted Desert:		12
Silver Creek:		1
White Mountain:		10
Satellite Centers (list):		12
Heber	1	
Kayenta	7	
Springerville/Eager	2	
Whiteriver	2	
	Total: 47	

5.   How many years has this program/prefix been in existence at this college?

6.   List additional certificates or degrees, <u>outside this program/prefix,</u> for which courses from this program/prefix are required, or satisfy restricted electives for: (Exclude General Education Courses)

<u>Degrees: Not applicable</u>
Courses Supplied by program/prefix: _____

<u>Cerrtificates: Not applicable</u>
Courses Supplied by program/prefix: _____

Restricted Electives: <u>Not applicable</u>
for: _____

<u>Degrees: Not applicable</u>
Supplied by program/prefix: _____

<u>Certificates: Not applicable</u>
Courses Supplied by program/prefix: _____

7.   List requirements for admission to program (if applicable):

1. Minimum or higher acceptable scores on ASSET or other placement tests (writing 35, reading, 35, math 34) AND

2. Ability to "job shadow" in a school or other educational setting with K-12 aged students available.

Students who do not meet the criteria above are allowed admission contingent upon co-enrolling in the College's Learning Cornerstone Program. The Learning Cornerstone Program provides special tutoring and lab experience for improving student's writing, reading and math skills.

B. Program Goals and Assessments

BI.   <u>PROGRAM GOALS</u>

What are the overall goals of your program/prefix? Attach copies of any adopted ones by advisory councils, etc.

The Educational Assistant Program trains persons to assist in school settings as aides, volunteers and/or substitutes and to work in other areas related to the education of children.

Specific EDU program goals approved by the EDU Advisory Council on May 7, 1998, are:

a.   Provide a foundation to the field of education exploring philosophies, skills,

skills and attitudes, professional ethics, opportunities and problems, in organization, evaluation, and assessment.

b.   Provide training to assist and work cooperatively with classroom staff to maintain program goals, plan lessons, and keep records.

c.   Provide training in appropriate classroom management techniques to use with students.

d.   Provide training to design and develop appropriate instructional materials, media, opportunities and activities to help develop individual strengths, and to stimulate exploring, expressing, and exercising their cognitive and creative abilities.

e.   Provide training and to develop skills in individual tutoring.

B2.   ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

Describe the assessment of Student Academic Achievement program for each learning related program goal and attach the most recent annual learning assessment reports completed for the program (up to 3 years as available).

EDU 200 Introduction to Education has been selected as the key course to be used for assessment of student academic achievement. Instructors are to distribute the essay question, with written instructions to all of their students enrolled in EDU 200 one week prior to their final exam. Students have one week to complete the 500 word essay. The students are to create a cover page that includes their name, course information, campus location and the instructor's name. They are not to identify themselves, their campus or their instructor anywhere in the body of their essay. The instructor is to grade one copy and submit the unmarked copy to the Program Chair. Within one week after the instructors have submitted their final grades to the Registrar, they are to send only the unmarked essay copy from all students enrolled in their EDU 200 course section to the program chair with a cover page that identifies the instructor. A random sampling of 20% of the essay assignments submitted will be assessed by a panel of full-time, associate faculty and EDU Advisory Council members.

The essay question students are to address is:

In view of the knowledge you have gained in EDU 200, Introduction to Education, list five (5) professional educator skills, as referred to in your textbook, relevant to one's being prepared for a teaching career. In an essay of 500 words explain, comment, discuss these five (5) skills.

(See **Appendix C: Student Outcomes Evaluation.**)

B3. **OTHER DEPARTMENT RELATED SURVEYS/ASSESSMENTS/REVIEWS**

For the previous 3 years, list related surveys completed by the institution or at the division/department level **and** attach copies of the survey report data.

Survey Title

VOCATIONAL PROGRAM COMPLETERS
Educational Assistants

Date of Graduation	Date of Survey	Overall Employer Rating	# Surveys Sent	# Surveys Received	% Return
1997	8-19-98	0	0	0	0
19.96	10-14-97	3	1	1	100%
1995	3-17-97	5	1	1	100%

(See **Appendix D: Vocational Program Outcomes/Completers Reports.)**

C. Program Enhancement Efforts

What, as a department or program area, are you doing to enhance student

Learning?

EDU Facilitators (Associate Faculty) meet with the students enrolled in one unit EDU modules at a variety of sites and times convenient to students to review and discuss the student's work. The one credit units provide an overview of the different subjects an assistant might encounter working in a school setting with students. The objectives and activities provides the EDU student with applicable, hands on experiences in their work with school age students. Copies of textbooks used for a variety of grade levels have been obtained for the EDU students to use as resources for module activities. These are available for loan through the ECD/EDU Program Chair's Office.

The Instructional Skills Program is offered at NPC to provide training in instructional techniques for faculty members. It provides an important network for the faculty as well as enhance the learning experience for students.

(See **Appendix E: Instructional Skills Program.)**

Recruitment?

Large posters and program brochures have been distributed to all school settings within Apache and Navajo County as well as other school settings in areas where there have been an interest. The Program Chair speaks to each *EDU 201, Substitute Teaching in the Schools* three-credit class, regardless of location of the class, explaining the EDU Assistant program and the benefits one might experience from enrolling in the program. Whenever special workshops or courses are offered, flyers are sent to all schools within NPC's service area.

Specific enrollment management strategies for the EDU program include:

1. Mail EDU program brochures to all schools in Apache and Navajo counties prior to each semester. (August, December) (Endfield)
2. Recruit additional EDU Associate Faculty from school districts. (Summer)
3. Reprint large EDU posters and ensure they are delivered to all school districts within Apache and Navajo counties. (August)
4. Investigate the offering of additional *EDU 201 Substitute Teaching in the Schools* courses at more outlying sites. (Spring)

Advisement?

There are student advisors on each of the four main campuses as well as staff in the outlying areas that are available to advise EDU students. The ECD Program Chair is also available to provide advisement as requested. Program brochures are available, as well as information in the College catalogue. Students enrolled in *EDU 200 Introduction to Education* are advised re: the different transfer requirements needed by each of the State Universities before education majors are admitted to the respective Colleges of Education. Students enrolled in *EDU 201 Substitute Teaching in the Schools* are advised on the procedure to become emergency substitutes and additional courses that should be of benefit as they substitute.

Success/Retention?

One goal of the EDU program is to train persons to assist in education settings as aides, tutors, volunteers and/or substitutes and to work in other areas related to the education of children. The EDU facilitator travels to the community of the enrolled EDU student which addresses some student's transportation needs at times most convenient for the student.

Program faculty and the EDU Advisory council regularly examine and collaboratively enhance student success. New courses, such as *EDU 201 Substitute Teaching in the Schools* and workshops, such as the *ESL Institute* and *Project Wild,* are created as needed to meet student, as well as employers' needs and interests.

D. Faculty/Support Staff Data (Complete for all data available years listed)

Note: AFTTE means Annual Full-Time Teacher Equivalents (see handbook for definitions).

		1994 to 1995	1995 to 1996	1996 to 1997	1997 to 1998
		5-Years Ago	2-Years Ago	1-Year Ago	Current Annual Cycle
1.	Number of Full-Time Faculty (AFTTE)	0	0	0	0
2.	Number of Part-Time Faculty (AFTTE)	2.4	2.4	3.2	1.4
3.	Total AFTTE **Faculty**	**2.4**	**2.4**	**3.2**	**1.4**
	Annual Program Full-Time Other Staff Equivalents				
4.	Secretarial	0	0	0	0
5.	Work-study	0	0	0	0
6.	Institutional Work-Study	0	0	0	0
7.	Lab Technicians	0	0	0	0
8.	Other (describe)	0	0	0	0
9.	Total **FTTE Support Staff**	**0**	**0**	**0**	**0**

Appropriate Faculty Credentials

Attach the "degrees and credential criteria(s)" for acceptance as a faculty member/instructor in the program/departmental area(s) being reviewed. Give the % of the faculty that "has earned from accredited institutions the degree(s) appropriate to the level of instruction offered by the program." (According to NCA General Institutional Requirement (GM) #9 for the associates level this means a bachelor's or graduate degree earned from an accredited institution).

83% of the faculty teaching *EDU 200 Introduction to Education* have a Master's degree in the discipline. 18 Associate Faculty members teach additional EDU courses of which 67% have a Master's degree. 100% of all EDU faculty have a minimum of a Bachelor's degree. Two of the faculty with Bachelor's degrees have an approved Individual Professional Development Plan (IPDP) on file in the Dean's office.

(See Appendix F: Faculty Credentials.)

10a.   What non-teaching responsibilities are assigned to full-time faculty? Include projects requiring reassigned time, administrative duties, etc. Use the most recent annual cycle.

NAME	ACTIVITY
No full time faculty in program	

10b.   What committee/task force meetings do full-time faculty participate in voluntarily to enhance program and institutional quality? Use the most recent annual cycle.

NAME	ACTIVITY
No full-time faculty in program	

11.   What is the percentage of all credit hours taught by full-time and part-time faculty? Use most recent annual cycle.

#FTSE TAUGHT BY F/T	#FTSE P/T	TOTAL # OF FTSE	PERCENT BY F/T	PERCENT BY P/T
	21.20	21.20		100%

12.   Faculty Strengths (Beyond minimal credential criteria previously attached).

        All of the EDU facilitators have years of actual experience teaching in educational systems.

13.   What needed areas of expertise in your departmental or program area are not currently represented (if any)?

        Not applicable.

E.   Unique Characteristics of the Program/Prefix
(**Explain: e.g., only one in the state**)

This is the only Educational Assistant program offered by the State Community colleges that offers a CAS and a AAS degree for individuals in settings other than early childhood/education.

F.   Program Advisory Council (if applicable)

a.   Number of Members: 10

b.   Number of Meetings Held Last full Annual Cycle: 4

c.   <u>Attach</u> copies of meeting minutes from last full annual cycle to present. (Sept 25, 1997; Jan 8, 1998; April 7, 1998; May 7, 1998)

d.   Extent of Advisory Council involvement in the program

Explain: For several years the ECD (Early Childhood Dev. Advisory) Council served as the EDU Advisory council when curriculum and/or program changes needed to be discussed/approved. This was insufficient in that the ECD Council membership was comprised mostly of individuals dealing with children birth through 5. Beginning in the Fall of 1997 an active EDU Advisory council was re-established with approved By-laws and work plan developed and approved for 1998. The advisory council has been participating in the development of program goals, 3 to 5 year plan, surveys, and identifying problems or issues within the Program that may weaken or strengthen the EDU program.

(See Appendix G: EDU Advisory Council minutes and other documents approved by EDU Council.)

G. Other Entity Arrangements

Are there other arrangements with business, industry and the community which enhance the program?

Explain: Several of the school districts require that individuals seeking to qualify for school substitutes in their district, attend the *EDU 201 Substitute Teaching in the Schools* Course. (Whiteriver, Holbrook). Other school districts are recommending that prospective subs attend the course. Several districts are encouraging their teacher assistants to enroll in EDU credits for pay scale enhancement.

Professional Development (Staying current within your field)

A.   External to NPC Professional Development

What have full-time faculty done to keep themselves current? last three years?

At present, there are no full-time faculty members teaching in the EDU Assistant Program.

B.   Internal to NPC Staff Development (organized group program oriented staff in-service activities within the institution)

Name: Claude S. Endfield, Program Chair and Instructor
Ms. Endfield attended the 0.5 credit Multi-Intelligence Workshop presented by Dr. Rene Diaz — in October 1997. Claude Endfield has also attended an Instructional Skills Workshop as a participant and then was trained to be a facilitator. She has co-facilitated at least 4 of the workshops. In addition to the three faculty members originally trained, five additional faculty have been trained to be facilitators. **(Refer to Appendix E.)**

<u>Program</u> Development or Revisions in the Last 3 Years

Specific Program <u>EDUcation Assistant</u>
Year Revised or Developed <u>1994</u>

<u>What was changed?</u> The requirements for EDU program were revised, deleting courses, adding new courses, changing course numbers and recommending electives.

APPENDIX H lists the former and current core after changes were approved.

<u>Rationale for change:</u> The changes were made to offer a more solid, current program to better meet the needs of program enrollees and needs of schools where students volunteer or are employed.

(See Appendix H: EDU Program Revisions.)

J. Comments regarding "outside of program" services to this selected Instructional Program

(Optional, but if given, <u>provide the heading</u> for each service area you selected to comment on by those comments)

1. **Administration**

   The Division of Liberal Arts Dean has been supportive in giving guidance and direction when sought by the ECD Program Chair. The Director of Extended Learning Services has represented the EDU program in several meetings with interested groups, such as Indian Tribes, seeking to further develop their educational assistants.

   (See Appendix I: Marketing.)

2. **Counseling/Advising Services**

   The student advisors have been very helpful in advising students on the courses to enroll in depending on their goal. If they plan on transferring to a university to enter a college of education to become a certified teacher, they are advised as to the proper courses to enroll in. If they are interested in improving current job skills or seeking employment as an educational assistant they are encouraged to enroll in the EDU modules.

3. **Learning Resource Center (Library) Services**

   Educational focused books, magazines and materials on teaching methods, theories of education, classroom management, history of education, school reform, and bi-lingual and multi-cultural education are available in the library. The index to the ERIC Research and Educational documents is located at the Little Colorado campus. A professional development collection is available at the Painted Desert campus for faculty. There are additional resources at each campus and center. Students and faculty from the outlying areas can request these materials.

4. **Media Center Services**

   The EDU modules are copied by the PAD (Printing and Duplicating Dept) as requested.

5. **Public Relations Services**

   All EDU functions are advertised by flyers, posters and other media outlets.

   (See Appendix I: Marketing.)

6. **Staff Development Services**

   The Institutional Skills Workshops have been developed to assist faculty with professional development activities. The workshops focus primarily on instructional delivery methods. **(Refer to Appendix E.)**

K. Projections

1.   <u>Insert a copy</u> of your 3-5 year program plan <u>with goals and objectives,</u> for this program area under review.

During their May, 1998 EDU Advisory Council members brainstormed and unanimously approved goals for their three year plan. Surveys from students, faculty and Advisory Council members will be reviewed annually for recommended program revision enhancement.

(See Appendix J: EDU Surveys.)

First Year Goals: 1997-98
a. Reorganize the EDU Council
b. Design the first year goals
c. Evaluate the program

Second Year Goals: 1998-99
a. To increase enrollment in EDU modules by:
    *Implement publicity plan
    *Communicate directly to teachers
    *Notify local newspapers
    *Advertise on the internet
    *Add Indian Dorms to mailing list
    *Address notices to "Staff Development Office" at each school
b. Increase the recruitment of appropriate EDU facilitators within the NPC service areas
c. Evaluate the first year's program goals
d. Evaluate the program
e. Design a course in diversity and culture
f. Continue to increase enrollment

Third Year Goals: 1999-2000
a. Improve the quality and diversity of courses
b. Increase enrollment
c. Evaluate the program
d. Evaluate the performance of strategies undertaken in year two and improve procedures and continue efforts.

2.   List <u>for the next three</u> years the **projected** enrollment and **projected** cost of faculty, staff, equipment, and supplies for the program:

		Year 1 (1998 to 1999)	Year 2 (1999 to 2000)	Year 3 (2000 to 2001)
a)	Enrollment: (FTSE)	35	40	45
b)	Faculty: (FTTE)			
	full-time:	0	0	1
	associate: (number of individuals)	17	22	27
c)	Staff: (FTTE)	0	0	0
d)	Equipment:	0	0	0
e)	Supplies:	$450	$450	$450

3. Are the human, financial, and physical resources organized to accomplish the program's objectives? State the reasons and/or evidence for your conclusions.

Based upon the requests for more EDU courses and workshops being held at all of the NPC Campuses and Satellite areas, as well as at specific school locations within NPC's service area, additional resources need to be provided to increase the number of faculty to meet the demand. A full-time EDU program chair/faculty would be able to spend more time coordinating the EDU program offerings as well as marketing the program. The EDU modules (textbooks) which have been developed by NPC Faculty could be enhanced and further upgraded to have a more professional appearance.

The enrollment, retention and grade trends data reflect that 86% of the students who enrolled and successfully completed the EDU courses exceed the 75% mean of all NPC Departments. The courses where the data reflects less than 75% successful completion grade are specifically designed courses where there is limited enrollment and requires the student to tutor or do an internship or practicum. Increased numbers of EDU Faculty would be able to spend more one on one time with enrolled students to facilitate a higher success rate.

(See **Appendix L: Enrollments, Retention and Grade Trends Data.**)

(See **Appendix K: Level I Data.**)

gram

pared by: The Instructional Support Services Office_____Date

	3 Yrs Ago 19 __ to 19 __	2 Yrs Ago 19 __ to 19 __	1 Yr Ago 19 __ to 19 __	**FALL** of Current Year 19 __ (FTSE Date)
ogram Annualized Headcount rollment				
ogram Unduplicated Headcount rom State FTSE)				
ogram Annualized FTSE				
stitutional Annualized FTSE				
Institutional FTSE from ogram ,(Program Annualized-SE/Institutional FTSE)				
mber of Program Completers				
mber of Certificates of oficiency (CP) Ormerly SPC's)				
mber of Certificates of plied Science (CAS)				
mber of Degrees (specify 1:Ye.)				
mber of Program mpleters/Program FTSE				
rsistence to Completion Rate ompleters/Enrolled)				

Program Title

Expense Description	3 Yrs Ago 19 __ to 19	2 Yrs Ago 19 __ to 19	1 Yr Ago 19 __ to 19
Salaries & Fringe Benefits			
a. Full-Time Faculty			
b. Part-Time Faculty			
c. Fringe Benefits			
d. Administration (prorated by FTSE)			
Non-Student Hourly			
Professional Services	____	____	____
Advertising			
Instructional Supplies (also includes software, non-capital equipment, contracted services, division director's non-personne expenses prorated by FTSE, desk copy etc. bookstore purchases).			
Duplicating			
Travel			
Capital Equipment			
Indirect Costs (prorated per fts from: academic support, institutional support, student support, operat & maintenance of plant, scholars & grants)			
Total Expenses			

Revenues Description	3 Yrs Ago 19 __ to 19	2 Yrs Ago 19 __ to 19	1 Yr Ago 19 __ to 19
Tuition, Govt. Appropriations, 0 Institutional Revenues (prorated			

TSE)

'ogram Course Fees

ogram Grant Revenues

tal Revenues

	3 Yrs Ago 19 to 19	2 Yrs Ago 19 to 19	1 Yr Ago 19 to 19

,tal Program Fiscal Contributio

PART III   B. FISCAL CONTRIBUTION ANALYSIS: SUMMARY
(Prepared by the Instructional Support Services Office from Level I Data)

Program Title

COST ANALYSIS	3 Yrs Ago 19 to 19	2 Yrs Ago 19 to 19	1 Yr Ago 19 to 19
TOTAL FTSE			
SALARY COST			
SALARY COST/FTSE			
OPERATIONAL COST (excludes salaries)			
OPERATIONAL COST/FTSE			
INDIRECT OPERATIONAL COSTS			
INDIRECT OPERATIONAL COSTS/FTSE			
CAPITAL COST			
CAPITAL COST/FTSE			
TOTAL PROGRAM COSTS			
TOTAL PROGRAM COSTS/FTSE			
TOTAL REVENUE			
TOTAL REVENUE/FTSE			
TOTAL PROGRAM CONTRIBUTION			

(Revenue Less Expenses)			
TOTAL PROGRAM CONTRIBUTION/FTSE			

SPECIAL **NOTES:**

PART IV: ALL COLLEGE PROGRAM'S RATING (CPR)
COMPARISON CHARTS
(prepared by the Instructional Support Services Office from Level I Data)

yieldby$: # of **FTSE** generated per $1,000 invested (composite of categories)

yld$pers: # of **FTSE** generated per $1,000 invested <u>personnel costs</u>

yld$oper: # of **FTSE** generated per $1,000 invested in <u>operational costs</u>

yld$cap: # of **FTSE** generated per $1,000 invested in <u>capital costs</u>

contbftse: Contribution in <u>dollars per **FTSE** generated</u> by the program. This figure is the program's revenues less the program's expenses, divided by program **FTSE** (i.e., profit or loss per program **FTSE**)

toticntb: Program revenue (including fees) less program expenses (i.e., profit or loss)

growftse: % of program growth in **FTSE** from the previous cycle studied to the current cycle being studied

grad#fte: # of program graduates in the year per **FTSE** for the year

grad#hdc: # of program graduates in the year per annualized headcount

ret.rate: % of course enrollments that resulted in a grade other than W at the end of the semester (based on "production" or end of 4th week enrollment count)

incprate: % of course enrollments that resulted in an "I' grade at the end of the semester (based on "production" or end of 4th week enrollment count)

failrate: % of course enrollments that resulted in an **"F"** grade (based on "production" or end of the 4th week enrollment count)

acnslrte: Absolute # of documented advisory council meetings held, related to the program over the previous two-year period

Each NPC program will be ranked for each variable for the program under review's comparison against all NPC instructional programs.

All NPC programs will also be generally ranked into one of four possible quartiles (highest, next to highest, next to lowest, and lowest) for the programs under review's comparison to all NPC programs. "Consumer Reports" type rating charts may be developed, along with the numerical data presentation.

PART V: SUMMARY/RECOMMENDATIONS

This part of the program review will include a concise summary of

general findings, strengths, weaknesses, and recommendations. The summary will include:

* General findings/statement of condition.

* A recommendation which indicates one of the following:

    a. Enhance the program or entity unit(s), either individually or collectively. List specific actions recommended to be taken, as well as perceived constraints to them.

    b. Maintain the program or entity unit(s), either individually or collectively. List specific actions recommended to be taken, as well as perceived constraints to them.

    c. Reduce the program or entity unit(s). Prepare specific actions recommended to be taken, as well as perceived constraints to them.

    d. Conditional. Identify specific deficiencies/concerns and possible actions. Establish the date for next review period to evaluate corrective actions. A program may remain in conditional status for three years *or less until* a decision is made to place it in another category.

    e. Terminate or entirely reorganize the program for its total systemic improvement.

The Vice President for Instructional Services is responsible for insuring that instructional program recommendations are integrated into the institutional planning process. Program Review documentation shall be maintained on file in the Office of the Vice President for Instructional Services or his/her designee. The president oversees total integration.

Part IV: SUMMARY RECOMMENDATIONS

The EDU Review has been helpful in providing an objective overview of the Educational Assistant Program and in identifying areas that need strengthening as well as methods to help the program grow. The Review has also contributed to the development of goals for long term planning for three years.

The Reviews has also clarified the need for designating a full time instructor and the need for recruitment for more associate faculty for more of the outlying areas to strengthen and expand the program.

RECOMMENDATIONS:

It is recommended that the Educational Assistant program be continued, enhanced and financially supported at Northland Pioneer College.

The Educational Advisory Council recommended the following actions, based upon information gathered from students, associate faculty and program administration. These recommendations were approved by the EDU Council on May 7, 1998.

Human Resources
- Expansion of EDU program through the designation of a **full** time program chair/faculty position to coordinate trainings, course scheduling, and teaching.
- Expansion of EDU program through the recruitment and hiring of more associate faculty to meet the needs of all NPC locations within the college's service area.
- Increase travel line item in EDU program budget to reimburse associate faculty who travel to outlying areas to meet with students.
- Establish a separate EDU Program office complete with necessary supplies, materials and resources to aid EDU facilitators and students.

Curriculum
- Provide equitable compensation for the development of the EDU program curriculum adding new courses to meet the needs of employers and students.
- Further develop the EDU modules (textbooks) to improve their appearance and durability.
- Expand course offerings to meet needs of school districts and other educational programs.

Marketing
- Expand publicity and recruitment efforts throughout the service area.

APPENDIX A

Listing of Educational Assistant Courses

APPENDIX B

Articulation Agreements

APPENDIX C

Student Outcomes Evaluation

APPENDIX D

**Vocational Program Outcomes/Completers
Reports and Follow Up Reports for:**

**1995
1996
1997**

APPENDIX E

Instructional Skills Program

APPENDIX F

**EDU Program Chair/EDU Associate Faculty Listing
Faculty Credentials**

APPENDIX G

**Educational Assistant Advisory Council
Membership Listing**

- ♦ **By-Laws**
- ♦ **Work Plan**
- ♦ **Meeting Minutes**

ADVISORY COUNCIL LIST
1997-1998
EDUCATIONAL ASSISTANT

BUSINESS/INDUSTRY ADVISORY COUNCIL MEMBERS

Delbert Goldtooth
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FAX: (520) 734-2225

Roxanne Morris
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*Robert Zaccaria
Wide Ruins School
601 W. Elm
Winslow, AZ 86047
Phone: (520) 652-3251
FAX: (520) 652-3252

*Alice Hoppe
CAPPS Elementary
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Heber, AZ 85928
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FAX: (520) 535-9044

**Carolyn Pecotte
Dilcon School
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Phone: (520) 657-3287
FAX: (520) 657-3770

Cindy Joe
Second Mesa Day School
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Second Mesa, AZ 86043
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Fort Apache Agency
Box 560
Whiteriver, AZ 85941

JoAnn Smith
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Joseph City, AZ 86032

*Co-Chairs
* * Secretary

NORTHLAND PIONEER COLLEGE FACULTY/ADMINISTRATORS (Ex Officio)

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APPENDIX H

EDU Program Revisions

EDUCATION PROGRAM-SUMMARY
A Confidential Student Survey
55 Responses

Please circle or fill in the best answer for each item. You may add comments needed to clarify any item.

<u>INFORMATION ABOUT YOU:</u>

1.   In what semester of your program are you <u>currently</u> enrolled?

(choose one)

A.   First semester **(11)**
B.   Second semester (17)
C.   Third semester (4)
D.   Fourth semester **(7)**
E.   Beyond the fourth semester (9)

2.   What statement best describes your reason for attending NPC?

(choose one)

A.   Preparation for a job (17)
B.   Improve present job skills **(6)**
C.   Better my skills for college degree classes (7)
D.   Personal interest/improvement **(6)**
E.   Earn high school credits
F.   Prepare for GED **(1)**
G.   Job requirement
H.   Other 1. **Prepare for University 2. Pathway to career 3. Take necessary class 4. Transfer 5. Teaching Degree (2)**

3.   What is the <u>highest</u> grade you completed in school? (please circle one number)

1 2 3 4 5 6 7 8 **(1)**   9 10 **(1)** 11 **(1)** 12 **(16)**   13 **(11)** 14 **(14)** 15 **(3)** 16 **(5)**
(elementary/jr. high)   *(high school)*   *(college)*

4.   Did you attend any school of vocational program after high school?
YES (13)   NO (33)

If yes, what subject/field did you study? Day Care Center Admin., ECD, Education, Business and Clerical, Secretarial **(1),** US Army Motor Vehicle, Accounting/Secretarial Skills, East Asian Studies, Real Estate Licensed Sales, Beauty School, Political Science.

5.   Which diplomas do you hold?
A.   elementary school **(18)**   (circle all that apply)
B.   high school **(40)**
C.   GED **(1)**
D.   vocational training certificate (area?) _____ **(8)**   CDA **(1),** Bus & Clerical, Cosmetology, Day Care Ctr. Admin., Medical, Real Estate, Substitute Teaching

E.   2 year college diploma (degree?) **(2) CAS, AA, AAS, Pre Law, AS**
F.   4 year college diploma (degree?) **(1) BS in education**
G.   Other: **Cert. for job prep., BS Sec. Educ., BA (1), MA-Educ.**

6.   Are your EDU courses/modules available and conveniently located?
        Yes **(37) NO 211**   Comment: **22 miles away, received late, TLC Lab (3),**
                                                       WMC (5), Career Toddler (2), Heber

7.   Where do you receive EDU Module advisement?
        PDC (7), SCC (8), LCC (7), WMC (8), Springerville (4), Whiteriver (1), Ganado (8), Heber

8.   Which NPC site/campus do you attend? **Same as #7 above**

S.   How many times a semester does your EDU Module facilitator meet with you? 2 **(4),** 3 **(3),** 4 **(2),**
        5, 15, 16

        Is this adequate to meet your needs? YES **(24) NO (8)**   NO

Comment: **Also by telephone**

10.   Which method(s) of EDU Facilitation do you prefer?

        (Choose one or two)
        (20) on the job training   **(20)** working with classmates
        (8) individual work   **(4)** clustering with others
        (11) one-on-one instruction   **(22)** group instruction

11.   Do you feel that your current educational needs are being met in the EDU Program?
        YES **(48)**   **NO (4)**

12.   Do you plan to take more EDU classes?
        YES **(48)**   **NO (3) Perhaps (1)**   **As needed depending on topics**

13.   Do you plan to take <u>other</u> NPC classes?

        YES **(47)**   **NO (4) Maybe (1)**

14.   Are these other courses available and accessible to you?

        YES **(43)**   **NO (3)**

Comment: **Workshops — I need at night, I am graduating.**

15.   Do you plan to continue your education at <u>another</u> school?
        YES **(42)**   **NO (9)**   **NAU (3)**

16. Do you feel that you received a good orientation about the course/module expectations and

requirements?
YES   NO

Comment:

17. Did you receive a study guide for each 2 or   3 hour course you

are studying?

YES NO

18. Is the EDU Program well organized?

____always ____usually ____often not   ____usually not

19. Does the EDU Instructor/Facilatator help   you learn?

____always ____usually ____often not   ____usually not

20. Is the EDU Instructor/Facilatator   knowledgeable and interested

in your success?
____always   ____usually_____.often not   ____usually not

21. Do you receive individualized attention when you need it?
      always   ____usually   ____often not   ____usually not

22. How would you rate the EDU Modules?
____excellent   ____good   ____ fair_____poor

23. Are modules and course/textbooks fair to both men & women, ethnic groups, and social groups?
____always_____usually   ____often not   ____usually not

24. Are modules and textbooks current and meaningful to the subj ect?
____always   ____usually_____often not   ____usually not

25. Does the training site have adequate lighting, ventilation, heating and cooling?
____always_____usually   often not   _usually not

26. As a result of doing your module are you able to practice what you are learning?
_____always
                              usually   often not   usually not

27.   Is the learning site safe, functional, and well maintained?
        _____always_____usually   _____often not   _____usually not

28.   Are reference materials available and conveniently located as needed?

        _____always   _____usually   _____often not

29.   What are the strengths of the EDU program?

                                                                                usually not

30.   What could be improved about the EDU program?

31.   Additional Comments:

SUMMARY – 3 Responses

A CONFIDENTIAL EDU ADVISORY COUNCIL MEMBER SURVEY

NAME_____   PROGRAM/AGENCY_____

PROGRAM TYPE_____

YEARS WORK EXPERIENCE IN THIS FIELD_____

▪▪▪

1. Are you a current or past member of the advisory council?

   A. Current (2)   B. Past (1)

2. What length of service best describes your membership involvement?

   A. First year (2) B. 2-3 years (1) C. 2-5 years D. over 5 years

3. Does this advisory council have the opportunity to discuss
   curriculum changes and modifications?

   A. Yes (3)   B. No
   Comments:

4. Do/did you feel suggestions/recommendations of the advisory council
   receive appropriate consideration by the college?

   A. Yes (3)   B. No   C. Sometimes
   Comments:

5. Do/did you receive an agenda in time to properly prepare for each
   meeting?

   A. Yes (3)   B. No
   Comments:

6. Do/did you receive the minutes of each meeting in a timely manner?

   A. Yes (3)   B. No
   Comments:

7. Do/did you feel you are kept up-to-date on activities within the
   EDU program?

   A. Yes (3)   B. No
   Comments:

Directions: Rate each statement as it describes your level of agreement with the statement. Make any statements you wish under "comments" which will help NPC develop recommendations for program improvement.

8. The program provides for teaching the skills/attitudes needed for success in the occupation(s) for which the program is designed.
   COMMENTS: _____
   _____

9. The program provides students with job-specified skills required for employment.
   COMMENTS: _____
   _____

10. Community Resources are used effectively to enhance instruction in the program.
    COMMENT: _____
    _____

11. Job opportunities currently exist for students completing the program.
    COMMENTS: _____
    _____

12. Instructional materials, teacher strategies and curriculum content are evaluated and modified as needed.
    COMMENTS: _____
    _____

The advisory council for the ECD program is used effectively to:

13. Develop standards for the program.

14. Promote the program.

15. Evaluate the program.

16. Address program improvements.

17. Develop necessary budget for the program.

Item	Agree Completely	Agree Somewhat	No Opinion	Disagree Completely
8	(3)			
9	(3)			
10		(3)		
11	(1)	(2)		
12	(1)	(2)		
13	(3)			
14	(1)	(2)		
15	(1)	(2)		
16	(1)	(2)		
17	(1)	(2)		

COMMENTS: _____
_____
_____
_____

18. Identify major concerns of the EDU program.

    * Not enough faculty.
    * Increasing enrollment.
    * Getting information out to the people so participation increases.

19. Identify major strengths of the EDU program.

    *** Flexible scheduling and locations for classes. Classes that answer a
      need. Inexpensive compared to other schools.**
    * Well organized.
    * NPC person.

20. How would you rate your own personal involvement as an EDU advisory
    council member? (Circle one letter)

    A. Very active
    B. Active **(3)**
    C. Cannot participate as often as I would like

21. Do you feel the EDU Assistant course requirements are appropriate for
    your staff? community?

    A. Yes (3) B. No
    Comment: **If they have the time and determination to do the work. The
    information is just getting known in Heber/Overgaard, so I believe we
    will have more participation.**

22. Are the following courses available and easily accessible to your staff?
    community?

EDU courses:	A. Yes **(3)**	B. No
EDU modules:	A. Yes **(3)**	B. No
Math 105:	A. Yes	B. No (3)
English 101:	A. Yes **(1)**	B. No **(2)**

    Comment: **I do not know about Math 105 but will look into it.**

23. Please add any additional comments you may have.

    **Just becoming aware of what is available and being able to convey that
    information to those who need to take classes has been worthwhile to me.**

                    THANK YOU FOR YOUR ASSISTANCE

APPENDIX K

Level 1 Data

APPENDIX L

Enrollments, Retention and Grade Trends Data

APPENDIX M

Navajo County Community College
District Guiding Principles