

# Rio Salado College

## Family Life Education: Program Review Academic Years 2010-2014

**Review Conducted: 2014-15**

### **Degrees and Certificates**

#### **Associate in Applied Science (AAS) in Family Life Education**

The Associate in Applied Science (AAS) in Family Life Education is designed to prepare individuals to enter the family life education, human development, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may find employment opportunities in adoption and foster care, adult day care centers, crisis intervention programs, group and halfway houses, hospice care, senior citizen centers, social service agencies (both private and State/local government), facilities for the disabled and developmentally challenged individuals, community mental health clinics, psychiatric facilities, shelters and other child and family, community-based organizations.

#### **Certificate of Completion (CCL) in Adolescent Development**

The Certificate of Completion (CCL) in Adolescent Development is designed to prepare individuals to enter the family life education, human development, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may seek employment opportunities in adoption and foster care, crisis intervention programs, group homes and halfway houses, social service agencies (both private and State/local government), agencies for individuals with disabilities, community mental health clinics, psychiatric facilities, shelters and other child and family, community-based organizations.

#### **Certificate of Completion (CCL) in Adult Development and Aging**

The Certificate of Completion (CCL) in Adult Development and Aging program is designed to prepare individuals to enter the family life education, human development, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may seek employment opportunities in adult day care centers, crisis intervention programs, group and halfway houses, hospice care, senior citizen centers, social service agencies (both private and State/local government), facilities for the disabled and developmentally challenged individuals, community mental health clinics, psychiatric facilities, shelters and other child and family, community-based organizations.

#### **Certificate of Completion (CCL) in Child and Family Organizations Management and Administration**

The Certificate of Completion (CCL) in Child and Family Organizations Management and Administration is designed to prepare individuals to enter the family life education, human development, early childhood settings, or child and family organizations field at the paraprofessional level. Students at a paraprofessional level may seek employment opportunities within management and administration of programs such as: early childhood settings, adoption and foster care, adult day care centers, crisis intervention programs, group and halfway houses, hospice care, senior citizen centers, social service agencies (both private and State/local government), facilities for the disabled and developmentally challenged individuals, community mental health clinics, psychiatric facilities, shelters and other child and family, community-based organizations.

### **Certificate of Completion (CCL) in Parent Education**

The Certificate of Completion (CCL) in Parent Education is designed to prepare individuals to enter the family life education with a focus on parent education. Students at a paraprofessional level may seek employment opportunities in adoption and foster care, crisis intervention programs, social service agencies (both private and State/local government), and other child and family, community-based organizations.

## **Purpose and Mission of the Family Life Education Program**

The vision of the Rio Salado Early Childhood & Human Development (ECEHD) Program is to be the premier early childhood undergraduate and professional development community college program in Maricopa County. The program's mission is to provide high quality educational services that are inclusive, student and community focused, comprehensive, responsive, and directed at increasing the professionalism of the early childhood and human development field.

Aligned with the vision and mission of the ECEHD program, the Certificate of Completion (CCL) and Associate in Applied Science (AAS) in Family Life Education (FLE) programs are designed to prepare individuals to enter the family life education, human development, or child and family organizations fields at the paraprofessional level. The program is designed so that students can complete the program by earning a certificate, a degree or both.

## **Program Best Practices**

- Signature assignments are application assignments measuring students' comprehension, analysis, evaluation and application of the content in each course. Each Signature assignment provides a summative evaluation of student success in the course.
- In addition to the Rio Salado College student support services available to FLE students and as previous stated, in Fall Flex II, 2015 the department redesigned the Student Ambassador role and developed targeted student intervention strategies. The Student Ambassador works individually with each student who takes a course in the ECEHD program for the first time. In addition to supporting students on an as need basis, specific intervention

strategies for each student are implemented at regular intervals. Data will be collected at specific junctures to assess the effectiveness of the program in order to increase student success and retention rates.

- The Engagement Specialist program was redesigned in the 2014-15 academic year to provide students with a seamless and integrated approach to support students as they matriculate through the program to complete their studies. Each student is assigned an Engagement Specialist who works with the student throughout the program to help ensure student success, retention, persistence and completion. Data (e.g., classes completed, GPA, and the like) will be collected monthly and annually. This data will provide a formative measure of student progress toward achieving persistence, retention and completion benchmarks.

## **Program Decisions and Action Plans**

### **Adjunct Faculty Training / Professional Development Recommendations**

1. Develop a Human Development Department and Family Life Education (FLE) program adjunct faculty orientation and professional development program specific to the needs of adjunct faculty in the department.
  - a. The Human Development new adjunct faculty orientation will include building an online learning community with peers and instructional best practices.
2. Develop a method to evaluate faculty that measure student success (persistence, completion at the course level), faculty professional development, and student engagement.

### **Recruitment / Enrollment Recommendations**

3. Increase student enrollment and engagement with community organizations through illustrating the potential for increased professional development and work place knowledge for staff that complete a certificate in Family Life Education.
  - a. Recruit more students who are exiting high school and those not pursuing a post-secondary degree.
  - b. Continue to recruit adults with some previous college experience and those with no previous college experience.
  - c. Recruit those who want to enter, change or advance in the job market.
  - d. Recruit more male students.

- e. Work with High School Equivalency (HSE), College Bridge Pathways and Dual Enrollment programs to recruit students.

#### **Persistence/ Graduation / Student Success Recommendations**

4. Maintain Certificate of Completion (CCL) completion rate and increase Associate in Applied Science (AAS) graduation rate.
  - a. Work with Engagement Specialists to increase matriculation of students earning a CCL into the AAS degree program.
  - b. Increase C-DAPE enrollment and graduation rates.
  - c. Increase percent of graduates in the Adult Development and Aging certificate program.
5. Utilize Rio Pace data to use student engagement as a performance measure.
6. Establish enrollment / retention / pass benchmarks
  - a. Utilize Rio Compass to assess retention through completion percentages and student check sheets.
7. Closely work with the Engagement Specialist to improve pass rates from a high of 82% in required classes and 77% in block classes to more than 90% in all classes.
8. Closely work Engagement Specialists to improve student success in high failure rate classes; this will also include general education classes required for degree completion.
9. Monthly evaluation of Engagement Specialist data to align with student success, persistence, and completion.
10. Identify retention, persistence and completion benchmarks based on national standards.

#### **Data Collection Recommendations**

11. Create a FLE program crosswalk to systematically chart College-wide Student Learning Outcomes, program competencies, and Family Life Education content objectives and industry standards at the course and program level.
  - a. Assessments will align with and include the College-wide Learning Outcomes, program competencies and Family Life Education content specific to the assessment.
  - b. Each assessment rubric will be aligned with the competencies and outcomes specific to each assessment.
  - c. Courses content within the FLE Program will be aligned with industry standards.
  - d. Key assessments in the program that exemplify Family Life Education industry standards will be identified for inclusion in the FCS 250 Portfolio Development and Professional Writing course.

12. Refine the adjunct faculty evaluation process to include the use of student engagement data to improve student outcomes. Utilize a “snap shot” moment in time that monthly collects student engagement and feedback follow-up for review.
13. Systematically review assessment data on a rotating basis selecting key lessons in required courses to install interventions should the assessment rate fall below 80%.

#### **Satisfaction / Advisory Recommendations**

14. Develop and administer Alumni Satisfaction Surveys beginning Spring 2016.
15. Develop and administer an Employer survey.
16. Initiate an external Advisory Committee.

#### **Course Content Recommendations**

17. Revise FLE courses in accordance with a rotating calendar such that an evaluation of course content with respect to needed revisions made midpoint of each five year Academic Program Review.
  - a. Course revision will be based upon a thorough investigation of policy updates and current research prior to writing courses.

#### **Future Reports/Reviews**

Adjunct faculty professional development will be the focus for the 2016 Spotlight report. Specifically, the department will develop a multi-tiered professional develop plan to provide its adjunct faculty with the requisite and ongoing supports necessary to best meet the needs of the students in order to ensure their and the students’ success.

A three-year Focus Report will provide the Department and FLE program an opportunity to formatively assess its progress in creating and implementing a crosswalk of all Rio Salado College, department, program and course competencies, and College-wide earning outcomes and skills necessary for student success, retention, persistence and completion aligned with the APR recommendations.

The next comprehensive Family Life Education Program Review will be conducted in the 2019-2020 academic year.