

Adult Learning and Development Program Review

Review Period: Academic Years 2013-2017

Review Conducted: AY2017-18

I. Degrees and Certificates in the Adult Learning and Development Program

AAS in Adult Learning and Development

- CCL in Adult Learning and Development
- CCL in Adult Learning and Coaching Development

AAS in Adult Learning and Development (3140)

Total Credits: 61-64

Description:

The Associate in Applied Science (AAS) in Adult Learning and Development program is designed to prepare individuals who work with adult learners. Curriculum emphasizes reflective practice, current theory, and best practices in adult development, motivating and mentoring adult learners, developing coaching strategies, teaching methods and curriculum in addition to dealing with adults with learning disabilities. Also covers ethical and professional principles in the field. In addition, the program includes a Certificate of Completion in Adult Learning and Development and a Certificate of Completion in Adult Learning and Coaching Development.

Program Notes:

Students must earn a grade of "C" or better in all courses within the program.

+ indicates course has prerequisites and/or corequisites.

++ indicates any module/suffixed courses.

Required Courses:

Certificate of Completion (CCL) in Adult Learning and Development (5805) (16)

22-24

OR

Certificate of Completion (CCL) in Adult Learning and Coaching Development (5806) (16-18)

16-18

AND

+	EDU272	Educational Psychology	3
+	PSY260	Psychology of Personality	3

Restricted Electives: 15-17

	EDA+++	Any EDA Education of Adult Learners course	1-17
	ELN101	eLearning Design Level I	3
	ELN102	eLearning Media Level I	3
	ELN110	Introduction to eLearning Environments	3

General Education Requirements: 22-25**General Education Core: 12-15****First-Year Composition 6**

+	ENG101	First-Year Composition (3) OR	
+	ENG107	First-Year Composition for ESL (3) AND	
+	ENG102	First-Year Composition (3) OR	
+	ENG108	First-Year Composition for ESL (3)	

Oral Communication 3

	COM100	Introduction to Human Communication	
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Critical Reading 0-3

+	CRE101	College Critical Reading and Critical Thinking (3) OR	
+	CRE111	Critical Reading for Business and Industry (3) OR	
		Equivalent as indicated by assessment	

Mathematics 3

+	MAT112	Mathematical Concepts and Applications (3) OR	
		Satisfactory completion of a higher level mathematics course.	

General Education Distribution: 10**Humanities, Arts and Design 3**

Any approved general education course from the Humanities, Arts and Design area

Social-Behavioral Sciences	3
CFS205 Human Development (3)	

Natural Sciences	4
Any approved general education course from the Natural Sciences area.	4

CCL in Adult Learning and Development (5805)

Total Credits: 16

Description:

The Certificate of Completion (CCL) in Adult Learning and Development program is designed to prepare individuals who work with adult learners. Curriculum emphasizes reflective practice, current theory, and best practices in motivating adult learners, assessment, and evaluation methods for the adult learner. Curriculum development and teaching methods for adult learners also covered in addition to ethical and professional standards.

Program Notes:

Students must earn a grade of "C" or better in all courses within the program.
 + indicates course has prerequisites and/or corequisites.

Required Courses:	16
EDA200 Adult Development	3
EDA220 Introduction to the Adult Learner	3
+ EDA230 Curriculum Development in Adult Education	3
+ EDA240 Teaching Methods for Adult Learning	3
EDA246 Motivating Adult Learners	1
+ EDA254 Assessment and Evaluation of Adult Learners	1
EDA255 Ethical and Professional Principles	1
+ EDA265 Adult Educator Practicum	1

CCL in Adult Learning and Coaching Development (5806)

Total Credits: 16-18

Description:

The Certificate of Completion (CCL) in Adult Learning and Coaching Development program is designed to prepare individuals who work with adult learners in developing coaching strategies and techniques. Curriculum emphasizes reflective practice, current theory, and best practices in adult development, motivating and mentoring adult learners, and dealing with adults with learning disabilities in addition to ethical and professional principles.

Program Notes:

Students must earn a grade of C or better in all courses within the program.

+ indicates course has prerequisites and/or corequisites.

Required Courses:		16-18
CFS204	Reflective Supervision	1
EDA200	Adult Development	3
EDA220	Introduction to the Adult Learner	3
EDA241	Coaching Across Generations (1) OR	
EDA250	Mentoring the Adult Learner (3)	1-3
EDA242	Introduction to Adults with Learning Disabilities	2
EDA245	Introduction to Coaching: Theory to Practice	3
EDA246	Motivating Adult Learners	1
EDA255	Ethical and Professional Principles	1
+ EDA260	Coaching Practicum	1

II. Program Purpose and Mission

The Associate in Applied Science (AAS) in Adult Learning and Development program is designed to prepare individuals who work with adult learners. The curriculum emphasizes reflective practice, current theory, best practices in adult development, knowledge and skills for motivating and mentoring adult learners, developing coaching strategies, teaching methods and curriculum, and skills for working with adults with learning disabilities. Additionally, the program covers ethical and professional principles associated with the field. Students receive a

either a Certificate of Completion in Adult Learning and Development or a Certificate of Completion in Adult Learning and Coaching Development.

The Certificate of Completion (CCL) in Adult Learning and Development program is designed to prepare individuals who work with adult learners. The curriculum emphasizes reflective practice, current theory, and best practices in motivating adult learners, assessment and evaluation methods for the adult learner. Curriculum development and teaching methods for adult learners is also covered in addition to ethical and professional standards associated with the field.

The Certificate of Completion (CCL) in Adult Learning and Coaching Development program is designed to prepare individuals who work with adult learners in developing coaching strategies and techniques. The curriculum emphasizes reflective practice, current theory and best practices in adult development, motivating and mentoring adult learners, and working with adults with learning disabilities, in addition to ethical and professional principles associated with the field.

Rio Salado College is dedicated to “providing innovative educational opportunities to meet the needs of today’s students through offering affordable access to higher education through college bridge pathways, community-based learning, corporate and government partnerships, early college initiatives, online learning and university transfer. The Rio Salado College vision is to reinvent the learning experience to change lives and its mission is to transform lives through:

- Active community engagement and organizational responsiveness
- Customized, high-quality courses and programs
- Data analytics and institutional accountability
- Flexibility, affordability and innovation
- Personalized service and a commitment to student success.

The mission of the Adult Learning and Development Program is to prepare individuals who work with adult learners. The curriculum emphasizes the knowledge and skills graduates need to mentor and motivate adult learners and practice effective coaching strategies. The program is designed to reflect the Rio Salado College mission of transforming the lives of its students. Evidence of Rio Salado College’s core values and culture are woven throughout the program. The Adult Learning and Development program includes high-quality, innovative courses that reflect best practices for adult learners, engage students, and is aligned with industry professional standards to prepare students for successful careers in an expanding and competitive work arena.

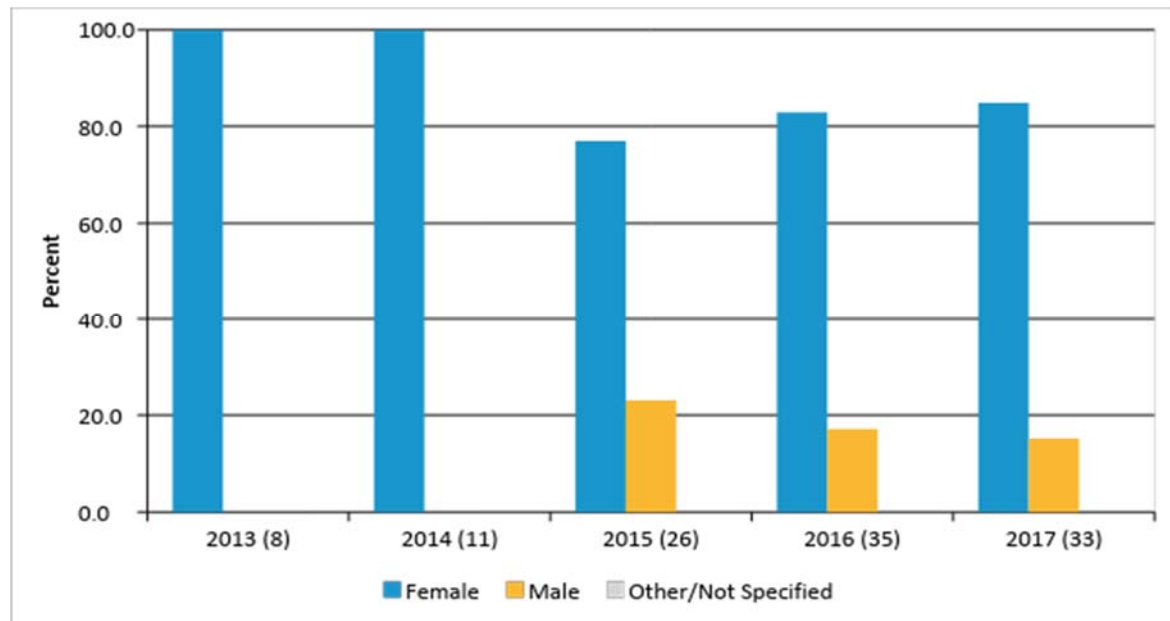
Courses in the program are offered in an asynchronous online learning environment with weekly start dates, meaning students can participate at times that are convenient for them. The innovative curriculum and flexible scheduling are responsive to the diverse needs of students and the needs of workplace organizations. The Adult Learning and Development Program provides students with knowledge and skills to be professionals in a myriad of social service and educational organizations.

Each student who enters the program is assigned an Engagement Specialist who is knowledgeable about Rio Salado College, the Human Development programs, and has expertise in the Adult Learning and Development field. Engagement Specialists (Student Services Specialists) are committed to personalized service throughout each student’s academic journey to ensure student persistence and completion from the point of access through the final course (portfolio development), internship experience, and graduation. This model focuses on personalizing student learning through a common understanding of the support services needed for each student to have a successful learning experience. Engagement Specialists are committed, listen to the voice of the student, and have a collective accountability for each student’s success.

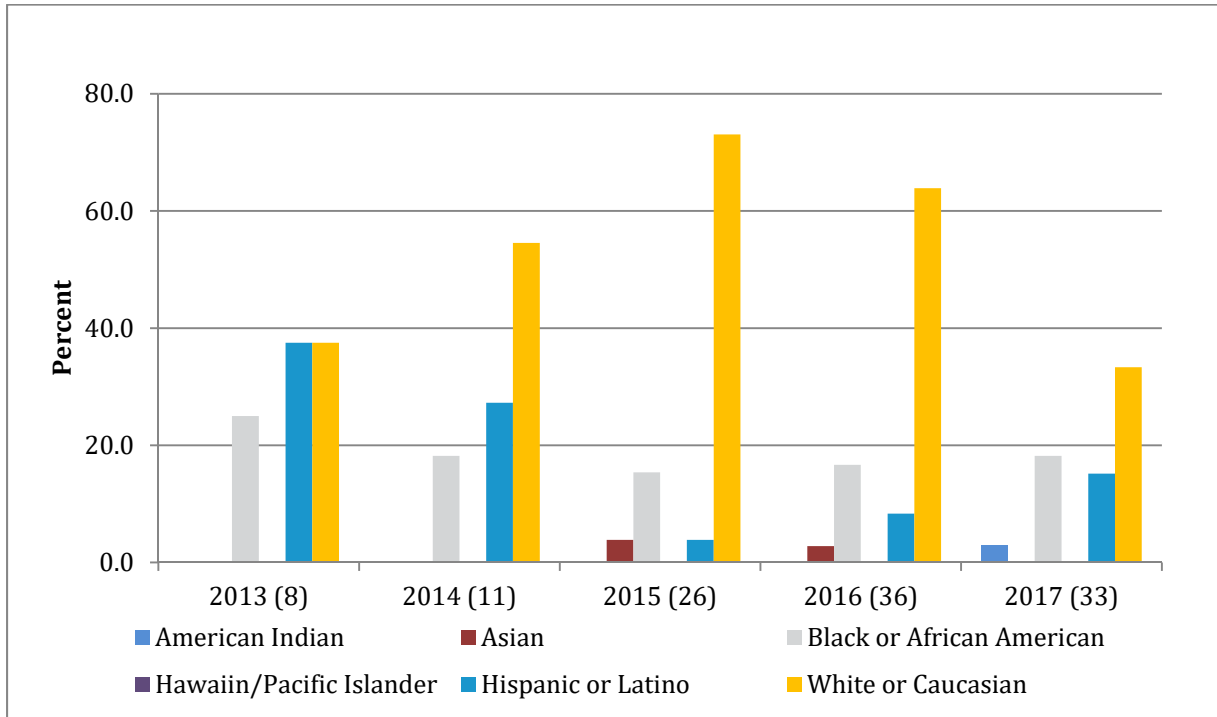
III. Student Population of the Adult Learning and Development Program

a. Student Data Analysis

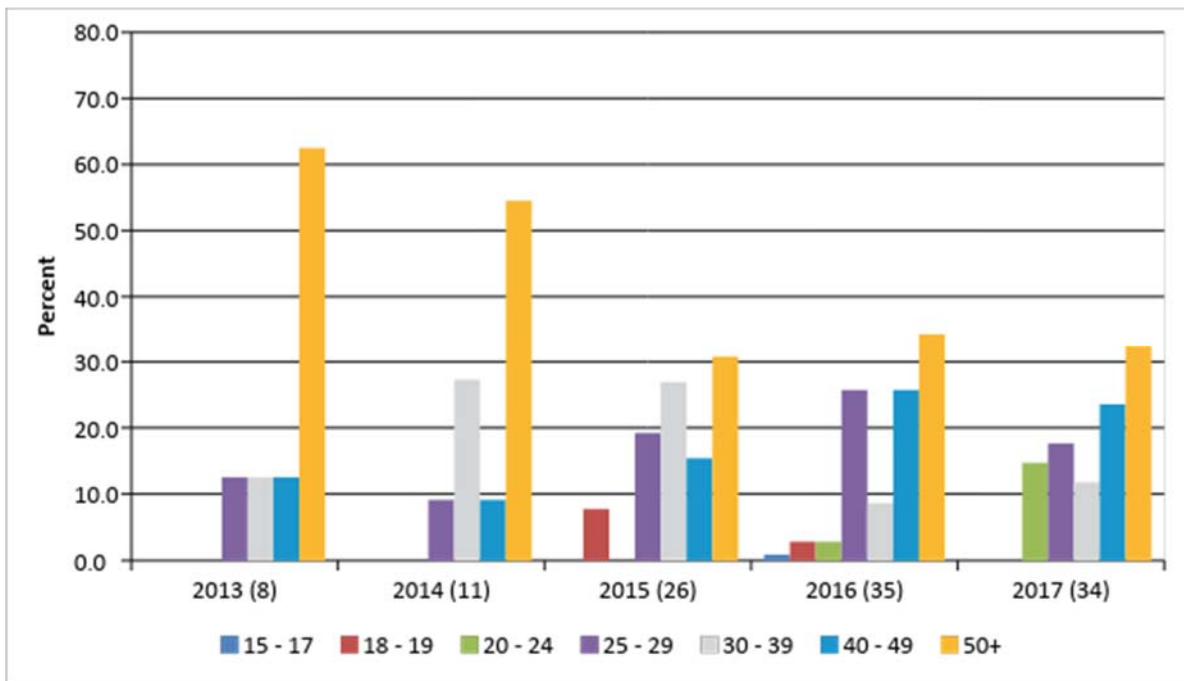
Gender Trends – Adult Learning & Development



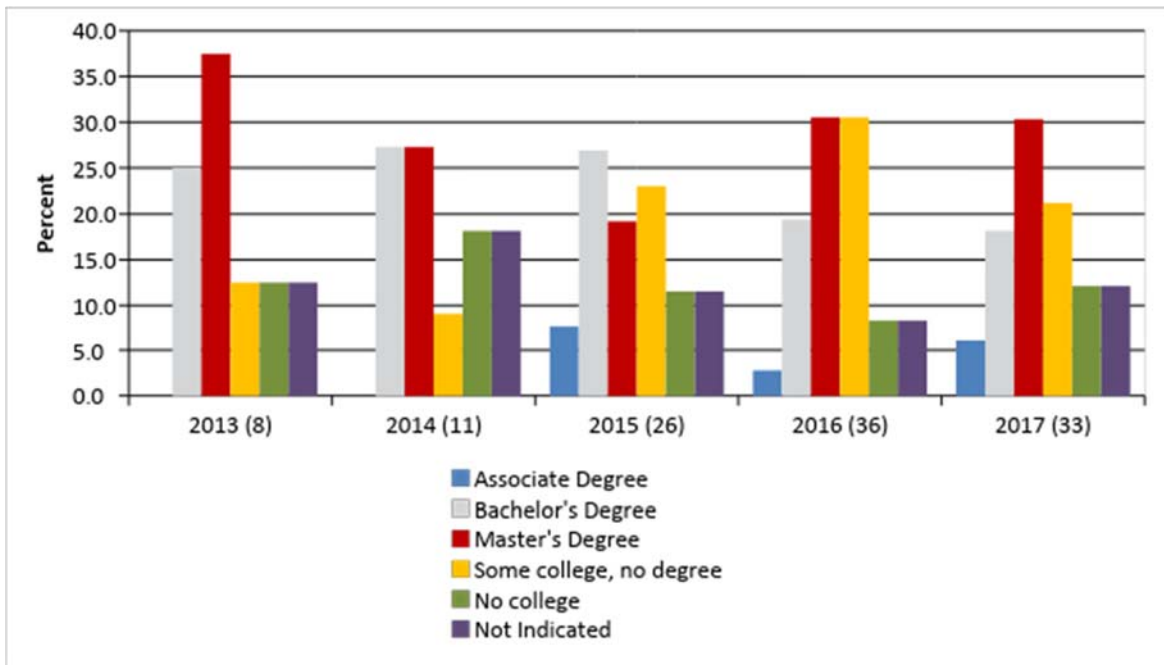
Ethnicity Trends — Adult Learning & Development



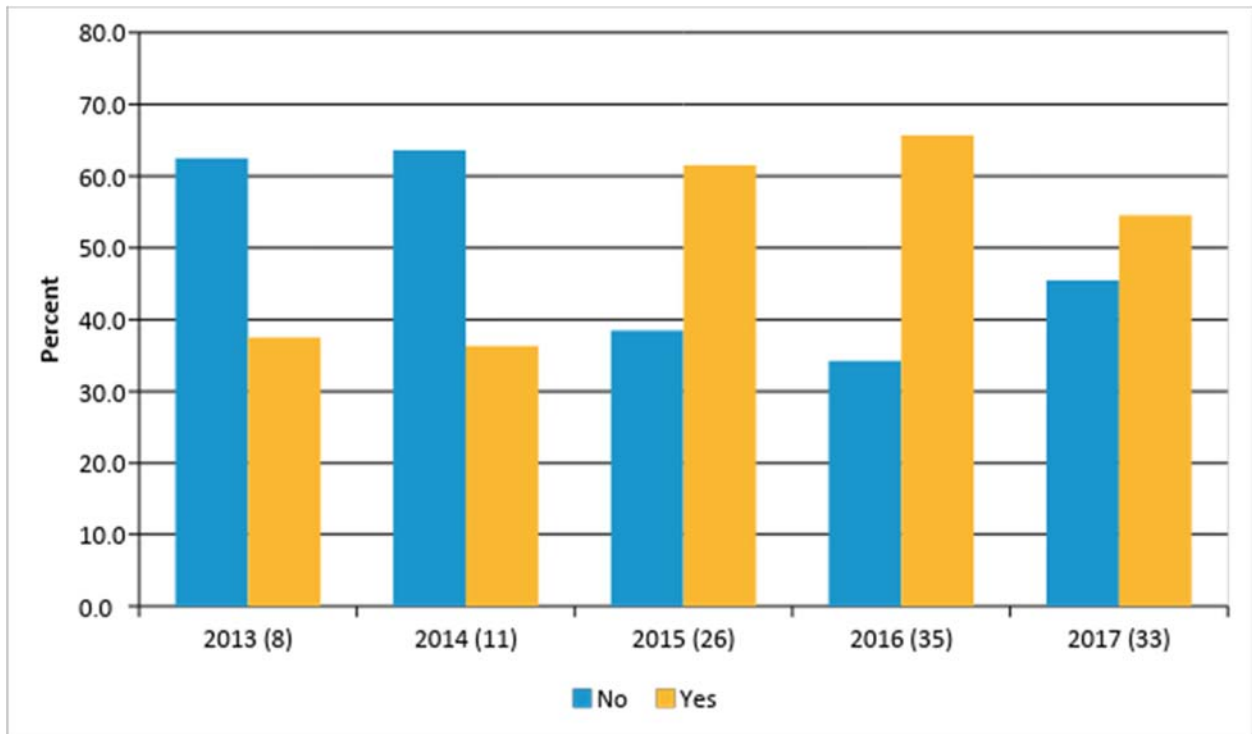
Age Trends – Adult Learning & Development

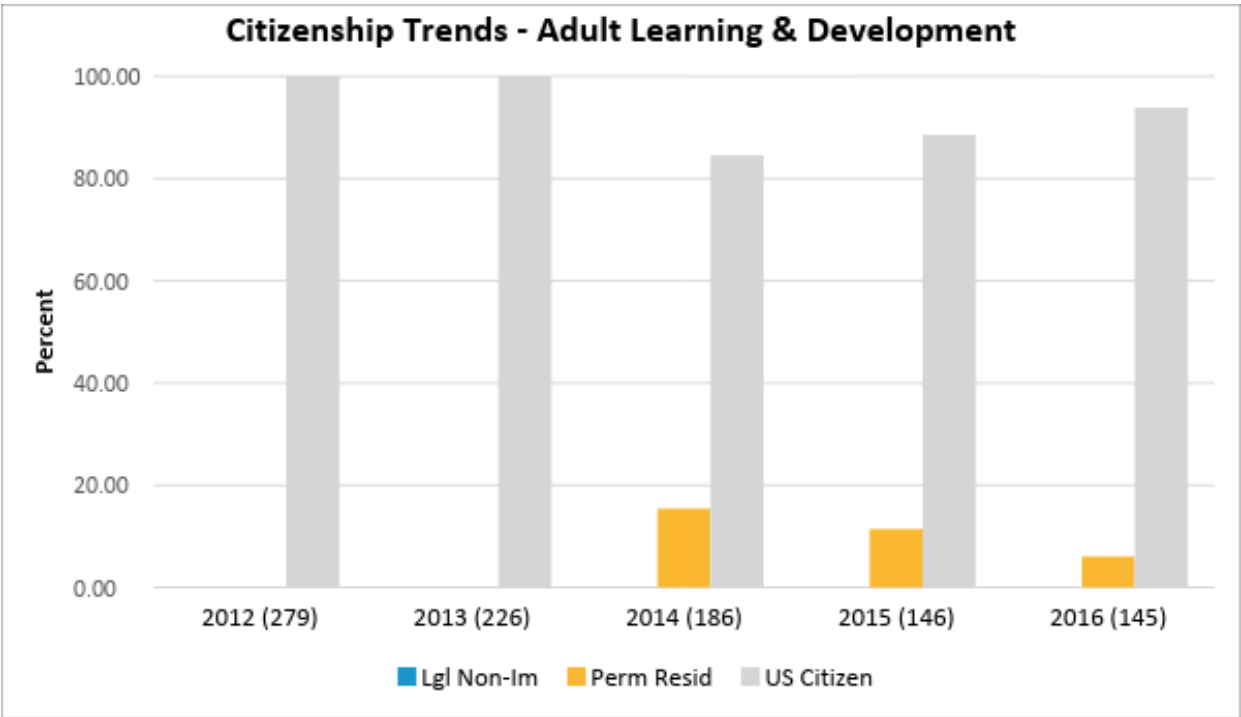


Previous College Experience Trends – Adult Learning & Development

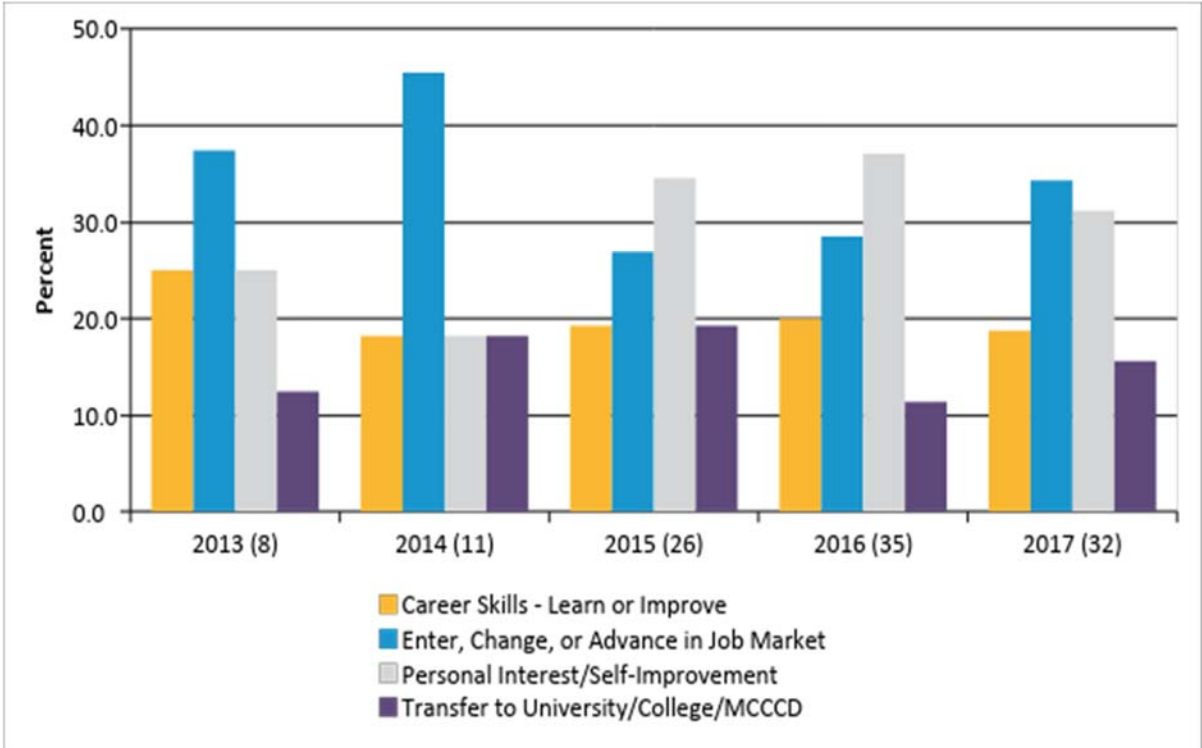


First Generation Trends – Adult Learning & Development

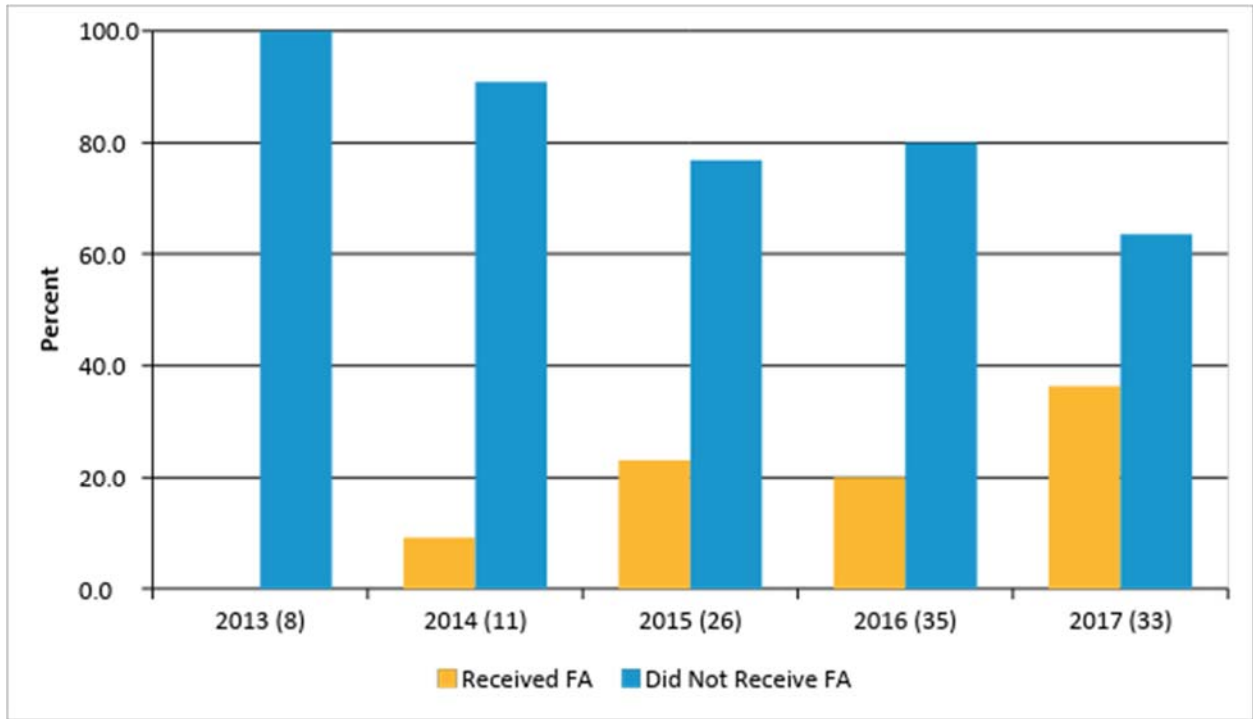




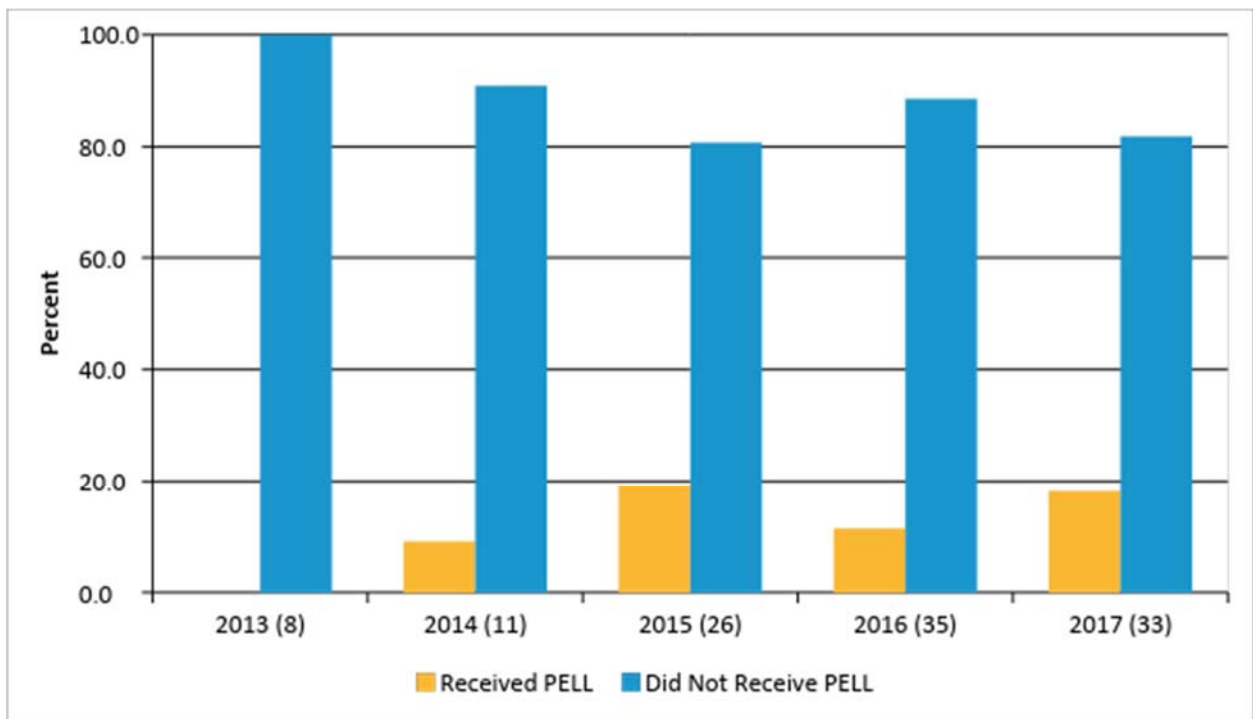
Current Intent Trends – Adult Learning & Development



Financial Aid – Adult Learning & Development



Students Receiving PELL – Adult Learning & Development



Demographics: Aggregated Data Analysis

Overall, females dominated program enrollment, ranging from 100% (2013 and 2014) to 77% (2015). However, it must be noted the actual numbers of enrollees was very small, ranging from a low of 8 (2013) to a high of 35 in 2016.

For years 2014 – 2017, White or Caucasian students comprised between 33% - 73% of enrollees. For the year 2013, Hispanic and White enrollment was the same (38%). Hispanic enrollees ranged from a high of 73% in 2015 to a low of 33% in 2017. Black or African American enrollment ranged from a low 15% (2015) to a high of 25% in (2013). However, it is noted that Black enrollment decreased from a high of 25% in 2013 and remained decreased during the five year period. In 2015 and 2016 (the only two years reporting Asian enrollees) enrollment was 4% and 3% respectively. In 2017 (the only year reporting Native American enrollees) 4% of enrollees identified as Native American.

According to the 2016 U.S. Census, 55.5% of the population of Arizona were White Non-Hispanic, 5% Black, and 31% Hispanic. Asian, American Indian and Hawaiian/Pacific Islander population ranges from 5.4% (American Indian) to 03% (Hawaiian / Pacific Islander). Thus, the Adult Development program Black or African American enrollee percentage is disproportionately higher than the Black or African American population in Arizona. In some years Hispanic enrollees mirrored the Hispanic population in Arizona, and other years (2015, 2016, 2017) they were disproportionately lower than the general population as reported by the U.S. Census. Without conducting a statistical analysis, one cannot conclude if the disproportionate difference is statistically significant.

Overwhelmingly for the five years reported, those aged 50 and older constituted the majority (mean of 43%) of enrollees ranging from a high (63%) in 2013 to a low (31%) in 2015. Average (mean) enrollment for enrollees ages 25 – 49 was 17% (range from 17% - 18% for each age group). Overall, few (6% and 9% respectively) students aged 18 – 19 years and 20 – 24 enrolled in the program over the five-years (2013 – 2017).

Most (52%) enrollees had a bachelor's (23%) or master's (29%) degree. Few (3%) had an associate's degree. One third (32%) had no or some college.

Most (35%) students enrolled in the program to enter, change, or advance in the job market, followed by professional development (29%). Twenty percent (20%) enrolled to improve career skills, and 15% enrolled with the intention of transferring to another institution.

Generally, most (43%) enrollees were older (50 and above) and educated (52%), holding a bachelor’s or master’s degree. However, it must be noted that the actual number of enrollees was small, ranging from a low of 8 students in 2013 to a high of 36 students in 2016 with a mean enrollment of 23 students per year for the five year period.

While differences exist for each year, overall no trends were noted between those enrollees who were first generation and those who were not; a mean of 51% of enrollees were first generation students whereas 49% were not. Most (57%) enrolled in the Adult Learning & Development program for personal interest/self-improvement reasons (29%), or to enter, change or advance in the job market (28%).

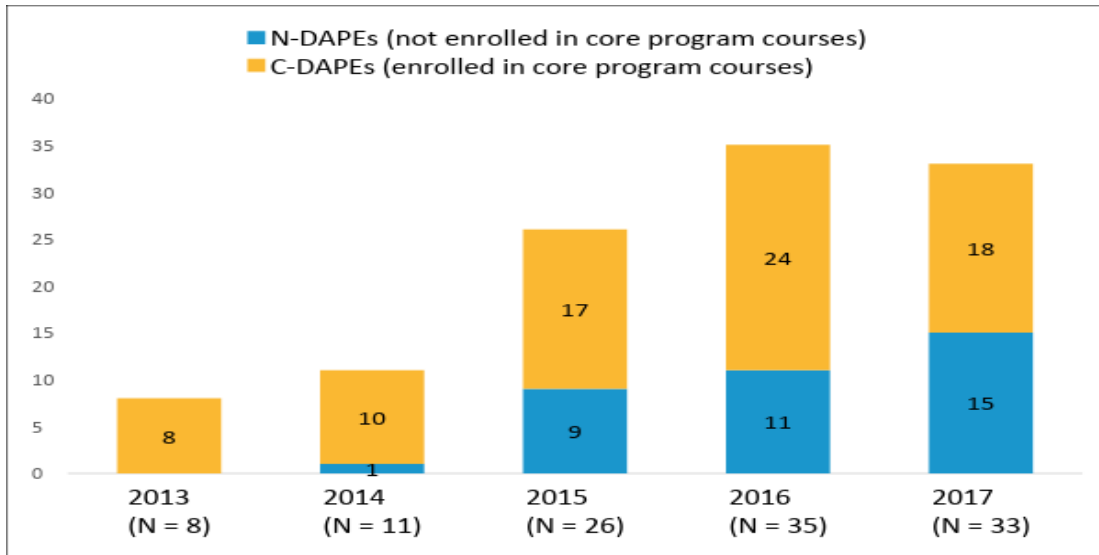
These data, cross-walked with the age data, revealed most (43%) enrollees were older (50 and above) and college educated (52% master’s and bachelor’s degrees). As most enrollees were educated, one can conclude that this accounts, in part, for the low percentage (15%) of enrollees who transferred to another institution. However, the data must be considered in the context of the small numbers of enrollees in the program. Furthermore, most (82%) did not receive financial aid and most (89%) were not recipients of a Pell Grant.

Recommendation 1.

1. Crosswalk the feasibility of maintaining a program with a low enrollment over a five year period with the financial costs of offering the program.

b. Enrollment Trends

Table 1. FTSE by Year - Adult Learning & Development					
	2013	2014	2015	2015	2016
C-DAPes (Declared Academic Plan /Enrolled in Core Program Courses)	1.2	2.3	2.4	7.0	3.1



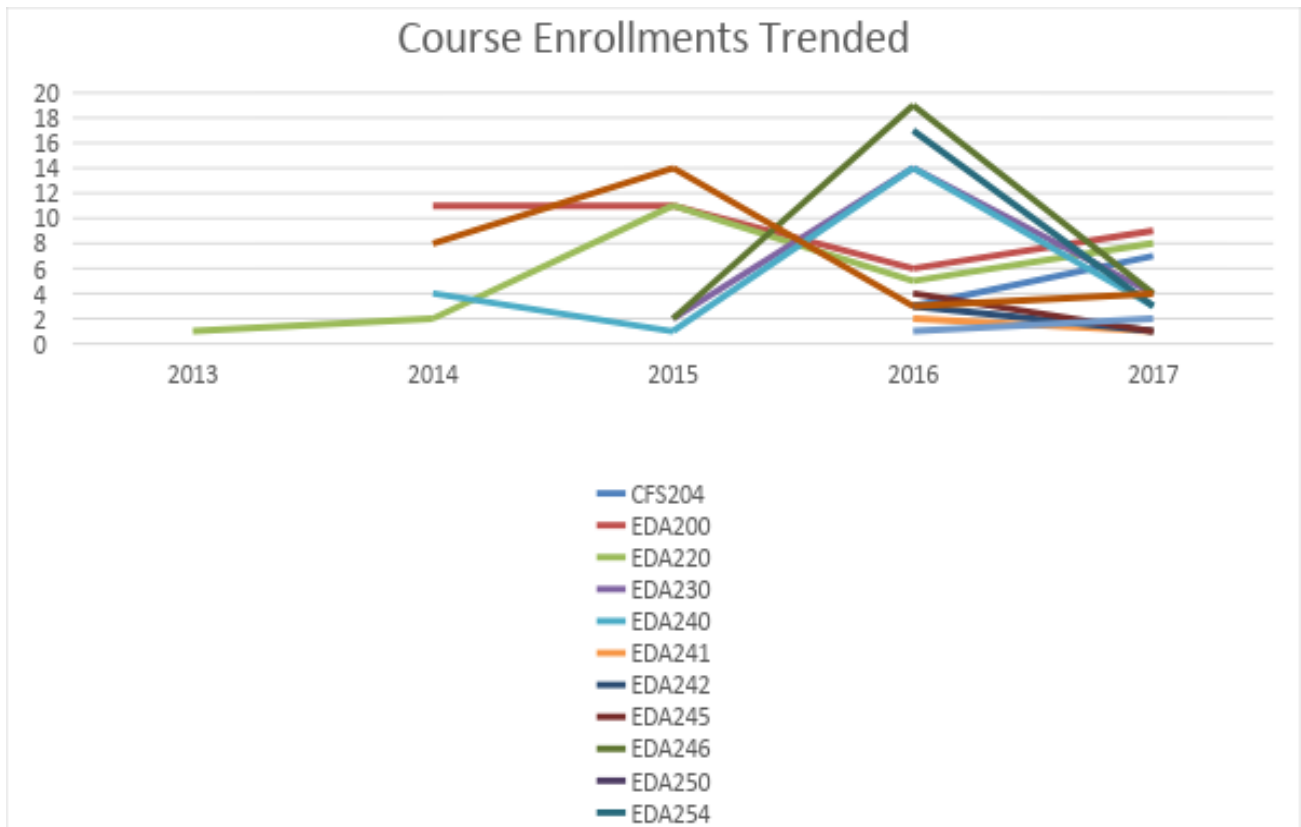
Approximately three quarters (76%) of the students were enrolled in core program courses (C-DAPEs); whereas 33% of the students were not enrolled in core program courses (N-DAPEs). Of note, the highest enrollment years were 2016 and 2017 with enrollment of 35 and 33 students respectively.

Course	2013	2014	2015	2016	2017	Mean Rounded
CFS204	4	0	0	3	6	3
EDA200	0	8	11	6	9	7
EDA220	0	2	11	5	7	5
EDA230	4	0	2	14	3	5
EDA240	0	4	1	14	4	5
EDA241	0	4	0	2	1	
EDA242	0	4	0	3	1	
EDA245	4	0	0	4	1	
EDA246	8	0	0	19	2	6
EDA250	0	0	1	0	1	
EDA254	4	0	0	17	3	5
EDA255	0	8	14	3	3	6
EDA260	0	4	0	1	2	
EDA265	0	4	0	14	5	5
Total	24	29	40	105	48	
<i>Note: Top 5 courses by highest enrollment count each year are highlighted in yellow.</i>						

No course had a mean enrollment of more than 10 students for the five year period. Overall the four courses with the highest enrollment (mean enrollment of 6 or 7 students) were EDA 200, EDA 246, EDA 255. Throughout the five year period, there were numerous courses with no students or one student enrolled. Aggregate course enrollment data revealed the lowest enrollment was in 2013 (N=24 students enrolled in courses) and the highest in 2016 (N=105 students enrolled in course). The increased enrollment in 2016 was the result of an MCCC Cohort and Maricopa County Cohort of student completing the CCLs in 2016. Without 2016 data, the mean enrollment for all courses was 35 enrollees per year. The mean enrollment per year was 23 students, indicating some students enrolled in more than course. As a result of low course enrollment, there are no trends or patterns to discuss.

Recommendation 2:

1. Low course enrollment coupled with low student enrollment is suspect and warrants further investigation for program viability.



c. Student Graduation Data

Table 3. Cohort Graduation Rates and % of Graduates Receiving Financial Aid - Adult Learning and Development (CCL)									
					FY When Award Conferred				
					2013	2014	2015	2016	2017
Total Graduates					0	4	0	13	3
FY Cohorts	Cohort (N)	Conferred Award (N)	% Conferred Award	% Graduates Financial Aid					
2013	4	4	100.0%	0.0%	0	4	0	0	0
2014	2	1	50.0%	0.0%	0	0	0	1	0
2015	12	12	100.0%	0.0%	0	0	0	12	0
2016	6	3	50.0%	33.3%	0	0	0	0	3
2017	0	0	NA	NA	0	0	0	0	0

¹Reports the total number of graduates without cohort classification constraints. ²Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified. ³If students received any financial aid during their enrollment in the program, they are counted as Graduates with Financial Aid.

Table 4. Cohort Graduation Rates and % of Graduates Receiving Financial Aid - Adult Learning and Coaching Development (CCL)									
					FY When Award Conferred				
					2013	2014	2015	2016	2017
Total Graduates					0	4	0	1	3
FY Cohorts	Cohort (N)	Conferred Award (N)	% Conferred Award	% Graduates Financial Aid					
2013	4	4	100.0%	25.0%	0	4	0	0	0
2014	0	0	NA	NA	0	0	0	0	0
2015	1	1	100.0%	0.0%	0	0	0	1	0
2016	5	2	40.0%	100.0%	0	0	0	0	2
2017	3	1	33.3%	0.0%	0	0	0	0	1

¹Reports the total number of graduates without cohort classification constraints. ²Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified. ³If students received any financial aid during their enrollment in the program, they are counted as Graduates with Financial Aid.

Table 5. Cohort Graduation Rates and % of Graduates Receiving Financial Aid - Adult Learning and Development (AAS)									
					FY When Award Conferred				
					2013	2014	2015	2016	2017
Total Graduates					0	0	0	0	1
FY Cohorts	Cohort (N)	Conferred Award (N)	% Conferred Award	% Graduates Financial Aid					
2013	1	1	100.0%	100.0%	0	0	0	0	1
2014	1	0	0.0%	NA	0	0	0	0	0
2015	7	0	0.0%	NA	0	0	0	0	0
2016	5	0	0.0%	NA	0	0	0	0	0
2017	14	0	0.0%	NA	0	0	0	0	0

¹Reports the total number of graduates without cohort classification constraints. ²Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified. ³If students received any financial aid during their enrollment in the program, they are counted as Graduates with Financial Aid.

Cohort Graduation Rates: Aggregate Data Analysis

CCLs: While no patterns exist, it is noted that few enrollees received financial aid. Furthermore, the total enrollment for this time period was a mean of 23 students per year.

In 2013 one AAS degree was conferred and the student received financial aid. For the years 2014, 2015, 2016 and 2017 no AAS degrees were conferred.

In summary the data was inconsistent for CCLs conferred. Since 2013 no AAS degrees have been conferred. Therefore, meaningful analysis is difficult at best.

Few students (mean of 23 per year) were enrolled in the program and few graduated with either a certificate or degree. However this is consistent with the data that indicated more than half (52%) of enrollees have a bachelor’s (23%) or master’s (29%) degree. Therefore, it is not unexpected that the percentage of degrees conferred is zero for the years 2014 – 2017.

Additionally, many students enrolled in the program for personal interest/self-improvement reasons (29%) or to enter, change or advance in the job market (28%); few (15%) indicated they planned to transfer to another institution.

Recommendation 3.

1. As more than half of students enrolled in the program have a degree, consider other options (rather than a degree or certificate of completion path) for offering classes for those students who enroll in the program to enter, change, or advance in their career and those who enroll for personal development or to improve career skills

IV. Student Goals and Satisfaction

The Associate in Applied Science (AAS) in Adult Learning and Development program is designed to prepare individuals who work with adult learners. Curriculum emphasizes reflective practice, current theory, and best practices in adult development, motivating and mentoring adult learners, developing coaching strategies, teaching methods and curriculum in addition to dealing with adults with learning disabilities. Also covers ethical and professional principles in the field. In addition, the program includes a Certificate of Completion in Adult Learning and Development and a Certificate of Completion in Adult Learning and Coaching Development.

Rio Salado College's published gainful employment information identifies graduates who may be employed as adult basic education and secondary education literacy teachers and instructors, or self-enrichment education teachers. However, the State of Arizona does not have licensure or certification requirements for these positions. Therefore, the skills and positions associated with the degree and certificates are not aligned with Arizona licensing or certification requirements for employment.

In-Person Questions

1. My instructor was prepared for each class meeting.
2. My instructor communicated the course policies and procedures.
3. My instructor answered my questions about the course content.
4. My instructor kept me informed about my progress in the course.
5. My instructor presented objectives for each lesson.
6. The assignments were based on what I was expected to learn.
7. My assignment feedback explained why I earned or lost points.
8. My instructor's feedback on assignments helped to increase my understanding of the course content.
9. My instructor created an effective learning experience.

Table 6. In-Person End-of-Course Evaluation Data

	Number of Surveys									12	Mean
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9		
CFS204	4.83	4.50	4.83	4.33	4.80	4.83	4.50	4.67	4.83	4.67	
EDA245	5.00	4.50	4.67	3.50	5.00	5.00	5.00	4.00	4.83	4.06	
Total	4.92	4.50	4.75	3.92	4.91	4.92	4.70	4.36	4.83		

Data for number of surveys administered was not provided, therefore the response rate is not known. Overall, mean scores for both courses were above 4.0. Of note is that for question four, EDA 245 respondents indicated lower agreement (mean response = 3.5 for 12 surveys). Otherwise, no notable patterns were revealed.

Distance Questions

1. My instructor communicated the course policies and procedures.
2. My instructor communicated his/her expected response time for messages and grading assignments.
3. My instructor responded to messages within the stated time frame.
4. My instructor graded assignments within the stated timeframe.
5. My assignment feedback explained why I earned or lost points.
6. My instructor's feedback on assignments helped to increase my understanding of the course content.
7. My instructor provided complete responses to my questions.

	Number of Surveys							67	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Mean	
CFS204	4.40	4.40	4.50	4.00	4.00	3.80	4.20	4.19	
EDA200	4.30	4.30	4.20	4.30	4.10	4.10	4.30	4.23	
EDA220	4.50	4.63	4.53	4.39	4.65	4.44	4.61	4.54	
EDA230	4.60	4.60	4.60	4.40	4.40	4.20	4.60	4.49	
EDA240	5.00	5.00	5.00	5.00	5.00	4.75	4.75	4.93	
EDA241	5.00	5.00	5.00	5.00	4.80	4.60	4.80	4.89	
EDA242	5.00	5.00	5.00	4.67	4.33	4.33	5.00	4.76	
EDA245	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	
EDA246	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	
EDA250	4.88	5.00	5.00	4.88	4.89	4.78	4.88	4.0	
EDA254	4.67	4.67	3.67	3.67	4.00	3.33	3.67	3.95	
EDA255	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	
Total	4.58	4.63	4.55	4.44	4.47	4.31	4.52		

In two classes (EDA 246, EDA 254) mean responses were less than 4.0. In four classes (EDA 240, EDA 241, EDA 242, EDA 245) mean responses were greater than 4.75. Note: For EDA 246 all question responses were 3.67. This is suspect. This could indicate that one student completed the end of course survey and responded the same to all questions. Otherwise, no individual question appears to have suspect data and no notable patterns were revealed. Additionally, the data for number of surveys administered was not provided, therefore the response rate is not known. As course and program enrollment is low, no further analysis is needed.

V. Evaluation of Curriculum

The ECE Advisory Committee meets annually. At each meeting the committee reviews curriculum, provides concomitant recommendations, and provides the department with recommended changes based on changes in the field, best practices, and essential relevant information for course and program inclusion.

In 2016, the ECE Department implemented a Curriculum Committee. The purpose of the committee is to review course offerings with regard to (a) enrollment data, (b) date of last course revision, (c) text book revisions.

All who teach courses are encouraged to submit emails to the ECEHD Adjunct Helpdesk to report broken links, changes in the field and other pertinent information that may impact the relevancy course content ensuring the content is up-to-date.

Changes to course content occur in a variety of times and for different reasons:

1. Textbook revisions (minor). Changes in lesson to align with text revisions are made to ensure the course is current for the next term it is offered. An example is page changes in a new revision. These changes do not need to be in the “queue”.
2. Textbook revisions (major). In some instances the text revision is major and requires a rewrite of the course. The department works closely with the instructional design specialist to ensure that the course is entered into the “queue”.
3. Content revisions. The department works closely with the instructional design specialist to ensure that the course is entered into the “queue”.
4. Curriculum update revisions determined by the IC.

Recommendation 4.

1. Place in abeyance all course revisions until the feasibility of program continuance is determined.

VI. Student Learning Outcomes

a. Program-Level Student Learning Outcomes

AAS in Adult Learning and Development (3140)

Competencies:

CCL in Adult Learning and Development (5805)

1. Describe the developmental framework, processes, and contexts of adult development. (EDA200, EDA220, EDA246)
2. Describe characteristics common to adult learners. (EDA220, EDA230, EDA246)
3. Compare and contrast research methods for and theoretical approaches to adult education. (EDA200, EDA220)
4. Summarize major theories of adult development. (EDA200, EDA220, EDA246)
5. Explain principles and techniques for curriculum development in adult education. (EDA230)
6. Develop lesson plans appropriate to adult education. (EDA230, EDA240, EDA246)
7. Compare and contrast techniques and methods used to teach adults. (EDA230, EDA240)
8. Examine strategies for motivating adult learners. (EDA220, EDA240, EDA246)
9. Develop effective assessments and evaluations for adult learners. (EDA230, EDA254)
10. Explain professional practices and standards for self, students, colleagues, community, and society. (EDA240, EDA255)
11. Demonstrate knowledge and skills in an applied adult learner instructional setting. (EDA230, EDA240, EDA265)

OR

CCL in Adult Learning and Coaching Development (5806)

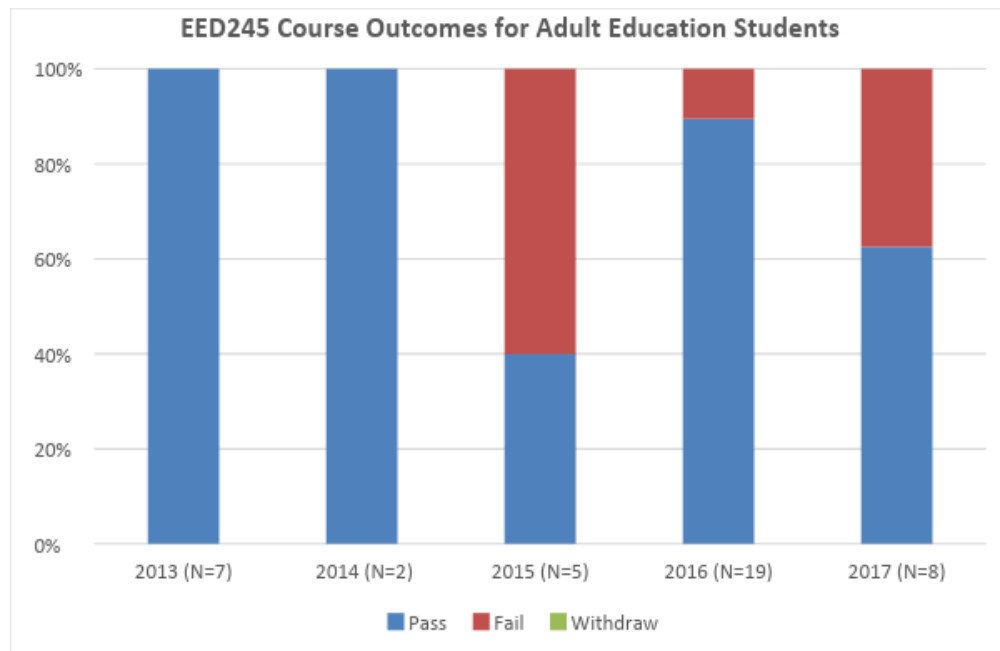
1. Describe the developmental framework, processes, and contexts of adult development. (EDA200, EDA245, EDA246)
2. Describe characteristics common to adult learners. (EDA220, EDA246, EDA260)
3. Compare and contrast research methods for and theoretical approaches to adult education. (EDA200, EDA220, EDA245)
4. Summarize major theories of adult development. (EDA200, EDA220, EDA245, EDA246)
5. Examine strategies for mentoring the adult learner. (EDA241, EDA250)
6. Compare and contrast learning styles for adult learners. (EDA241)
7. Examine communication techniques for adult learners. (EDA241, EDA250)
8. Examine strategies for motivating adult learners. (EDA241, EDA246, EDA260)
9. Describe assessment and evaluation techniques for adult learners with disabilities. (EDA242)
10. Examine resources for adults with learning disabilities. (EDA242)
11. Describe components of coaching as a profession, (EDA245)
12. Explain professional practices and standards for self, students, colleagues, community, and society. (EDA255)
13. Demonstrate knowledge and skills in an adult learner coaching situation. (EDA241, EDA250, EDA260)
14. Apply best practices for reflective supervision. (CFS204)

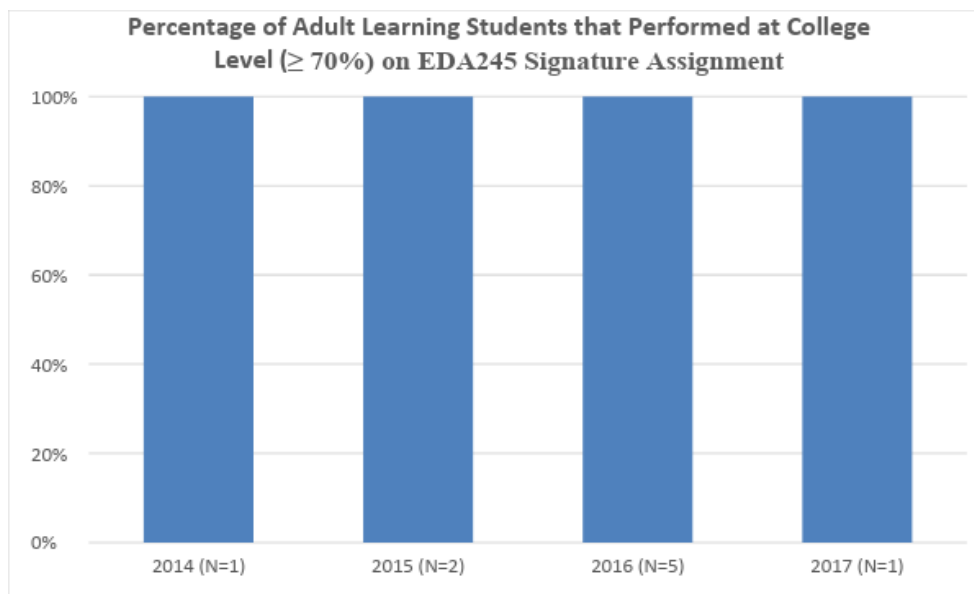
AND

1. Evaluate current trends in theory and research in teaching and learning. (EDU272)
2. Apply theories of learning and motivation to the learning process. (EDU272)
3. Examine theories of personality. (PSY260)
4. Describe the roles of assessment and theory in the study of personality. (PSY260)

Rio Salado College’s published gainful employment information identifies that graduates may be employed as adult basic education and secondary education literacy teachers and instructors, or self-enrichment education teachers. However, the State of Arizona does not have licensure or certification requirements for these positions. Therefore, the skills and positions associated with the degree and certificates are not aligned with Arizona licensing or certification requirements for employment.

Program level learning outcomes are the aggregate of the student learning outcomes. As noted previously, the goals of the program are woven throughout the required and elective course work. The program does not have one course or one specific assignment that assesses all goals. Embedded in each course is content and an assessment that assesses one or more goals. To meet the needs of students and the workplace, in its curricular redesign, the ECE program is eliminating open-book forced response assignments (multiple choice and true/false quizzes) and requiring students to complete authentic assessments that evaluate student goals. Rubrics are more precisely aligned with the authentic assessment requirements, providing the student and instructor with data to measure achievement of program student goals.





Since the numbers are so small, an analysis would be meaningless.

b. College-Wide Student Learning Outcomes

In addition to the program-level outcomes addressed above, all Rio Salado College students must know and be able to do the following:

1. **Critical Thinking:** The student will demonstrate the ability to analyze information, evaluate material, use inference to draw conclusions, and use deductive reasoning and inductive reasoning at a college level
2. **Information Literacy:** The student will demonstrate the ability to determine an information need, access successfully and evaluate critically the needed information, and organize and apply the information appropriately to accomplish a given research task.
3. **Oral Communication:** The student will demonstrate the ability to prepare and present oral communication in a variety of contexts as a college-level speaker.
4. **Reading:** The student will demonstrate the ability to comprehend a variety of materials by determining the central idea and providing textual evidence, drawing inferences or valid conclusions, analyzing the author's purpose and bias, and applying the text to a given task or course content.
5. **Writing:** On a written assignment, the student will demonstrate the ability to generate relevant and sufficient content; organize his or her thoughts coherently; adhere to the conventions of correct mechanics and sentence structure; and use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.

For more information: <http://www.riosalado.edu/about/teaching-learning/assessment/Pages/SLO.aspx>

Table 8. Courses and College-Wide Learning Outcomes Included in Adult Learning & Development

Course	Critical Thinking Flag	Reading Flag	Info Lit Flag	Oral Comm Flag	Writing Flag
CFS204	Y	Y	Y		Y
EDA200	Y		Y		Y
EDA220					Y
EDA230		Y	Y		Y
EDA240	Y	Y	Y		Y
EDA241					Y
EDA242	Y	Y	Y		Y
EDA245	Y	Y	Y		Y
EDA246	Y	Y	Y		Y
EDA250			Y		Y
EDA254	Y		Y		Y
EDA255	Y		Y		Y
EDA260					
EDA265					

Oral communication college wide outcome is not included in any class. Critical thinking is included in approximately 60% of the classes, reading was included in 43% of the classes, information literacy in approximately 70% of the classes, and writing in approximately 85% of the classes.

Recommendation 5.

1. At this time, as program and course enrollment is low, it is recommended emphasis not be placed on aligning outcomes with course content and expectations until the feasibility of program continuance is determined.

College-wide student learning outcomes: Student Performance

Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/1/2014** and **6/30/2017**. Definitions may be found on page 2.

For questions, please contact Institutional Research.

Summary Table

Overall	88%
Critical Thinking	91%
Information Literacy	93%
Oral Communication	
Reading	93%
Writing	85%

Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/1/2014** and **6/30/2015**. Definitions may be found on page 2.

For questions, please contact Institutional Research.

Summary Table

Overall	83%
Critical Thinking	90%
Information Literacy	93%
Oral Communication	
Reading	100%
Writing	81%

Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/1/2015** and **6/30/2016**. Definitions may be found on page 2.

For questions, please contact Institutional Research.

Summary Table

Overall	90%
Critical Thinking	90%
Information Literacy	94%
Oral Communication	
Reading	89%
Writing	88%

Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/1/2016** and **6/30/2017**. Definitions may be found on page 2.

For questions, please contact Institutional Research.

Summary Table

Overall	89%
Critical Thinking	93%
Information Literacy	93%
Oral Communication	
Reading	95%
Writing	87%

Students are performing above the college threshold of 80% from the 2014/15 to 2016/17 academic years. In 2014-15, reading was below the 80% by 1%. Oral communication has not been incorporated into the program as of yet.

Currently, there is no plan to address student performance on assignments that fall below the college-level threshold as the overall scores are above the 80% threshold.

VII. Effective Teaching

Ongoing support for effective teaching is provided through monitoring and evaluation processes. As per Rio Salado College policies and procedures, all who teach in the ECE/HD program are required to complete all AFD initial and follow-up training. Next, all who teach in the ECE/HD program are required to attend and participate in bi-annual All Faculty Meetings. These meetings provide adjuncts with additional training relevant to the department. Partnering with our adjuncts is a crucial component of servicing students. For example, training has centered on RioLearn course roster management, course relevancy, internal staffing changes and department procedures that impact teaching. Furthermore, the meetings provide adjuncts the opportunity to share updates from the field, course feedback, and resource updates that might impact course development, and teaching and learning. All of these practices are intentionally aligned with Rio Salado College’s values of inclusiveness, professionalism, and teamwork.

The 2016 and 2017 All Faculty Meeting evaluation instrument asked five questions. The 2016 data was collected and analyzed using a 3-point Likert scale, whereas 2017 data was collected and analyzed using a 5-point Likert scale. Aggregated results revealed 83% of attendees agreed and strongly agreed the sessions were valuable; 6% disagreed or strongly disagreed; and 7% had no opinion.

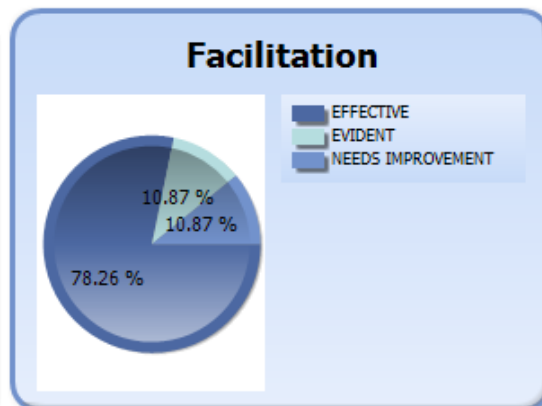
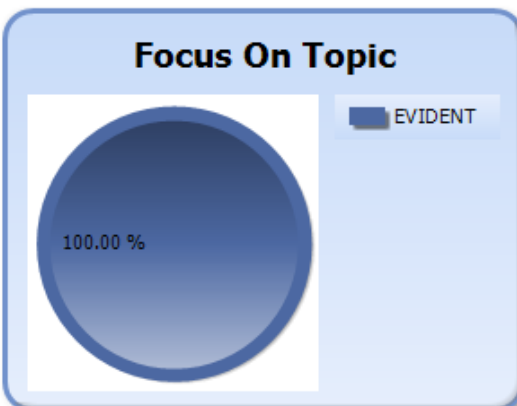
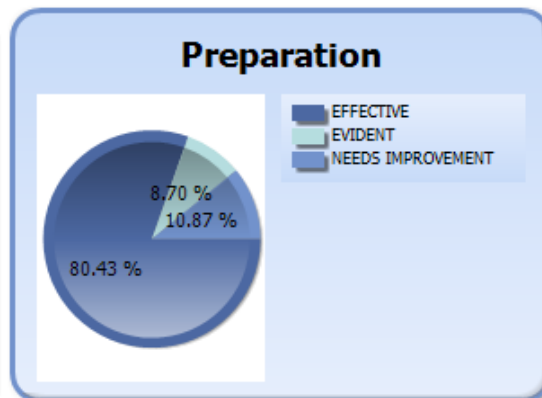
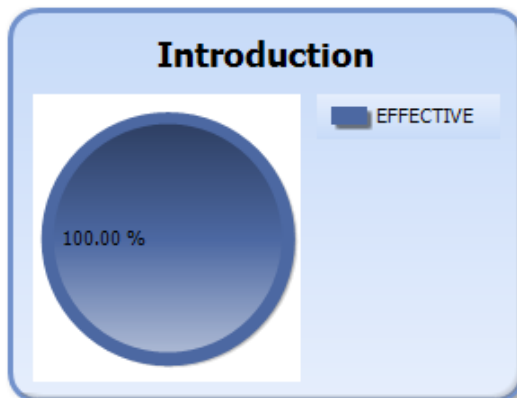
		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
What I learned at today’s General Session contributed to my effectiveness as a Rio Salado Adjunct Faculty member.	2016		69%	25%	0%	
	2017	45%	45%	5%	0%	5%
The Assessment Update at the general session increased my knowledge of the assessment work at Rio Salado.	2016		69%	19%	12%	
	2017	25%	65%	5%	0%	5%
The “Rio Chats” provided useful ideas to increase engagement with students.	2016		94%	0%	6%	
	2017	55%	3%	5%	0%	5%
My Department Meeting contained valuable information that I can use in my role as a Rio Salado Adjunct Faculty Member.	2016		88%	6%	6%	
	2017	70%	25%	0%	0%	5%
Overall, attending today’s event makes me feel valued as a member of the Rio Salado College teaching community.	2016		94%	0%	6%	
	2017	50%	35%	5%	0%	5%
Aggregated Mean Percentages All Questions 2016 - 17			83%	7%	6%	

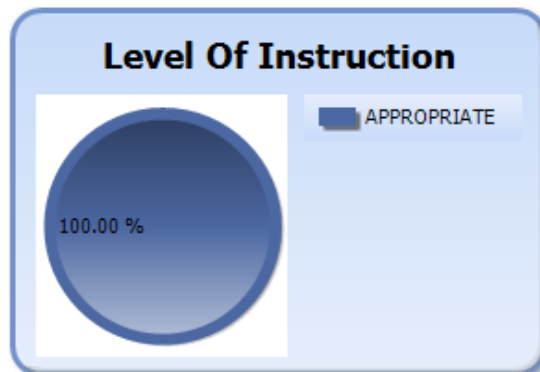
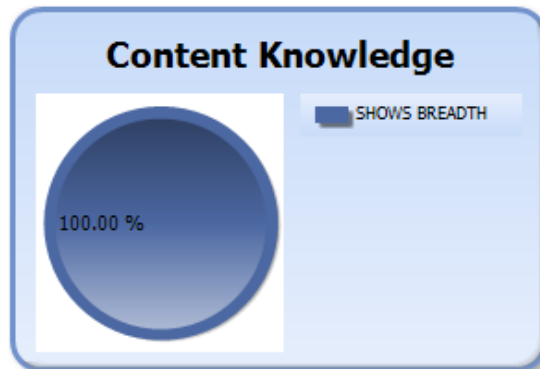
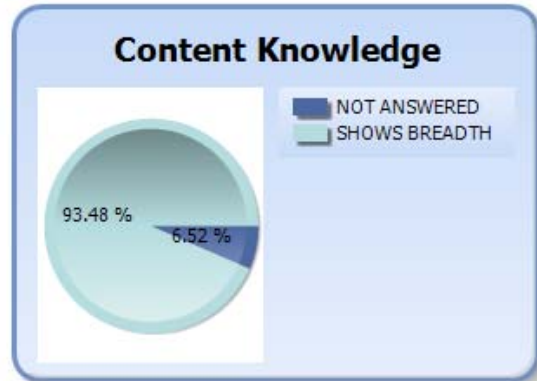
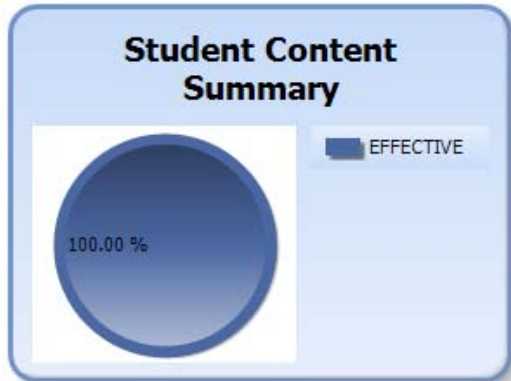
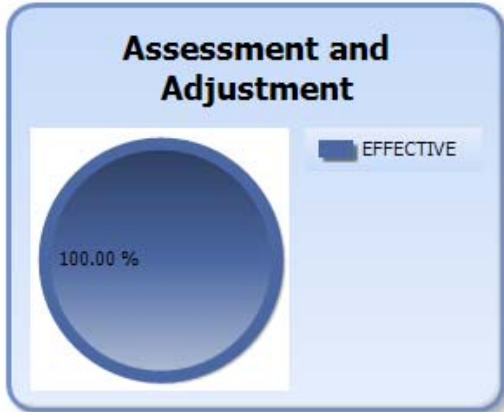
Adjunct faculty are evaluated annually. All evaluations are reviewed by the ECE Program Manager and appropriate Program Analyst. Should an evaluation warrant further assessment of deficiencies, the instructor meets with the ECE Program Manager or appropriate Program Analyst to design a plan of action to correct the deficiencies. Additionally, each Program Analyst monitors and reviews all roster management reports to ensure faculty meet their course management responsibilities. Lastly, ongoing support for effective teaching is provided through the ECE/HD Adjunct Helpdesk and the Bi-Annual ECE All Faculty Meetings.

The Chair and Program Manager review all faculty evaluations, student issue data, and student feedback (including end-of-course surveys) to provide evidence of effective teaching and make substantive changes as needed. Data is shared with the Program Analysts so as they may continue to provide instructors with the guidance necessary for effective teaching practices and to ensure student learning needs are met.

In Person Evaluations:

Distance Learning Evaluations:





VIII. Retention and Persistence

Table 9. Persistence for Following Term and Following Year - Adult Learning & Development AAS

Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4126 (Fall 2012)	0	NA	NA
4132 (Spring 2013)	0	NA	NA
4136 (Fall 2013)	0	NA	NA
4142 (Spring 2014)	1	100.0%	100.0%
4146 (Fall 2014)	4	50.0%	75.0%
4152 (Spring 2015)	3	0.0%	0.0%
4156 (Fall 2015)	5	40.0%	60.0%
4162 (Spring 2016)	2	50.0%	50.0%
4166 (Fall 2016)	3	66.7%	33.3%
4172 (Spring 2017)	6	16.7%	n/a
Total	24	37.5%	41.7%

Notes. Cohort determined as first Fall or Spring term that a student declared the academic plan based on this review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/(Initial Cohort - Grads to date).

Overall the percentage of students who persisted to the following year was higher than those who persisted to the following term.

Table 10. Persistence for Following Term and Following Year - Adult Learning & Development CCL

Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4126	0	NA	NA
4132	4	100.0%	100.0%
4136	0	NA	NA
4142	0	NA	NA
4146	1	0.0%	0.0%
4152	9	100.0%	100.0%
4156	6	83.3%	20.0%
4162	2	50.0%	0.0%
4166	2	50.0%	50.0%
4172	0	NA	n/a
Total	24	83.3%	68.2%

Notes. Cohort determined as first Fall or Spring term that a student declared the academic plan based on this review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/(Initial Cohort - Grads to date).

Most students (83%) persisted to the following term, and 68% persisted to the following year. Due to small numbers only the overall data is reported.

Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4126	0	NA	NA
4132	4	100.0%	100.0%
4136	0	NA	NA
4142	0	NA	NA
4146	0	NA	NA
4152	1	100.0%	100.0%
4156	0	NA	NA
4162	3	100.0%	33.3%
4166	5	0.0%	25.0%
4172	0	NA	n/a
Total	13	61.5%	58.3%

Notes. Cohort determined as first Fall or Spring term that a student declared the academic plan based on this review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/(Initial Cohort - Grads to date).

Almost 2/3 of students (62%) persisted the following term, and 58% persisted to the following year. Due to small numbers only the overall data is reported.

Recommendation 6.

1. Program enrollment and the number of students in each cohort is small. Persistent data is sporadic. Therefore, a thorough analysis is not warranted.
2. As cohort size is small, crosswalk all data with the financial costs to operate the program to determine program feasibility.

2013		2014		2015		2016		2017	
Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success
100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.1%	94.4%	96.1%	82.4%

Note: Course Success = Grade A,B,C,P/any letter grade(includes withdraws). Course Retention = Grade A,B,C,D,F,P/any letter grade (includes withdraws).

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Course - Modality	2013				2014				2015				2016				2017			
	Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates	
	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F
CFS204	100%	100%	0%	0%	*	*	*	*	*	*	*	*	67%	67%	33%	0%	100%	100%	0%	0%
EDA200	*	*	*	*	100%	100%	0%	0%	100%	100%	0%	0%	100%	67%	0%	33%	78%	67%	22%	11%
EDA220	*	*	*	*	100%	100%	0%	0%	100%	100%	0%	0%	100%	60%	0%	40%	100%	71%	0%	29%
EDA230	100%	100%	0%	0%	*	*	*	*	100%	100%	0%	0%	100%	100%	0%	0%	100%	100%	0%	0%
EDA240	*	*	*	*	100%	100%	0%	0%	100%	100%	0%	0%	100%	100%	0%	0%	100%	100%	0%	0%
EDA241	*	*	*	*	100%	100%	0%	0%	*	*	*	*	100%	100%	0%	0%	100%	0%	0%	100%
EDA242	*	*	*	*	100%	100%	0%	0%	*	*	*	*	100%	100%	0%	0%	100%	100%	0%	0%
EDA245	100%	100%	0%	0%	*	*	*	*	*	*	*	*	100%	100%	0%	0%	100%	0%	0%	100%
EDA246	100%	100%	0%	0%	*	*	*	*	*	*	*	*	100%	100%	0%	0%	100%	50%	0%	50%
EDA250	*	*	*	*	*	*	*	*	100%	100%	0%	0%	*	*	*	*	100%	100%	0%	0%
EDA254	100%	100%	0%	0%	*	*	*	*	*	*	*	*	100%	94%	0%	6%	100%	100%	0%	0%
EDA255	*	*	*	*	100%	100%	0%	0%	100%	100%	0%	0%	100%	100%	0%	0%	100%	67%	0%	33%
EDA260	*	*	*	*	100%	100%	0%	0%	*	*	*	*	100%	100%	0%	0%	100%	100%	0%	0%
EDA265	*	*	*	*	100%	100%	0%	0%	*	*	*	*	100%	100%	0%	0%	100%	100%	0%	0%
Total	100%	100%	0%	0%	100%	100%	0%	0%	100%	100%	0%	0%	99%	94%	1%	5%	96%	82%	4%	14%

*If no students enrolled or N < 1, percentages not computed. P = course success (A,B,C,P); F = course failure (D,F); W = course withdraw/incomplete (W,Y,I); R = course retention (A,B,C,D,F,P)

2

Retention/Pass/Withdraw/Failure Percentages: Aggregate Data Analysis

Overall, retention and success rates were 100% in 2013, 2014 and 2015; retention and success rates were 90% or greater in 2016 and 2017. Again, low enrollment does not warrant further analysis. CFS 204, EDA 200, EDA 220, EDA 246, and EDA 255 failure rates were more than 0% and pass rates of less than 100%.

Recommendation 7.

1. Retention/pass/withdraw/failure data is sporadic and a possible reflection of both small program and course enrollment. Therefore, further analysis is not warranted.

The Adult Learning and Development program does not have interventions such as PACE, Civitas, or PAR. Formative and summative APR recommendations address the need for data and supports to increase course and program retention.

IX. Impact of Co-Curricular Programs

Learning Outcome	All Activities	Activities at College Level	Percent of Activities at College Level	Co-Curricular Activities	CC Activities at College Level	Percent of CC Activities at College Level
Critical Thinking	108	102	94.4%	0	0	0.0%
Information Literacy	213	203	95.3%	0	0	0.0%
Oral Communication						
Reading	38	37	97.4%	0	0	0.0%
Writing	287	243	84.7%	0	0	0.0%

College Wide Learning Outcomes for Adult Learning and Development students was addressed earlier in the APR narrative; Adult Learning and Development students do not participate in co-curricular activities.

Honors-only courses are not offered in this program.

X. Program Resources

As a recommendation is to crosswalk enrollment data with financial costs of operating the program, at this time no specific resources are needed or requested.

Adult Learning and Development students have access to the following academic and social-emotional supports: Advisement, Computer Lab, Counseling, Disability Services, Instructional Help Desk, Library, Student Services at CommUniversity locations, Technology Help Desk, Tutoring, and the Oral and Writing Lab (OWL) through the online Library. In addition, the

College provides advising services for military personal and veterans. Student Life and Leadership activities are available to all Adult Learning and Development students offering them opportunities to stay connected, add value to their academic experiences, and make a difference in other peoples' lives. Links to these services are found on each Adult Learning and Development student's Rio Compass Homepage. Adult Learning and Development Engagement Specialists are assigned to each student to work with and be a resource for the student from enrollment through graduation. Each student works with the same Engagement Specialists throughout his or her program. Responsibilities of the Engagement Specialists include all aspects of coaching and guidance to provide students with the individual supports needed for course and program success, including persistence and completion.

Rio Salado student Engagement Specialist services are provided to all Adult Learning and Development students who are active certificate or degree seekers. The level of support is dependent on the student's needs. Engagement Specialists work with students from the first course they are enrolled in within the Adult Learning and Development program through graduation. Engagement Specialists work with students throughout course work including internship approval, enrollment, and graduation application, and provide follow up to retain and engage students.

The program employs content experts for course delivery and development, including revisions. All instructors are required to complete a Rio Salado College orientation. The Department of Early Childhood Education and Human Development offers training for its adjunct instructors including those who teach in the ECE program.

The ECEHD Department is supported by a staff of nine personnel resources (including the chair) for the ECE, HD, and FLE programs. This includes a Faculty Chair, a Senior Manager, an Administrative specialist, a Program Analyst, an Instructional Services Coordinator, an Instructional Design Analyst, and three Student Service Specialists. Of these, seven are funded through Rio Salado College and two are funded through grant or Prop 301 monies.

New faculty receive training on the RioLearn LMS. All faculty in the ECE program are required to update their contact and professional teaching philosophy and other information in the LMS system; faculty are monitored for compliance. All who currently teach classes recently updated all information according to Rio Salado's policy and procedures.

Students enrolled in the ECE face-to-face, hybrid, and online courses represent the full diversity of students found at most colleges and universities who also need opportunities to engage in co-curricular activities with peers. Toward that end, the Rio Salado has created an honors program and a number of interest organizations. At this time the ECE does not have co-curricular programs specifically affiliated with its curriculum. However, students in the program

have access to all the Student Services and co-curricular programs and services offered through Rio Salado College.

As previously noted, each student enrolled in the program is assigned an Engagement Specialist (Student Services Specialist). The role of Engagement Specialist is to support the student from the first day of class. This includes all students who are pursuing a certificate or degree or those taking a single class. The Engagement Specialist helps the first-time-enrolled student navigate all issues related to first time enrollment in the program. These may include, but are not limited to, welcoming each student into the program; encouraging each student throughout his or her first class; weekly checks and emails if students have missing assignments; helping students with program and enrollment decisions; and assisting students with accessing and navigating the LMS.

Finally, in all courses links are provided in the course syllabus to the library, disabilities services, and student solution services. Similarly, links to the specific library resources are provided in each course lesson.

XI. Program Recommendations, Decisions, and Action Plans

a. Program Best Practices

Firstly, as with the Early Childhood Education Program, the Adult Learning and Development program prides itself on the support and professional opportunities provided to adjuncts. Adjuncts are an integral component of the program and are valued as such. Supports such as the ECE/HD Help Desk and All Faculty Meetings are intentionally designed to align with the Rio Salado Core Practices of Learning, Innovating and Partnering.

Next, the Engagement Specialist program was redesigned in the 2015 – 2016 academic year to provide 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) is collected monthly and yearly. This data provides a formative measure of student progress toward achieving persistence, retention, and completion benchmarks.

Finally, the department began revising assignment rubrics to more closely align with student learning goals, course competencies, and assignments. Each rubric is tailored to the assignment's expected outcomes and written in behavioral terms, providing students with a clear roadmap as to each assignment's expectations.

b. Program Viability
AAS/CCL/AC/AA Degree Completers:

CCL Award Conferred In	2015	2016	2017
5805: CCL Adult Learning and Development	0	13	3
5806: CCL Adult Learning and Coaching Development	0	1	3

The CCL degrees have very low completion numbers. Data for the AAS in Adult Learning and Development was not found. These certificates were initiated by a prior chair. The market for these certificates has not proved to be needed by the industry.

Early Childhood & Human Development- Duplicated Enrollment by Subject and Instruction Mode

Duplicated Enrollment by Subject and Instruction Mode

	2014 - 2015	2015 - 2016	2016 - 2017	Total
☐ Early Childhood and Human Development	3,487	3,011	3,551	10,049
☐ CFS	1,538	1,330	1,620	4,488
In Person	119	98	338	555
Internet	1,419	1,232	1,282	3,933
☐ CTE	36	60	59	155
Independent Study		1		1
Internet	36	59	59	154
☐ ECH	534	340	769	1,643
In Person	198	157	544	899
Internet	336	183	225	744
☐ EDA	145	223	149	517
In Person	12	40	7	59
Internet	133	183	142	458
☐ EED	1,092	819	817	2,728
Hybrid	114	84	128	326
In Person	91	111	14	216
Internet	887	624	675	2,186
☐ FCS	68	42	34	144
Hybrid			13	13
In Person	35	22	3	60
Internet	33	20	18	71
☐ ITD	74	197	103	374
Internet	74	197	103	374

c. Action Plans

As a result of this review, there are no plans for additional action other than keeping courses current for the time being. An honest discussion needs to be had to determine if this program should continue. Given that the ECEHD and Educator Preparation Programs have now been combined, this would be one area that could be scaled back and not offered. No action research questions are planned at this time.

d. Recommendations

The following recommendations are based on low course and program enrollment data and gainful employment opportunities. The APR data revealed that more than half (52%) of enrollees enter the program (CCL and AAS) with a degree. Furthermore, employment opportunities do not align with Arizona licensing requirements. In other words, the positions available for students who graduate from the program do not require a certificate, degree, license, or certification.

1. Crosswalk all enrollment data with the financial costs to operate the program to determine financial viability of the program.
2. If warranted:
 - a. Suspend acceptance of new students.
 - b. "Teach-out" the program.
 - c. Review each student's program of study for possible advisement into another Rio Salado College CCL or AAS degree program.
 - d. Crosswalk program competencies with other Rio Salado programs to determine if the courses can be offered in another department.