

Annual  
Program  
Of  
Elementary  
Education  
For  
2020-2021

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**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

#### Narrative:

EDU Program Review Data AY 2020

#### **Number of Faculty:**

0 full time (None)

1 adjunct (Dunn)

#### **Enrollment & Student credit hours by Faculty type:**

Full time: 0 total credit hours taught, with 0 total students enrolled

Adjunct: 4 credit hours taught, 6 total students enrolled

#### **Average Class size:**

0 students in Face-to-Face classes

3 students in online classes

3 students across all courses

**Completion rates:**

0% face-to-face  
100% online  
100% all courses

**Pass ('D' or better) rates:**

0% face-to-face  
100% online  
100% all courses

**Pass ('C' or better) rates:**

0% face-to-face  
100% online  
100% all courses

**Number of Majors:** 6 (2 returned in Fall 2020)

**Degrees Awarded:** 0

## 3.0 Assessment of Student Learning Outcomes

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

The author of this review is unaware of any systematic or consistent gathering of assessment data. There is no data in the Shared Folder in OneDrive (Files>Assessment Committee>Faculty Assessment Folder>EDU for any of the years covered in this Program Review.

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

#### Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

None to my knowledge.

### 4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

#### Narrative:

I am unaware of any additional accreditation for this program other than the 2+2 agreements with , and Emporia State University, Pittsburg State University, and Newman University, and I do not know when those were either established or last revised.

### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

#### Narrative:

None.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

This is neither my field nor my forte. I am not a content expert in Elementary Education and would not presume to know what appropriate revisions would entail. I would, however, recommend in the strongest terms possible, that we hire someone for whom this is their wheelhouse.

### 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

#### Narrative:

The program listed in the catalog is an Associate of Science in Elementary Education. The Introduction to Education course is recommended to any student wishing to be a Secondary Education major at their transfer institution, as that is the only course at the 200 level that we could offer them.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
  
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

I was not provided with any budgetary data for this report. I believe that Instructor Dunn was paid the standard \$550/credit hour for the courses that ran.

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

I, Heather Mydosh, wrote this Program Review in my capacity as the Division Chair for Arts and Humanities. Head of Institution Research Anita Chappuie provided specific data, as noted in the first sections, and for which I am profoundly thankful.

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

After reviewing the report for the Elementary Education program prepared by Heather Mydosh I agree with the findings. With only six majors in this program ICC needs to continue to look at way to increase enrollment. Currently, efforts are underway to finalize a 2 + 2 agreement with WSU and then this will be utilized as a template to work with other four-year institutions. Another consideration, at this time, would be to hire a full-time instructor for this area as well as Early Childhood Education. Mark Allen, VPAA, 2/12/2021

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.