# Annual
# Program
# Of
# Elementary
# Education
# For
## 2018-19

Prepared by

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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:
**Number of Faculty:**

0 full time
2 part time (Torkelson, Casteel)


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

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

Part time: 7 credit hours taught, 21 total students enrolled

**Average Class size:**

5 students in Face-to-Face classes

11 students in online classes

7 students across all courses

**Completion rates:**

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


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

80% face-to-face
90.91% online
85.71% all courses


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

80% face-to-face
90.91% online
85.71% all courses


**Number of Majors:** 10 (1 returned in Fall 2018)

**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:

Last year in the Comprehensive Review it was determined that program and course level mapping needed to occur for this program, and it was suggested that a Faculty member oversee this process. At this time, no faculty member volunteered for this work, so it is still being done by the VPAA. It is my goal to have Program Outcomes created by the end of this year.

# 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:

- IncludeAdvisory 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).

Not applicable to this program.

## 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:

Not applicable to this program.

## 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:

Elementary Education falls under the college's general accreditation of all academic programs.

# 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:

Last year the program was updated to meet the current needs of students. A copy of that is listed below:

## Elementary Education
## Associate of Science

**Program Description:** The Associate of Science in Elementary Education is intended for students wanting to teach in the Elementary School for grades K-6. This degree provides all needed coursework for the first two years to pursue a Bachelor of Science Degree in Elementary Education. NOTE: The program below matches the 2+2 agreements with Emporia State University, Pittsburg State University, and Newman University.

| Analysis & Oral Communication | *Credit Hours* |
| --- | --- |
| English Comp I (ENG 1003) | 3 |
| English Comp II (ENG 1013) | 3 |
| Public Speaking (COM 1203) | 3 |

**Mathematics (Choose 1)**
| | |
| --- | --- |
| College Algebra (MAT 1023) | 3 |
| Elementary Statistics (MAT 1103)* | 3 |

**Sciences**
Natural Sciences
| | |
| --- | --- |
| General Biology (BIO 1005) | 5 |

Physical Sciences
| | |
| --- | --- |
| Physical Science (PHS 1005) | 5 |

**Fine Arts and Aesthetic Studies (Choose 2)**
| | |
| --- | --- |
| Art for Elementary Schools (AED2113) | 3 |
| Music for Elementary Schools (MUE1013) | 3 |
| Art Appreciation (AED 1043)*** | 3 |

**Cultural Studies (Choose 1)**
| | |
| --- | --- |
| World Regional Geography (GEO 2013)* | 3 |
| World Religions (REL1053) | 3 |
| World History I (HIS 1003) | 3 |
| World History II (HIS 1013) | 3 |

**Health and Well-Being**
Psychological
| | |
| --- | --- |
| General Psychology (BEH 1003) | 3 |
| Developmental Psychology (BEH 2003) | 3 |

Physical (Choose 1)
| | |
| --- | --- |
| Wellness Concepts (HPR 1401) | 1 |
| Personal/Community Health (HEA 1053)*** | 3 |

| Human Heritage | *Credit Hours* |
| --- | --- |

History (Choose 1)
| | |
| --- | --- |
| US History I (HIS 1023) | 3 |
| US History II (HIS 1063) | 3 |

Literature
| | |
| --- | --- |
| Introduction to Literature (ENG 1073) | 3 |

Philosophy and Religion (Choose 1)
| | |
| --- | --- |
| New Testament History (REL 1013)** | 3 |
| Introduction to Philosophy (PHI 2003) | 3 |
| Ethics (PHI 1073) | 3 |

**Social Awareness**
| | |
| --- | --- |
| Introduction to Sociology (SOC 1003) | 3 |

**Political Awareness (Choose 1)**
| | |
| --- | --- |
| American Government (POL 1023)* | 3 |
| Introduction to Political Science (POL 1013) | 3 |

| Business and Technology (Choose 1) | *Credit Hours* |
| --- | --- |
| Personal Finance (BUS 1003) | 3 |
| Microeconomics (BUS 2023) | 3 |
| Macroeconomics (BUS 2033) | 3 |

| General Requirements (4 hours) | |
| --- | --- |
| Introduction to Education (EDU1003) | 3 |
| Supervised Classroom Experience (EDU1001) | 3 |

**Total Credit Hours: 63-65**

| Elective Options (Transfer but not required) | |
| --- | --- |
| Children's Literature (ENG 2063) | 3 |
| Tech in the Classroom (EDU1043) | 3 |

*This course is required for students transferring to Pittsburg State University.
**This course is required for students transferring to Newman University.
***This course is required for students transferring to Emporia State University.

## EMS Education
### Degree: Certificate

EMS education is for people wanting to work in the exciting field of emergency care. The EMT Certificate is designed to train students in the techniques of the basic life support and the responsibility of the EMT in performing emergency care. Students will develop skill in diagnosis and emergency treatment procedures, and learn to use and care for the equipment required to accomplish their work.

### Suggested Plan

| Course Title | Credit Hours |
| --- | --- |
| EMT (HEA 1113) | 13 |
| Medical Terminology (HEA1143) | 3 |

**OR**

| | |
| --- | --- |
| EMT I (HEA1106) and | 6 |
| EMT II (HEA1127) | 7 |
| Medical Terminology (HEA 1143) | 3 |
| **Total: 16** | |

## Advanced EMS Education
### Degree: Certificate

Advanced EMS education is for people wanting to advance in their work in the exciting field of emergency care. Students will develop skills in diagnosis and emergency treatment procedures, and learn to use and care for the equipment required to accomplish their work.

| Course Title | Credit Hours |
| --- | --- |
| Advanced EMT (HEA1167) | 7 |
| Phlebotomy Essentials (HEA1003) | 3 |
| Phlebotomy Clinical Application (HEA1013) | 3 |
| (Pick 1) | |
| Interpersonal Communication (COM1233) | 3 |
| Public Speaking (COM1203) | 3 |
| **Total: 16** | |

## 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:

This program is and Associate of Science degree.

# 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:

1.  Stipend money for and adjunct or ICC employee to complete regular Program Review, maintenance, and assessment collection for this program since we do not have a full-time faculty.  It could be equivalent to the current Faculty Liaison contract with faculty, which is 1 credit hour per semester, or $550.00.

# 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:

Kara Wheeler, VPAA, completed the review on this program.

## 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:

Division chair: I agree with the findings of this report. The education program is a necessity at ICC even if it is a program that is not able to offer many EDU courses due to transfer restrictions. I also agree that no full-time faculty member is necessary for this program at this time.

# 10.0 Appendices

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