

Comprehensive Program of Education for 2021-2023

Prepared by
Heather Mydosh

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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

Narrative:

Independence Community College's two-year Associate of Science degree in Education prepares students with coursework in educational theory, teaching methodologies, human growth and development, and classroom management. This program currently serves for both Elementary Education and Secondary Education.

The program is for students who want to work in public schools and pre-elementary teaching positions. An associate degree prepares students for transfer into bachelor's-degree programs or employment as teacher aides.

Independence Community College's education program is closely aligned with four-year college and university programs. ICC has two-plus-two programs with leading universities where all the transferring student's associate-degree credits apply to the first two years of the Bachelor of Science in Education programs.

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.)

Chart:

		2019-2020	2020-2021
Number of Faculty:			
	Full time	0	0
	Adjunct	2	2
Enrollment & Student credit hours by Faculty type:			
	Full Time	0 credits, 0 students	0 credits, 0 students
	Adjunct	11 credits, 64 students	11 credits, 48 students
Average Class size:			
	Face-to-Face classes	13.0	0
	Online classes	12.8	9.6
	All courses	12.8	9.6
Completion Rates:			
	Face-to-Face classes	92.31%	0%
	Online classes	90.20%	91.7%
	All courses	90.63%	91.7%

Pass ('D' or better) rates:			
	Face-to-Face classes	75.00%	0%
	Online classes	91.30%	77.3%
	All courses	87.93%	77.3%
Pass ('C' or better) rates:			
	Face-to-Face classes	66.67%	0%
	Online classes	84.78%	65.9%
	All courses	81.03%	65.9%
Number of Majors:		32	40
Degrees Awarded:		2	5
Retention within Program		9	15

Narrative:

The AS Education continues to move forward without a full-time faculty dedicated to it, and yet it has grown in the years reflected in this document. Offered fully online, the move away from face-to-face course offerings between the two years captured here is advantageous to students (despite looking alarming in the table above). Many of the students in this program are non-traditional students who are working full time already, are parents, are carers, and otherwise cannot pursue an in-person degree. There are also a significant number of traditional college students in the program who are otherwise affiliated on campus (athletic scholarship holders, for example) for whom the flexibility of an online course is advantageous in working around their other obligations.

Students typically struggle to persist in an online environment for a number of common reasons: issues with technology, access to computing in rural areas, and time management all more salient than comprehension of the covered material. This is not unique to Education as a major. That the online pass rate with a 'C' or better dropped by almost 20 points is notable but not unduly alarming. The sample size also shrank from 64 to 48 students, so percentages may have skewed. Education courses are not "easy a" classes, and pass rates could be argued as a mark of rigor.

What is notable is that the number of majors has grown over this time without a faculty directly recruiting for this program. The number of degrees awarded also grew, and retention within the program was significantly improved.

We have students who want to become teachers. They want to serve their communities and provide educational opportunities for future students. Despite the slings and arrows suffered by the profession in recent years, students still see it as a worthwhile vocation. ICC is doing well in providing a rigorous step in that educational pathway.

2.0 External Constituency and Significant Trends

An important component of maintaining a 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.

- 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 (9.0).

2.1: Program Advisory Committee:

Narrative:

There is not a dedicated Advisory Committee for this program, though in the absence of a dedicated full-time position, drafting one may lead to continued growth.

2.2: 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.
- If this does not apply to your program, write “N/A.”

Narrative:

None.

2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

There are 2+2 agreements with Wichita State University, Emporia State University, and Newman University. ICC also participates in the K-STEP Program through Kansas State University.

3.0 Assessment of Program Level Student Learning Outcomes

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.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

Narrative:

The Program Level Student Learning Outcomes for the AS Education are as follows.

Upon completion of this program, students will be able to:

1. Reflect on the opportunities and responsibilities associated with education as a profession
2. Synthesize the relationship between the foundations and trends in education
3. Demonstrate an awareness of diversity in teaching and learning
4. Examine effective practices in planning, engaging, and assessing learning

These are all met by the EDU1003 Introduction to Education course, as these are also the KBOR-aligned student learning outcomes for the course (SWT course code EDU1010). This course was first aligned in Fall 2016 and so is a well-established transfer course. Introduction to Education is essentially the lone required course with an EDU course code within the major (foregoing EDU1011 Supervised Classroom Experience, which is functionally the lab component of EDU1003), and so it must shoulder the weight of meeting these requirements for the whole of the program.

In EDU1003 Introduction to Education in Fall 2023, the Week Four Discussion Board asked students, “Why is culturally responsive teaching important? What do you remember as a child in the classroom regarding this topic?” The assignment was worth 10 points and all eight students scored the maximum number of points. This strongly ties to program-level outcome 3. Again, in EDU1003 Introduction to Education in Fall 2023, the Week 12 Chapter 10 questions as students to articulate how the hidden curriculum influences learning, how extra-curricular activities influence learning, and how important is standardized testing and their impact on teaching and learning. The assignment was worth 25 points, and 70% of students earning 70% or better asks that students earn 17.5 points or more. Of the six students who participated in the discussion board, all six met or exceeded this point total. Two students did not submit answers for this assignment (20% of the course as a whole). This ties closely to program-level outcome 1. Once more in EDU1003 Introduction to Education in Fall 2023, the Chapter 11 Questions asked directly, “How can teachers use technology to support effective instruction?” The assignment was worth 25 points, and a 70% of students earning 70% or better asks that students earn 17.5 points or more. Of the six students who participated in the discussion board, all six met or

exceeded this point total. Two students did not submit answers for this assignment (20% or the course as a whole). This ties closely to program-level outcome 2.

Children's Literature (SWT EDU2010 and ICC course ENG2063), Educating Exceptional Students (SWT EDU2020 and ICC course EDU1073), and Music for Elementary Schools (SWT MUE2010 and ICC course MUE1013) are aligned courses but are currently electives in the AS Education degree. The other available elective is EDU1073 Technology in the Classroom, but it remains unaligned at this time.

The course-level outcomes for MUE1013 Music for Elementary Schools are as follows. Upon completion of this course, students will:

1. Prepare and teach a song by rote.
2. Integrate artistic elements like active listening, movement, dramatization, poetry, visual and media arts in the classroom.
3. Construct standards-based, music-integrated lessons to encourage students' ability to form connections between multiple disciplines, including the arts.
4. Demonstrate strategies that use music to positively influence social relationships, creativity, and affective needs in a classroom.
5. Create a collection of professional resources to enhance musical experiences in the classroom.
6. Demonstrate proficiency on the use of technology, voice, or other instruments.
7. Demonstrate conversance of cultural diversity within musical communities.

As an example, course-level outcome 3 here ties directly to program-level outcome 4. In Fall 2023, this outcome was met with a measure where students created a collection of resources to be used in future classrooms. The target goal was to have at least 80% of students receive at least a score of "meets expectations" (3) on the grading rubric. 100% of students received a score of "meets expectations" (3) or higher. Further reflection on this measure and outcome stated, "This has the potential to give students a great head start in teaching, with many resources to use that they are already familiar with." When asked to identify weaknesses, the instructor noted, "Students may not be able to find their list of resources by the time they graduate. I combat this by asking students to create links outside of Canvas, then send in screenshots."

As per the data provided in section 1.2 of this document, over 90% of students who attempted courses within the EDU course offerings completed, and 65.9% satisfied the course requirements sufficiently to pass with a 'C' or better. Assuming that grading within the course is tied to the meeting of these outcomes, one can infer that these Program Level Outcomes are being met at the same rate.

Review of course-level assessment as part of program-level assessment has shown a need for greater student teacher interaction in online sections which will be factored into future section offerings and instructor training.

None of the EDU courses currently taught are specific requirements in the General Education offerings at ICC at this time.

4.0 Curriculum Reflection

4.1 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. 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)

Narrative:

More detailed course-level assessment data for EDU1003 is needed to determine

whether or not the current curriculum is appropriate to the breadth, depth, and level of the discipline.

This program does transfer well to other institutions and will continue to do so as further steps are taken at the state level to align the degree across the whole of the system.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

Program-level outcome two explicitly states, "Demonstrate an awareness of diversity in teaching and learning."

EDU1073 Educating Exceptional Students (SWT EDU2020) is aligned at the KBOR level; the whole of the course is designed to educate future education professionals on the needs, legal rights, and best practices for students with exceptionalities. It also provides the skills and competencies needed to assist students with diverse needs in the classroom.

4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

Narrative:

The Mission Statement of Independence Community College is as follows: “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.”

The AS Education aligns with this in that it provides economic development opportunities to persons interested in becoming para**educators** and aides in school systems immediately post-graduation.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

As there is not a faculty person specifically within this discipline, there are not accomplishments to note as such.

6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

Potential Enhancement Opportunities: Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

(See Section 6.1 in the Program Review Handbook for more information.)

6.1 Academic Program Vitality Reflection

Narrative:

Please highlight the cell in the table below indicating the Vitality Indicator for your Program.

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
-------------------------------------	------------------------------------	------------------------------------	-----------

Explain why:

This program could truly flourish with additional oversight and strategic promotion. As one of the programs offered online, this program is universally accessible. Emphasis from the state highlights the demand for the profession; transfer pathways are present and growing. The K-STEP program allows students to continue their studies online to complete a four-year degree without having to leave their community. There is tremendous potential here for growth but realizing that potential will require additional attention.

6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 6.2 in the Program Review Handbook for more information.)*

Narrative:

Goal 1: Fully staff program with well-qualified adjuncts by Fall 2023 to ensure regularity in scheduling opportunities.

Goal 2: Differentiate between Secondary Education and Elementary Education tracks to improve marketability in recruitment as perspective students respond better to targeted programming. This will also support proposed efforts at the state level to align these two areas across the Regent institutions.

Goal 3: Establish an Advisory Committee for the Education program generally, including local professionals and active instructors to provide guidance for curriculum and future planning. This Council could be more involved in the creation of future iterations of this document.

7.0 Fiscal Resource 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)
- Expenditures and Revenue
- Extraordinary Costs
- 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

Programs should not include salary or fringe benefits here

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.

7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
N/A			

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
N/A			

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Ag animal programs**)
- program-specific consumable materials (*i.e.*, the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**

- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

- salaries, travel, professional development costs, **marketing costs**,
- instructional materials/curriculum,
- computer software or subscriptions,
- **classroom resources such as books**/DVD's/manuals,
- facilities-based services or facility modifications/**upgrades**,
- audio/video equipment,
- **printers, paper, pens**,
- **computers/laptops**,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year
N/A		

8.0 Authorship and Oversight

8.1 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:

The primary author of sections 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4.1, 4.2, 5, and 6.1 is Heather Mydosh with data provided by Director of Institutional Research Anita Chappuie, JD. Mydosh is currently serving as the Division Chair for Arts & Letters at Independence Community College, the academic division which houses the English, Theatre, Music, Visual Arts, Early Childhood Education, and Education programs (Communications is also part of the division but does not have a distinct program).

8.2 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:

PRC: Anita Chappuie of PRC agrees with the findings of this program review.

Division Chair: Brian Southworth reviewed this as part of the Program Review Committee process at their meeting on 24 April, 2024.

VPAA: I agree with the findings of this program review and specifically support the creation of an Advisory Committee.

9.0 Appendices

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