

1.0: Program Data and Resource Repository

1.1: Program Summary

Provide narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, goals, etc. Please limit to one page. It is appropriate to include the catalog description.

Narrative:

Catalog Description: Elementary education and those students who wish to work within public schools pre-elementary teaching positions should note that the ICC education program is closely aligned with four-year college and university courses of study. The catalog of the four year institution transfer choice should be consulted to verify that the ICC program of study is compatible with that specific institution's requirements.

This program is meant to provide the first two years of coursework for any student wanting to become an elementary education teacher.

1.2: Quantitative and Qualitative Data

All programs are provided with the most recent three years of data by the Office of Institutional Research (IR) as well as three-year budget data provided by the Business Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

The data sets provided by the Office of Institutional Research include the following elements for the most recent three (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
- Number of Graduates Working in Related Field
- Expenditures and Revenues

Additional data may also be available for reporting by the Office of Institutional Research, as applicable. Requests for additional data must be made through the Data Request link on the website.

Narrative:

See data on the following pages.

Evidence:

- [EDU Sections AY16](#)
- [EDU Sections AY17](#)
- [EDU Assessment Data AY 2017](#)

| ADEMIC_YEAR | ADEMIC_TERM | ADEMIC_SECTION | EVENT_ID | SECTION | EVENT_MED_NAME | CREDITS | ADDS | PERSON_CODE_ID | Completed | Passed |
|-------------|-------------|----------------|-----------|---------|----------------|---------|------|----------------|-----------|--------|
| 2015 | FALL | FULL | 03EDU1003 | 1005 | INTRO EDU | 3 | 9 | E. Harkness | 8 | 7 |
| 2015 | FALL | FULL | 03EDU1011 | 1006 | SUPERVISION | 1 | 9 | E. Harkness | 8 | 7 |
| 2015 | FALL | FULL | 03EDU1013 | 1007 | MUSIC EL SCH | 3 | 9 | R. Craig | 9 | 9 |
| 2016 | SPRING | FULL | 03EDU2023 | 1050 | ART ELE SCH | 3 | 10 | J. Null | 9 | 8 |
| | | | | | | | 37 | | 34 | 31 |

| | A | B | C | D | E | F | G | H | I | J |
|---|---------|---------------|------------------|-----------|---------|----------------|---------|------|----------------|---|
| 1 | DEMIC_Y | ACADEMIC_TERM | ACADEMIC_SESSION | EVENT_ID | SECTION | EVENT_MED_NAME | CREDITS | ADDS | PERSON_CODE_ID | |
| 2 | 2016 | FALL | FULL | 03EDU1003 | 0998 | INTRO EDU | 3 | 9 | M. Torkelson | |
| 3 | 2016 | FALL | FULL | 03EDU1011 | 0999 | SUPERVISION | 1 | 9 | M. Torkelson | |

EDU Assessment Data AY 2017

Number of Faculty:

0 full time

1 part time (M. Torkelson)

Enrollment & Student credit hours by Faculty type:

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

Part time: 4 credit hours taught, 18 total students enrolled

Average Class size:

9 students in Face-to-Face classes

0 students in online classes

4 students across all EDU courses

Completion rates:

77.78% face-to-face

0% online

77.78% all EDU courses

Pass ('D' or better) rates:

71.43% face-to-face

0% online

71.43% all EDU courses

Number of Majors: 13 EDU (1 returned in Fall 2017), 8 EDS (0 returned in Fall 2017)

Degrees Awarded: 3 EDU, 2 EDS

EDU Assessment Data AY 2016

Number of Faculty:

1 full time (E. Harkness)

2 part time (R. Craig, J. Null)

Enrollment & Student credit hours by Faculty type:

Full time: 4 total credit hours taught, with 18 total students enrolled

Part time: 6 credit hours taught, 19 total students enrolled

Average Class size:

9.25 students in Face-to-Face classes

0 students in online classes

9.25 students across all EDU courses

Completion rates:

91.89% face-to-face

0% online

91.89% all EDU courses

Pass ('D' or better) rates:

91.18% face-to-face

0% online

91.18% all EDU courses

Number of Majors: 18 EDU (2 returned in Fall 2016), 8 EDS (4 returned in Fall 2016)

Degrees Awarded: 5 EDU, 1 EDS

2.0: STUDENT SUCCESS

2.1: DEFINE STUDENT SUCCESS

Provide a definition of how student success is defined by the program. (*See Resource C in manual*)

Narrative:

For Elementary Education majors, success in the program is defined as completing all required coursework with at least a "C" or better to prepare them to take the entry-level exams to get into Education programs at the four-year colleges and universities. Students must also meet cumulative GPA requirements of 2.5 or better in order to be accepted into Education programs.

2.2: ACHIEVE/PROMOTE STUDENT SUCCESS

Describe how the program achieves and promotes student success.

Narrative:

The elementary education program achieves and promotes success by having students within the major pass the entry-level exams to get into education programs across the state. Our students will also find that they are completely ready to start their Junior level of college, and depending on the school will have some Junior-level courses completed before transferring and beginning in those programs.

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.1: REFLECTION ON PROGRAM/COURSE OUTCOMES

Provide a narrative reflection on the assessment of program curriculum. Please provide an individual chart for student learning outcomes at both program and course level. Once the chart has been completed by the program, it can be updated in each cycle to reflect changes in assessment initiatives.

Narrative:

The Elementary Education program did have a full-time teacher for 2015-16, but after that no one had been assigned to oversee this program. Because of this, no mapping of student learning outcomes at the program level has occurred. While the teacher was here in 2015-16, one course had learning outcomes mapped, but no data was input into Tk20. For continuation of the program, both program and course level mapping need to happen.

3.2: SIGNIFICANT ASSESSMENT FINDINGS

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 Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

No assessment data was gathered for the past two years. This will need to occur moving forward in order to assess program viability and academic excellence.

3.3: ONGOING ASSESSMENT PLANS

Describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

At this time it is the job of the VPAA, who has her degree in Elementary Education, to complete the assessment for this program. By August of 2018, course outcomes will be mapped to program outcomes in order for the correct data to be gathered. Adjuncts who teach for this program will be responsible for turning in needed assessment data each semester.

4.0: EXTERNAL CONSTITUENCY AND SIGNIFICANT TRENDS

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. (See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.)

4.1: PROGRAM ADVISORY COMMITTEE

Please list or attach all Advisory member's 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.

Narrative:

This is not applicable to transfer programs.

4.2: SPECIALIZED ACCREDITATION

Include the following information: 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 for Elementary Education.

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

HLC criteria have been addressed in 7.3. Please refer to that section.

5.0: CURRICULUM REFLECTION

5.1: REFLECTION ON CURRENT CURRICULUM

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 year I did a complete review of the curriculum for the Elementary Education degree program. On the following pages, you will see the old program of study versus the new program of study that was passed in Academic Council at the beginning of February. What prompted the change was that our current program did not allow students to see a clear picture of what was required to transfer, and it included too many Early Childhood Education courses. While some may say it was more flexible to meet a student's needs, I found that no student was declaring the major but instead choosing Liberal Studies which is the more flexible option.

I met with Dr. Alice Sagehorn this past summer to review and renew our 2+2 agreement with Pittsburg State University in Elementary Education. Through this process I determined a complete overhaul needed to happen to our Elementary Ed degree program based off of Pitt State's requirements. Breeze Jones also helped me work with Emporia State and Newman to review our Elementary Ed requirements with them. Based on all the feedback, I was able to update our program to the new format, and add a course that Dr. Sagehorn recommended that she would like to see students take with us before transferring to Pitt State. That course is "Technology in the Classroom." There is a similar course at the other two colleges as well, so we felt it would be a good addition to the program.

Elementary Education programs across the state tend to work very well with us at ICC and take much more than 64 credit hours. The reason for this is a lot of 4-year schools are now requiring a minor in order for students to be hired into specific districts across the state (If you want to work in Johnson County, you now have to have an ESOL minor from Pitt State to even get an interview). Because of this, students are still able to meet the needed 60 hours of coursework from their 4-year school to graduate.

Evidence:

- [Old Academic Program of Study](#)
- [Elementary Education New Plan of Study](#)

Early Childhood Education (ECE)

Degree: Associate of Applied Science

The early childhood associate of applied science is a vocational program that prepares students for such careers as early childhood center administrators, preschool lead or assistant teachers, after school program coordinators, family home child care providers, and professional nannies.

Suggested Four-Semester Plan

First Semester:

| <i>Course Title</i> | <i>Credit Hours</i> |
|---|---------------------|
| English Composition I (ENG 1003) | 3 |
| Public Speaking or Interpersonal Communication (COM 1203 or COM 1233) | 3 |
| Child Health, Safety and Nutrition (ECE 2013) | 3 |
| General Psychology (BEH 1003) | 3 |
| Principles of Early Childhood Education (ECE 1143) | 3 |
| Term Total | 15 |

Second Semester:

| <i>Course Title</i> | <i>Credit Hours</i> |
|--|---------------------|
| English Composition II (ENG 1013) | 3 |
| Child Psychology (BEH 1013) | 3 |
| Creative Experiences for Young Children (ECE 2113) | 3 |
| Language and Literacy Experiences (ECE 2073) | 3 |
| Early Childhood Practicum I (ECE 2101) | 1 |
| Introduction to Sociology (SOC 1003) | 3 |
| Term Total | 16 |

Third Semester:

| <i>Course Title</i> | <i>Credit Hours</i> |
|---|---------------------|
| Teaching Children with Special Needs (ECE 1073) | 3 |
| Children's Music (ECE 1063) | 3 |
| Early Childhood Practicum II (ECE 2102) | 2 |
| Parenting (ECE 2023) | 3 |
| Art Appreciation (AED 1043) | 3 |
| Term Total | 14 |

Fourth Semester:

| <i>Course Title</i> | <i>Credit Hours</i> |
|--|---------------------|
| Infant and Toddler Education and Care (ECE 2063) | 3 |
| Early Childhood Administration (ECE 1093) | 3 |
| Early Childhood Practicum III (ECE 2103) | 3 |
| Early Childhood Curriculum Planning (ECE 1053) | 3 |
| Child Guidance: Observing & Interacting with Children (ECE 1303) | 3 |
| Term Total | 15 |
| TOTAL | 60 |

*See Courses that meet General Education Graduation Requirements for a list of courses meeting the math/science, arts/ humanities, and social/behavioral science requirements

Elementary Education (EDU)

Degree: Associate of Science

Elementary education and those students who wish to work within public schools pre-elementary teaching positions should note that the ICC education program is closely aligned with four-year college and university courses of study. The catalog of the four year institution transfer choice should be consulted to verify that the ICC program of study is compatible with that specific institution's requirements.

Suggested Four-Semester Plan

First Semester:

| <i>Course Title</i> | <i>Credit Hours</i> |
|---|---------------------|
| English Composition I (ENG 1003) | 3 |
| Introduction to Education (EDU 1003) | 3 |
| Supervised Classroom Experience (EDU 1011) | 1 |
| College Algebra (MAT 1023) | 3 |
| General Psychology (BEH 1003) | 3 |
| Computer Concepts & Applications (CIT 1003) | 3 |
| Term Total | 16 |

Second Semester:

| <i>Course Title</i> | <i>Credit Hours</i> |
|--|---------------------|
| English Composition II (ENG 1013) | 3 |
| Child Psychology (BHE 1013) | 3 |
| Language and Literacy Experiences (ECE 2073) | 3 |
| Art Appreciation (AED 1043) | 3 |
| Music Appreciation (MUE 1303) | 3 |
| Term Total | 15 |

Third Semester:

| <i>Course Title</i> | <i>Credit Hours</i> |
|---|---------------------|
| Public Speaking (COM 1203) | 3 |
| Music for Elementary Schools (MUE 1013) | 3 |
| Teaching Children with Special Needs (ECE 1073) | 3 |
| General Biology (BIO 1005) | 5 |
| American Government (POL 1023) | 3 |
| Term Total | 17 |

Fourth Semester:

| <i>Course Title</i> | <i>Credit Hours</i> |
|---------------------------------------|---------------------|
| Arts/Humanities Elective* | 3 |
| Art for Elementary Schools (AED 2113) | 3 |
| Physical Science (PHS 1005) | 5 |
| Introduction to Sociology (SOC 1003) | 3 |
| Term Total | 14 |
| TOTAL | 62 |

*See Courses that meet General Education Graduation Requirements for a list of courses meeting the math/science, arts/ humanities, and social/behavioral science requirements

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 (9 hours) | Credit Hours | Business and Technology (6 hours) | Credit Hours |
|--|---------------------|--|---------------------|
| English Comp I (ENG 1003) | 3 | Required: | |
| English Comp II (ENG 1013) | 3 | Tech in the Classroom (EDU2043) | 3 |
| Public Speaking (COM 1203) | 3 | Choose one of the following: | |
| | | Personal Finance (BUS 1003) | 3 |
| | | Microeconomics (BUS 2023) | 3 |
| | | Macroeconomics (BUS 2033) | 3 |
| Mathematics (3-6 hours) | | | |
| College Algebra (MAT 1023) | 3 | | |
| Elementary Statistics (MAT 1103)* | 3 | | |
| Sciences (10 hours) | | General Requirements (4 hours) | |
| Natural Sciences | | Introduction to Education (EDU1003) | 3 |
| General Biology (BIO 1005) | 5 | Supervised Classroom Experience (EDU1001) | 1 |
| Physical Sciences | | | |
| Physical Science (PHS 1005) | 5 | | |
| Fine Arts and Aesthetic Studies (6-9 hours) | | Total: 66-69 | |
| Art for Elem Schools (AED2113) | 3 | *This course is required for students transferring to Pittsburg State University | |
| Music for Elem Schools (MUE1013) | 3 | **This course is required for students transferring to Newman University. | |
| Art Appreciation (AED1043)*** | 3 | ***This course is required for students transferring to Emporia State University | |
| Cultural Studies (3 hours) | | | |
| World Regional Geography (GEO2013)* | 3 | | |
| World Religions (REL1053) | 3 | | |
| World History I (HIS1003) | 3 | | |
| World History II (HIS1013) | 3 | | |
| Health and Well-Being (7-10 hours) | | | |
| Psychological | | | |
| General Psychology (BEH 1003) | 3 | | |
| Developmental Psychology (BEH 2003) | 3 | | |
| Physical | | | |
| Wellness Concepts (HPR 1401) | 1 | | |
| PC Health (HEA1053)*** | 3 | | |
| Human Heritage (12-15 hours) Credit Hours | | | |
| Select 1 from each of the following three categories: | | | |
| History (1 course) | | | |
| US History I (HIS 1023) | 3 | | |
| US History II (HIS 1063) | 3 | | |
| Literature (2 courses) | | | |
| Introduction to Literature (ENG 1073) | 3 | | |
| Children's Literature (ENG2063) | 3 | | |
| Philosophy and Religion (1-2 courses) | | | |
| Required for Newman: | | | |
| New Testament History (REL 1013) | 3 | | |
| Choose 1: | | | |
| Intro to Philosophy (PHI2003) | 3 | | |
| Ethics (PHI 1073) | 3 | | |
| Social Awareness (3 hours) | | | |
| Introduction to Sociology (SOC 1003) | 3 | | |
| Political Awareness (3 hours) | | | |
| American Government (POL 1023)* | 3 | | |
| Intro to Political Science (POL1013) | 3 | | |

5.2: DEGREE AND CERTIFICATE OFFERINGS OR SUPPORT

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:

Through this program students have the major "Associate of Science in Elementary Education." Since the degree program is very specific now for transferring to a Kansas 4-year school, students who know they will be going to Oklahoma or Missouri or farther will want to work with their Navigator to determine if the Elementary Ed or Liberal Studies degree program is a better fit for them.

6.0: FACULTY SUCCESS

Before completing the Faculty Success sub- sections, the program should reflect on a program pedagogy of success that identifies activities (publications, presentations, awards, and service) that promote success and why these specific activities were chosen. This philosophy or statement of pedagogy should be used as a framework for structuring future activities based on measurable outcomes in other sections of the program review.

6.1: PROGRAM ACCOMPLISHMENTS

Please highlight noteworthy program accomplishments.

Narrative:

I believe at this time the only noteworthy accomplishment has been the update to the program of study.

6.2: FACULTY ACCOMPLISHMENTS

Highlight noteworthy accomplishments of individual faculty.

Narrative:

Currently we do not have a full-time Elementary Education teacher at ICC, so no noteworthy accomplishments have been made.

6.3: INNOVATIVE RESEARCH, TEACHING, AND COMMUNITY SERVICE,

In this section the program should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

Since this program does not have a full-time instructor, it is difficult to measure innovative research, teaching, and community service. The regular general education faculty that are helping these students complete their first two years of coursework have been working this spring semester on innovative teaching methods to engage the new generation of students. Technology is a big piece of this puzzle, but faculty are also looking at the impact of relationships, project-based work, etc. in their courses to improve student outcomes.

7.0: PROGRAM PLANNING & DEVELOPMENT FOR STUDENT SUCCESS

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section provide a narrative reflection on trends observed in the data from section 1.0. (See Resource C)

Narrative:

First I think that the data shows that a full-time elementary education teacher at this time is not necessary. When we had the full-time teacher before, she only taught one course for this program that had the same enrollment as that of the part-time teacher the following year. We have adjuncts in the area, along with our qualified teachers in other disciplines that are able to meet our load requirements for this program.

I am not too concerned with the pass rates, except that we probably should change our goal for continuation to be "C" or better since a 2.5 GPA overall will be required for the student to move on in most cases. That is more of an advising issue than a curricular one though.

I am concerned with our retention rate for this degree program though. 28% of students from 2015 returned the following fall, and 23% of students returned this fall from the previous year. More research needs to be done on whether those students went ahead and moved on to their four-year colleges, or just quit going to school. Having a Navigator assigned to this program now should help us to do more follow up on students' reasons for leaving and what ICC can do to get them to stay.

I also noticed that we do not offer our single "Intro to Education" course online. In working with the Associate Dean of Online and Continuing Ed, we have hired an adjunct to develop this course online for us to start being offered in the Fall of 2018. This could catch those non-traditional students who are looking to complete most of their requirements online while working a full-time job, or those highly motivated traditional students who like the flexibility of the schedule.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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. (See Resource D for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. 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 Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)

Narrative:

Based off of the information I have gathered for this review, I believe this program falls at Category 3: Revitalization Opportunities or Needs. I believe it falls under this level because we have no assessment data for the program, we have a small amount of majors, and the program was out of date.

Short-term goals for the program:

1. Update the program of study to reflect current trends in Elementary Ed around the state.
2. Create curriculum maps for both the Program level and course level for assessment of student learning.

Long-term goals for the program:

1. Increase the retention rate of the program to 40% with help from the assigned Navigator.
2. Increase the number of students within this major to be a consistent 10-12 each year.

7.3 Mission and Strategic Plan Alignment

In this section, indicate the ways in which the program's offerings align with the ICC mission (Appendix 3). Also, in this section provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan, KPI's (Appendix 4) or Higher Learning Commission (HLC) accreditation AQIP categories (Appendix 1). It is not necessary to consider an example for each HLC category, but programs 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.

Narrative:

The following HLC goals are being addressed in this review:

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded: This program meets this component by offering the first two years completion of a 4-year degree. By updating the program this year, we have ensured that the program is current.

This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment through the following:

Excellence: We have worked to ensure academic excellence of this program through completing this review and working to improve the courses offered.

Responsiveness: We have addressed the changing fields of elementary education training by updating this program to meet the changing program requirements of the four year schools around us.

Diversity/Enrichment: Students in the new program of study are now required to take one Cultural Diversity course within their program of study, as well as completing observation time at local schools to allow students the opportunity to make decisions regarding their future more tangible.

Key Performance Indicator goal:

By updating this program, we should be able to help with the KPI goal of "Increase the number of certificates and degrees awarded to ICC students."

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, complete the budget worksheet to identify proposed resource needs and adjustments. These worksheets will be available in October. (See Resource G for more details on possible items to include.)

Narrative:

At this time, the only budget requests needed would be the cost of hiring adjuncts to teach the specific education classes within the program. That will be around \$6,050.00 per year.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

Since there are no full-time faculty within this program, the review was completed by the VPAA, Kara Wheeler.

9.2 Dean and/or Administrative Designee Response

After review and reflection of the program review, planning and development, the Division Chair and CAO will complete the Summative Assessment form. The Division Chair and CAO'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 review. Given the accessibility of qualified adjuncts, i do not believe a full-time instructor is needed (especially since we are so restricted in the number of EDU courses we can offer at the two-year level.

Program Review Committee: We agree with the findings presented in this program review. Currently only three EDU courses are transferring for majors at the four-year level so adjuncts will be able to cover this workload. The bigger challenge is going to be the assurance that course- and program-level data will begin being mapped and collected in August 2018.

VPAA: I agree with the findings and with the Program Review Committee. Moving forward I think it will be important to assign a full-time faculty member instead of the VPAA to complete this program review and review assessment data. I also believe there is opportunity for enrollment growth in this area now that the program has been cleaned up to match PSU.