PROGRAM REVIEW

Department: Education

Date of Program Review: 2020

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ACADEMIC PROGRAM/DISCIPLINE REVIEW
Fort Scott Community College

Introduction to Program

The Education Department consists of transferable courses that enable students to obtain their Associate's Degree and transfer on to a four year institution to pursue their education degree.

I. Scope

A. Program Relation to College Mission, Core Values, and Strategic Plan:

1. How do the goals and measurable objectives for the program/discipline help the college meet its mission, core values, and strategic plan?

The Education program provides education students with a foundation in principles of education, including students demonstrating adherence to professional conduct in teaching as a profession and students recognizing the role and impact of education in a multicultural society.

By providing affordable transferable courses to meet student's degree requirements and preparing them to continue on with their educational goals.

By fostering a supportive relationship with the local community by strengthening community partnerships with schools within our service area.

EDU1021, Pre-Professional Lab, provides an opportunity for community partnership by pairing FSCC students with local K-12 teachers for observation hours. During this course, students complete a total of 33 classroom hours while being mentored by the veteran teacher. This experience helps form partnerships within the community.

2. What specific goals of the strategic plan are affected by this? Please explain.

Goal #1: Foster relationships with the communities FSCC serves.

Strategy 1: Optimize and expand community outreach.

Education Program students participate in judging area elementary school students' entries in creative writing contests. In addition, FSCC students in the Education Program participate in children's literature activities at the local bookstore, Hedgehog Ink.

Strategy 2: Strengthen community partnerships.

The education department works to build partnerships with the schools within our service area to provide a classroom experience for the students and providing local teachers to participate in the process.

Goal #2: Cultivate quality enhancements for education and learning.

Strategy 2: Maintain compliance with accreditors and oversight agencies.

Education faculty work with the Instruction and Advising Offices to continually update the catalog.

Education faculty participated in the Kansas Core Outcomes Group (KCOG) virtual meeting during October 2020 to establish core student learning outcomes for the Children's Literature course to ensure quality education and a seamless transfer.

Goal #3: Promote student success

Strategy 3: Provide high quality customer service

Faculty work with the Division Chair to create a schedule that allows all education majors to get the classes they need in two years at FSCC.

B. Program/Discipline Demand/Need:
If applicable, provide any advisory board meeting minutes.

1. Describe the need for the program/classes based on regional demands.

The needs of this program are high as we serve many students who choose to attend FSCC before moving on to a university. The classes within the program allow students who are interested in education to get some of the introduction level courses completed. This is a benefit to students so they are not behind in their degree plan once they leave FSCC.

2. Is program revision needed? If yes, provide a detailed rationale supporting the program change.

3. Describe how the revised program differs from the current one?

C. Program/Discipline Analysis:

1. What procedures are used to ensure that course content is up-to-date?

FSCC Education faculty participate in KCOG meetings to discuss current trends in course content, ensuring that curriculum reflects up-to-date content. FSCC faculty also review current professional journals and attend conferences.

The instructors within the department stay up-to-date by evaluating each class continuously by communicating with surrounding educational institutions, educational professionals, and internal faculty members. Having these relationships provides the department with current information that helps drive decision making over course content and outcomes to provide students with the most up-to-date information. When instructors cannot get the information they need through this

avenue, they turn to their own research and find the answers they are looking for. This may happen by analyzing reputable online resources, reaching out to a new expert, evaluating new textbooks, attending professional development events or talking with industry professionals in a specific branch of education.

Mathematics I is offered to meet the requirements for PSU, contacts: Dr. Coltharp & Dr. Childs, to ensure transferability and to receive updates for curriculum.

2. What is the process for textbook review? Please list the book(s) and ISBN for each course.

ART2023   Not taught at this time
EDU1013   Introduction to Education   ISBN 978-0-9-6502630-8
EDU1021   No text used
EDU2293   Children's Literature
     Children's Literature: *Briefly 6th Ed*   ISBN 978-0-13-248056-7
EDU2443   Elementary School Music   ISBN 978-0-495-56985-5
     Integrating Music into the Elementary Classroom
MAT1083   College Algebra   ISBN 978-1-64-277173-2
     College Algebra, Hawkes Learning
     For both Elementary and Secondary Education majors
MAT2043   Mathematics for Education I   ISBN 978-0-13-475965-4
     Mathematical Reasoning for Elementary Teachers, Pearson
     For Elementary Education majors attending Pittsburg State University

3. What methods of instruction are used to meet the goals and objectives of courses in the program/discipline? Please describe two different sample lessons used within different courses in the program.

Many different methods of instructions are used to meet the programs goals and objectives. The following are common methods used in the department:

Lecture; Hands on laboratories; Inquiry-based learning; Class discussion;

Student presentations; Debates; Guest speakers; Student research projects;

Real world scenarios and application; Field study; and Simulations.

Lesson plan attached

In Mathematics for Education I, manipulatives are used off and on throughout the semester to aid in understanding the mathematical concepts as one would in an elementary level setting. One example would be students experiencing probability by flipping a coin or rolling dice. Websites may also be used to simulate the coin toss or the roll of the dice.

Sample Lesson 2: Lesson Presentation of Children's Literature Text

Students develop and teach lesson plan over an introduction to a children's book from select list of Newbery, Caldecott, Orbis Pictus, or other approved title. The lesson plan should include clear objectives, an engaging format to draw young readers in, such as use of a puppet, costume, interactive bulletin board, or other engaging method.

4. **How do you ensure appropriate academic rigor and consistency of course content in all modalities?**

The instructors ensure appropriate academic rigor by constantly evaluating the curriculum, course outcomes and departmental outcomes being taught along with the data on student assessments. Curriculum is created by using these outcomes, communicating with other institutions and interacting with educational professionals. Instructors look at the local assessment scores to help gain insight as to how effective the lessons were presented. If a lesson needs to be revaluated based on abnormal assessment scores, the instructor will review the rigor of the content and make sure the lesson is in line with the outcomes. During this review, an instructor may find that additional lessons or a different method of instruction needs to be provided to the students to withhold the academic rigor of the program. This evaluation process takes place along all modalities.

D. Program Assessment:

1. What are the program outcomes?

Outcomes for the Education Department
1. Demonstrate adherence to professional conduct in teaching as a profession.
2. Evaluate and differentiate pedagogical techniques and learning styles of teaching as a profession.
3. Demonstrate effective classroom management and communication skills.
4. Apply techniques for planning and engaging students within the classroom.
5. Apply techniques for assessing student learning within the classroom.
6. Recognize the role and impact of education in a multicultural society.

2. What is the process for program and course level assessment?

The department is in the process of program assessment by conducting an academic program review. The department has been in the process of re-organizing due to a large turn-over in instructors over the last couple of years. Courses are taught by full-time faculty from multiple disciplines. Assessment is based on the course level outcomes from the class syllabi. Benchmarks are set by the instructor, data is recorded on how the students scored on each benchmark and then the data is analyzed. The results from the data will drive decisions in future.

This semester, instructors were ask to choose one competency from each course they teach this semester and to gather data over a three semester cycle to see what they might do to improve the learning outcomes or if students are comprehending the outcome and they can move on to look at another competency within the course. Competencies assessed this semester for each class taught:

EDU2443 Competency #3: Read, sing, accompany and teach songs using appropriate levels of ability for elementary students. Benchmark 70%.

MAT2043 Competency #8: Draw graphs such as box and whisker, histogram, circle graph, and frequency curve to represent a set of data. Test 2 or Worksheet used. Benchmark 75%.

3. **What are the findings of outcomes assessment reports from the department since the last program review? (Program Compilation Summaries/Course Assessment Reports)**

This department has had a high turnover in the last several years. Courses are taught by adjunct instructors or full-time instructors from several areas of the college. With the wide spread change of staff and using staff from several departments, we are beginning to pull things together for assessment and to try to build the department back up. Student numbers are relatively low. Classes are taught on a rotation basis with each class being offered at least once each year.

For CTE programs only:

Program majors/Current concentrators

Unduplicated prior 3 year graduates

4. **Please list any third party accreditation.**

5. **List any additional needs for the program (facilities, personnel, technology, student support, etc.).**

II. Institutional Support

A. Support:

1. **How does this program support other academic areas of the college and/or how is it supported by other academic areas?**

The program supports other academic areas of the college by incorporating many of the general education outcomes into the classes offered. Many of the classes within the program indirectly teach writing, communication skills, technology skills, mathematics,

critical thinking and ethical responsibility even though it may not be the main focus of the class. The cross curricular approach allows students to become further developed in those areas. Mathematics for Education I is offered just for those students transferring to PSU. Other education major take College Algebra.

2. What learning resources are utilized for instruction and supporting the institutional outcomes?

The program uses many different resources to support the institutional outcomes. Instructors have students use writing, small group discussion, reading, class discussions and presentations in class to have students meet the communication outcome.

- Ethical responsibilities are debated in different classes giving students the ability to defend and justify the decisions they make.
- Mathematical concepts are covered in multiple courses through scenarios and real world examples.
- Critical thinking skills are an everyday experience in the program. Students have the opportunity to identify educational issues, find supporting arguments and draw conclusions.

All of these institutional outcomes are staples in the program furthering the well roundedness of the students that attend the institution.

In Mathematics for Education, students use an online courseware for their homework. These students use the computer labs and are supported by the IT department. They also, use the Student Success Center for tutoring as needed.

B. Community Engagement:

1. Please provide examples of how the program/discipline fosters relationships within the communities FSCC serves (community partnership, participation, advisory board, etc.)

The Pre-Professional Lab course fosters relationships among FSCC instructors and students enrolled in the program with local K-12 educators and administrators. Students do observation hours at a local public school in the grade level of their choice. Throughout the semester, students form relationships with their cooperating teachers who act as mentors during their 33 contact hours.

The mathematics instructor works closely with the PSU campus to ensure students are prepared to transfer into Mathematics for Education II, which is taught at PSU.

C. Program Development:

1. What marketing/recruiting strategies are used by the program/discipline?

Now that we have a full-time instructor on campus teaching Introduction to Education, we will be able to better advise our Elementary Education majors. This should help to improve the enrollment numbers and retention.

2. How, and by what means, does the discipline use external professional and community resources to enhance discipline practices?

The department uses professional and community resources to enhance practices in the following ways:
- Reaching out to local educators and administrators about current trends in the educational system so that faculty can stay up to date.
- Hands on experience at local schools through student pre-lab observation hours. This face to face and hands on experience with local schools allow students to receive additional in-depth experience the college classroom alone cannot provide.

3. Does the discipline have a means for students to assess the program outside of the official student evaluations? If so, explain.

With small class sizes students are able to maintain an open dialogue with instructors as to understanding and the need for more time to master material prior to a test so the course content can be adjusted as needed.

Appendices:

Lesson Plan for Introduction to Education Page 11

Greenbush report for Spring 2018-19

SLO Summary - Education.pdf

Lesson Plan for "Introduction and Research on Writing Lesson Plans"

Objective:
- Identify the history, importance and value of lesson planning.
- Evaluate different types of lesson plan templates through research.
- Analyze pros and cons of the different types of lesson plan components.
- Defend your reasoning as to why your assigned lesson plan type is beneficial or not beneficial to educators.

Course Outcome Covered:

    #4. Examine effective practices in planning, engaging, and assessing learning.

Materials Needed:
- "Introduction to Lesson Planning" teacher PowerPoint found on Blackboard
- "Research on Writing Lesson Plans" assignment
- Internet
- Blackboard
- Copies of the assigned lesson plan

Teaching Lesson:

Students will first have a lecture over the "Introduction to Lesson Planning" PowerPoint given by the instructor. During this lesson, students will be exposed to the history, importance and value of lesson planning as well as the vast array of different types of lesson plan templates.

Students will be given the "Research on Types of Lesson Plans" assignment. They will research their assigned lesson plan and fill out the assignment sheet.

Then, students will present their findings to the class from their research explaining the components of their lesson plan as well as defending their opinion as to why they think this is a beneficial type of lesson plan template.

Students will have the opportunity to ask questions and look over each of the different types of lesson plan templates, evaluating them individually.

SWOT Analysis

A. Strengths:

- Course outcomes are aligned with Program outcomes to ensure the improvement of student learning. Assessments have been aligned to provide data.
- Students have an opportunity to complete an education lab and be placed at a local school to go along with the Introduction to Education course.
- Online courses are offered to allow for flexibility for a broad range of full-time and part-time students.

B. Weaknesses:

- There is no full-time faculty for the program. Well-qualified faculty from other departments teach the few education classes that are offered.
- There are not very many Education course offerings. Currently, the program offers Introduction to Education with a lab, Children's Literature, and Music Education along with an Art class and a Math class that goes with the Education program.
- Low enrollment has been the trend for the Education Program.

C. Opportunities:
- Create and get approved more education courses to expand the program and increase enrollment in the program.
- Create more online courses to appeal to both traditional and non-traditional students and their schedules.
- Create a 2+2 program with local universities.

D. Threats:
- Lack of federal and state funding for education has led to low salaries that may discourage prospective students from entering the education field.
- Overall low enrollment trends of the institution make it challenging to increase enrollment for the program.