ACADEMIC
PROGRAM REVIEW
REPORT

EDUCATION PROGRAM

EDEL.AS and EDSE.AS

August 2019

GARDEN CITY
COMMUNITY COLLEGE

Signature Page and Archiving

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Vice President of Instruction   Date

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Vice President of Institutional Effectiveness & Accountability   Date

_____

President   Date

Archiving:

Division Leader submits to VP of Institutional Effectiveness & Accountability.

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature page

Program Review
Faculty and Dean Verification

I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

_____ Date_____
Program Director

_____ Date_____

_____ Date_____

_____ Date_____

_____ Date_____

I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

_____ Date_____
Division Leader

As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

_____ Date_____
Dean

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Table of Contents

[Note: programs utilizing external accreditation documents must still complete this table of contents and should cut and paste material into report unless given permission by IE to do otherwise.]

Program Review Components

Other Attachments (to be completed and sent under separate cover)
    Program Review Committee Report and Rubric
    Administrative Response

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Component A - Mission and Context

A.1 Program Mission and Purpose   State your program's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

The Associate in Science Degree in Elementary Education is designed to outline typical classes that students should take when majoring in Elementary Education. Because the various four-year universities have such different requirements, there is flexibility in this four-semester suggested plan. The student will need to meet with their academic advisor to check on specific university requirements.

The Associate of Science Degree in Secondary Education is designed to outline typical classes that students should take when majoring in Secondary Education. Classes should be chosen with priority given to the student's area of concentration and to fulfill a basis for degree requirements for the school granting the baccalaureate degree. Because the various four-year universities have such different requirements, there is flexibility in this four-semester suggested plan. The student will need to meet with their academic advisor to check on specific university requirements.

"Garden City Community College exists to produce positive contributors to the economic and social well-being of society." We would be remiss if we did not see the value in preparing future educators and educational leaders as an integral piece of this mission. As a part of the Social Science Division, the Education Program works alongside the Psychology, Sociology, and Health and Physical Education departments in supporting individuals whose desires are to work with people. As a result of these pursuits, students completing the Education Program have the opportunity to earn an Associate of Science in either Elementary or Secondary Education, dependent upon their interests and coursework.

Current trends in Higher Education are moving programs online to meet student wants and needs, as well as developing accelerated programs to fill vacancies more quickly. Furthermore, four-year universities are beginning to collaborate with local districts to provide stipends during student teaching as well as creative solutions for filling vacancies, such as hiring students as long-term substitutes through waiver programs while the students complete their degrees and required certifications.

Teachers and paraprofessionals are in high demand in most areas of the country, but especially in rural areas as they are more remote and struggle to retain teachers. While Garden City is growing, it is still more of a remote, rural area. Because of the rate of growth and our location, our local districts need qualified educators to fill vacancies. In fall of 2018, there were 612 Kansas teaching positions that remained unfilled by a qualified teacher, up 99 vacancies from the previous year. GCCC is aware of the current teacher shortages and offers an associate of science degree in Elementary Education and Secondary Education. GCCC has established transfer agreements with over eight four-year institutions within the state of Kansas. The local school districts have worked with GCCC to establish the TAP program to support paraprofessionals in earning an associate degree through our program and move to Wichita State University's online education program

A.2 Progress Since Last Review   Before commencing with this review, attach the Program Goals with Recommended Action Steps (or equivalent) (Template Appendix A), as well as the Administrative Response to those goals (Template Appendix B), and your Planning Documents (Appendix D) from your last review. Identify the original goals from your report as well as any new goals that emerged from your annual reports and in the planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

As we do not have access to the previous program review due to changes in staffing, we identified new goals as a result of this program review.

NOTE: The information for Data Tables required in Components B-E will be provided to the fullest extent possible by the Office of Institutional Effectiveness, Planning, and Research (IEPR). Data collection for faculty will be as of November 1 and student enrollment will be as of October 15 for students of the year prior to the submission of the report (follows IPEDS delineation). Programs *may* choose to update data beyond November 1 or October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs may need to supplement the tables with information unavailable to IEPR. In such cases, programs *must* specify collection methods and dates (or date ranges). For example, faculty data are recorded at the department level and may not accurately reflect the program assignment. The program is encouraged to review faculty data and make adjustments according to program records. Please provide IEPR with any updated faculty data tables.

Data queries can be found in Earth Reports under Accreditation in the Program Review folder.

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

B.1 Faculty Qualifications: Faculty listed below are those who taught courses for the program within the 17-18 academic year as well as those on the 18-19 faculty roster from the Dean's office as of November 1st. (Insert rows as needed).

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
[Primary Program Faculty listed below]			
Bitikofer, Jan	BS, 1974	Marymount College	
Chandler, Holly	MS, 2004	Fort Hays State University	ESL Certification (Kansas State University), Reading Specialist Endorsement (Emporia State University); Kansas Professional Teaching License (K-8)
Lamb, Winsom	MLS, 2016	Fort Hays State University	Sociology, Human Behavior, Social Work
Rodenbur, Leonard	MS, 2004	Fort Hays State University	
[Part-Time Program Faculty listed below]			
Almos, Sandra	MS, 1995	Fort Hays State University	
Baker, Emily	MS, 2011	Newman University	
Eldridge, Ronda	MS, 2007	California State University	
McAllister, James	MM, 2002	University of Delaware	
Meier, Shelly*	MS, 1998	Southwestern Oklahoma State University	Elementary Education degree with middle school endorsements in English, Science, and Math
Morales, Judith	MS, 2011	Fort Hays State University	
Nelson, Julie	BS, 2014	Fort Hays State University	
Schneider, Mitch	BS, 1987	Kansas State University	
Tucker, Dawn	MS, 2010	Newman University	
Turpin, Jenette	MS, 2008	Kansas State University	
Whitehill, Judy*	MS, 1992	Kansas State University	
Woelk, Angela	MSW, 2005	Newman University	

*Indicates PT for GCCC Main Campus

B.2 Faculty Demographics

Faculty Demographics						
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are	3	1	10	2	13	3
Non-resident (International)	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0	0
Hispanic	1	0	1	0	2	0
American Indian or Alaska Native	0	0	0	0	0	0
Native Hawaiian / Pacific Islander	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0
Race/Ethnicity Unknown (Or Decline to Identify)	0	0	0	0	0	0
White, non-Hispanic	2	1	9	2	11	3
Totals						
c.)Number of faculty with doctorate or other terminal degree	0	0	0	0	0	0
d.) Number of faculty whose highest degree is a master's, but not a terminal master's	2	1	9	1	11	2
e.) Number of faculty whose highest degree is a bachelor's	1	0	1	1	2	1

B.3 Faculty Scholarship: Provide, in tabular or report format, a comprehensive record of faculty scholarship for the last 5 years. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

We did not have any faculty who had discipline related scholarship or accomplishments during this time period.

B.4 Department Scholarship Analysis: State the goals previously set by your program for scholarship production (previous review). Analyze whether goals were met and the factors that contributed to goal attainment. What changes or modifications are necessary in light of this analysis?

We do not have access to the previous Program Review and cannot respond to this question. However, moving forward, it is our goal for faculty members in the Education Program to participate in more scholarship opportunities related to education, especially in regards to improving the quality of the program. Attending conferences related to teacher education programs will provide ways to collaborate with other Kansas institutions and establish GCCC as a reputable institution to gain a foundation for future studies in the field of education.

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

The majority of faculty members within the Education Program have a background in elementary education. Each have a minimum of a master's degree; one full-time faculty with an ESL and reading endorsement, and an adjunct/part-time faculty with English, Science, and Math endorsements. Since the mission is to promote Elementary and Secondary Education, our current faculty can provide expertise in the elementary content related areas. An area to consider is the diversity of the faculty members in the Education program; the majority are white women (see B.2). A current initiative in education (K12 and Higher Education) is to recruit instructors that mirror or represent their student bodies. Moreover, the majority of the degrees faculty hold are in Elementary Education and fields related to education; we are missing individuals with a background in Secondary Education, Special Education, and ESL. As the program continues to grow, this is something we need to keep in mind.

B.6 Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload. (get from your Dean's office).

Faculty Workload (over past 5 years, ending Academic Year 2018-19)										
Name of Full-Time Faculty	Semester Credit Hours					Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)				
Academic Year	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	18-19
[Primary program faculty listed here]	30.0	21.0	27.0	36.0	18.0					
Bitikofer, Jan	18.0	6.0	9.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chandler, Holly	0.0	3.0	6.0	9.0	6.0	0.0	0.0	0.0	0.0	0.0
Lamb, Winsom	12.0	12.0	12.0	15.0	12.0	0.0	0.0	0.0	0.0	0.0
Rodenbur, Leonard	0.0	0.0	0.0	12.0	0.0	0.0	0.0	0.0	0.0	0.0
[Part-Time/Adjunct faculty listed here]	7.0	16.0	28.0	38.0	36.0					
Almos, Sandra	0.0	3.0	3.0	6.0	0.0	0.0	0.0	0.0	0.0	0.0
Baker, Emily	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0
Eldridge, Ronda	0.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0
McAllister, James	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Meier, Shelley*	4.0	4.0	4.0	10.0	11.0	0.0	0.0	0.0	0.0	0.0
Morales, Judith	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nelson, Julie	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Schneider, Mitch	0.0	3.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Tucker, Dawn	0.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0
Turpin, Jenette	0.0	0.0	6.0	13.0	10.0	0.0	0.0	0.0	0.0	0.0
Whitehill, Judy*	0.0	0.0	6.0	6.0	9.0	DD 6 hours	DD 6 hours +3 hours online in Fall and Admin Assign in Spring	DD 6 hours + min Assignment Fall and Sprin	Online and Admin Assignment 6 hours	
Woelk, Angela	0.0	3.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL CREDITS	37.0	37.0	55.0	74.0	54.0	0.0	0.0	0.0	0.0	0.0

*Indicates PT for GCCC Main Campus

B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

Full-time, Main Campus Faculty in this program are consistently teaching 2-3 courses of overload (on average) and are teaching 5-6 students over the cap amounts to meet the needs of students/a growing program. In the 18-19 school year, we lost a faculty member which resulted in the loss of ability to offer 5-7 sections of Education classes on campus each semester. While this did not adversely affect individual faculty workload for the 18-19 school year, it impacted the ability to meet the needs of the program by limiting the number of sections offered (5-7 each semester down to an average of 3 on campus), which resulted in the need to hire additional faculty. One thing to consider is that the table does not include the Part-Time/Adjunct Faculty who taught for EduKan and/or exclusively over the summer. It is concerning that there is a significantly larger number of adjunct faculty teaching Education courses than there are Full-Time Faculty (including the two Part-Time instructors noted as Main Campus instructors.) Specifically, three adjuncts consistently teach 4-5 credits more (in Education) than full-time on-campus instructors. Moreover, the 17-18 and 18-19 school years saw two adjuncts teaching more credit hours of education courses than the full-time faculty. If we want to continue building the program on campus, the burden of the program should fall on the full-time faculty. Relying on adjuncts for the body of the program limits the faculty's involvement with Education majors and content oversight for transferability. Additionally, the Education faculty's load is comprised of multiple disciplines, which also limits the focus on the program as a whole.

B.7 Percentage of courses taught by each faculty classification: The following table includes the percentage of credit bearing courses taught by program faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty					
Faculty Classification as of November 1	2014-15	2015-16	2016-17	2017-18	2018-19
Primary Faculty	81%	56%	49%	48%	33%
Part-time	19%	44%	51%	52%	67%
TOTAL	100%	100%	100%	100%	100%

B.8 Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.

Student: Faculty Ratio					
Academic Year	2014-15	2015-16	2016-17	2017-18	2018-19
# of Full-Time Faculty	4	3	3	4	2
# of Part-time	2	7	8	7	5
FTE Faculty	4.67	5.33	5.67	6.33	3.67
# of Full-Time Students	16	11	21	20	10
# of Part-Time Students	15	1	18	18	27
FTE Student	21.00	15.33	27.00	26.00	19.00
FTE Student: FTE Faculty Ratio*	4.5 : 1	2.88 : 1	4.76 : 1	4.11 : 1	5.18 : 1

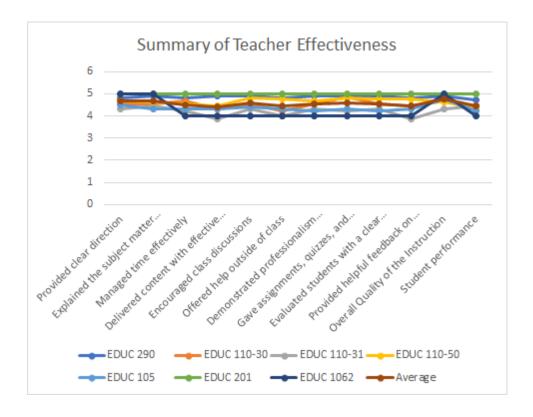*Full-time equivalent (FTE) is calculated using the following formula:
  Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

B.8.1 Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

We have had a large number of full-time and part-time students in the education program, with a larger number of part-time faculty than full time faculty employed. The number of students per faculty has increased over the last five years; adding another faculty member in the education program would allow us to better meet student needs. (See B.8) This would also alleviate the need for the large number of part-time faculty and decrease the student to teacher ratio. It is also important to note that the primary instructor for the program during the 18-19 school year was significantly overloaded in another discipline which directly impacted the number of Education related course offerings available to students, especially our ability to offer Methods based courses during traditional business hours (we have had to rely on Adjunct Instructors to teach these courses [see B.9 and Appendix F.)

Over the last five years, there has been a significant shift from the number of full-time faculty teaching courses to the majority of the program being taught by part-time faculty (see B.9). This could also be directly related to the growing need on the behalf of students for online classes, which are primarily taught by adjunct faculty. There is a large discrepancy over differences in content received by students in face to face and online courses, as well as concerns for the quality of education/content being received in outreach locations. Due to the demands and expectations of the Kansas State Department of Education on requirements for Teacher Licensure in the state of Kansas, it is vital that our Faculty have a larger role in discussion, development, and evaluation of these courses. Consistency in course content and achievement of the student learning outcomes; relevancy of coursework; innovation and mirroring current best practices (See Appendix F).

B.9 Summary of Teaching Effectiveness: The following figure includes data derived from student end of course evaluations for the program.

Due to the several changes in the way student course evaluations were administered and the data collected, we have somewhat incomparable information summarizing the teaching effectiveness of the department. The data collected is only from the Spring of 2019. However, the data suggests that students felt strongly that the education instructors provided quality education and educational opportunities. It is also important to note that there is great disparity between the on-campus responses (which had larger reporting numbers) and the adjunct instructors.

B.10 Other Evidence of Faculty Effectiveness: Programs may provide additional evidence (not anecdote) of faculty effectiveness.

In terms of faculty effectiveness, there is a discussion that needs to be had for those who teach Education courses and the discrepancy of their course load. When the majority of the coursework is devoted to areas outside of the discipline, the general focus falls to the majority. It is in the best interest of students to have courses that scaffold one another to support coursework later in the program. If faculty's primary focus is outside of Education, as well as the fact that there is no one faculty member to lead the education program, there is no clear guidance or support for the content of the courses or the direction of the program itself. Appropriate faculty and distribution of courses (between full time and adjunct faculty) are an important goal that has been identified as a result of this review.

See the chart below for the percentage of Education courses per faculty load.

Percentage of Course Load from Education Courses

Faculty	FA14	SPR15	FA15	SPR16	FA16	SPR17	FA17	SPR18	FA18	SPR19
Bitikofer	40%	80%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chandler	0%	0%	0%	16.5%	0%	28%	12.5%	28.5%	12.5%	16%
Lamb	25%	33%	30%	29%	27%	28%	25%	28.5%	22%	33%
Whitehill	100%	29%	25%	17%	33%	33%	12.5%	33%	N/A	N/A

B.11 Analysis of Teaching Effectiveness: Using data from the information above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

Student satisfaction with faculty effectiveness in the classroom is a strength of the program; students consistently rate our faculty with 4s and 5s out on a five-point scale in regards to their satisfaction with course content and the instructor overall. Faculty have the required degrees to teach the coursework assigned to them, but there is a lack of experienced personnel with a background in secondary education. There is a great number of part-time and outreach faculty in comparison to full-time faculty on campus; while this speaks highly for meeting the needs of our students, this does not mean students are completing the program (earning their AS) as only one or two courses from the program are completed (as opposed to the entire program). Moreover, faculty have not been involved in evaluating how well the outreach courses align with those at GCCC and, therefore, cannot speak to how well the programs meet SLOs or PLOs.

B.12 Faculty Summary Analysis: Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

The data above suggests the need for at least one full-time faculty be fully immersed in the Education program, in addition to the current faculty members, to ensure the stability of the program, as well as a review and revision of the ways that we are offering courses in the Education program. In order to grow the program, we need full-time faculty overseeing the program and being responsible for the body of the program. Moreover, full-time faculty need more involvement in recruitment efforts (site visits, scholarships, and participation in marketing efforts.) Faculty recruitment and advisement will also support students in taking the courses on campus, as opposed to online, helping improve class sizes and supporting continuity. Innovation in outreach courses would increase the number of students enrolled in the program and help faculty meet load. Students are satisfied with the courses they have received at GCCC, but more data is needed in order to determine how prepared they were for their transfer school(s).

Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure: Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

The education program at GCCC requires students to complete EDUC 105 Foundations of Education. We recommend several methods courses for Elementary Education, as well as Exceptional Child and Observation for students seeking either Elementary or Secondary Education degrees. Secondary Education, as well as several other subject areas (I.e., art, music, p.e., etc.) have content specific and university specific requirements. This is similar to the recommended methods courses for Elementary in that we need to advise based on the requirements of where students transfer.

The focus of each of these programs is the general education courses, requiring Foundations of Education, Observation/Intro to Education Practicum, Children's/Adolescent Literature, and elective courses. As the advising processes have changed, as well as Financial Aid requirements, we are finding more flexibility is required to meet the needs of four-year schools. For this reason, restructuring the four-semester sequence and program objectives to meet the needs of our students and community is necessary.

C.2 Assessment of Student Learning: Attach your program's most updated overall Annual Assessment Plans (Appendix C) and Annual Assessment Reports since your last program review (Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating <u>each</u> learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criterion to support your assessment of the culminating projects and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

No plan or report was submitted for the 18-19 school year, and we do not have access to previous Assessment Plans or Program Reviews. Moving forward, especially with the new practices in place, the department should have better access to past Program Reviews and Program Assessments. Even without the assessment paperwork, instructors in the Education Program implemented practices to allow for quality assessment of student abilities. Students were assessed by evaluating their knowledge of core topics/disciplines in each course through summative tests based on chapters and units. Moreover, the department evaluated students' abilities to apply the skills outlined in the SLOs through lesson plan assignments.

Since the goal of our program is to promote the teaching profession and provide a foundation of knowledge and skills necessary for the pedagogy-based courses they will take at their chosen four-year institution. Understanding how to develop a lesson/unit in order to meet individual student needs and content standards is something that is introduced at this level and finessed at the next. With the creation of resources like Teachers Pay Teachers, students are struggling to create authentic assignments and need further support in developing critical thinking skills necessary to develop authentic, differentiated lessons and materials. Indirect measures included individual course evaluations, student feedback, and collaboration between instructors.

While data was not concretely collected during this period, the Education Program proudly supports the institution's direction from the Essential Skills. GCCC students exit the Education Program with an increased ability to meet the objectives of our Essential Skills by demonstrating inclusive principles (meeting the needs of a diverse population) and oral communication skills. These skills are evidenced through the students' presentations over book talks, lesson development, and unit planning; as well as their ability to incorporate differentiation techniques and accommodations into their lesson plans. Moreover, students demonstrate their ability to meet the Program Learning Outcomes by designing lesson plans, small unit plans, and developing an initial philosophy of education. Their experiences at GCCC help to prepare them for their coursework upon transfer and, ultimately, for their future classrooms.

C.3 Curriculum Map of Program Student Learning Outcomes:

See Appendix C.

C.4 Assessment of Curricular Effectiveness: Using your program's curriculum map and the evidence collected from the assessment of student learning, outline your program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

In reviewing our curriculum maps, we have found that the SLOs for the individual methods courses do not align with our program objectives, recommending that we review the SLOs and courses themselves and whether or not they should be required for our program. It is our goal to review the SLOs as faculty to for the purpose of revision and to consider if we should continue offering these courses (in conjunction with review of transferability.)

As we have been reviewing these courses and degree requirements in comparison with transferability and requirements at other institutions, we have begun wondering if the education program should be combined into one field rather than two separate ones. Because the number of course offerings is so limited due to transferability and individual school requirements, this would put us in a more unique position and create the opportunity for dual advising for more content specific programs. The degree requirements would remain but would be more flexible in nature. For example, could we offer an Associate of Science in Education with optional concentrations in Early Childhood Education, Elementary Education, Secondary English Language Arts, Secondary Social, Secondary Mathematics, Secondary Science, K-12 Music, K-12 Art, K-12 Physical Education, etc. Or, if Education should be a concentration/elective option for students in those respective disciplines. The concentration would allow students to have dual advising opportunities between education faculty and faculty in their desired area of study, rather than to choose one. This would not only ensure preparation for teacher preparation programs, but quality advising from experts in their respective fields.

C.5 Assessment of Diversity in the Curriculum: Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum?

Given that Diversity is an essential skill at Garden City Community College and the cornerstone of High-Quality Educators, our instructors meet regularly to discuss the effectiveness of diversity in content that fulfills the SLOs. Throughout each of the Education courses, diversity is interwoven into the curriculum as meeting the needs of a diverse student body is at the heart of quality teaching. In their lesson plan assignments, students have to differentiate in order to account for students with different backgrounds and learning abilities. As a specific example, Children's Literature utilizes the International Author Presentation where students have to research an international author and present the author's background, their best-known genre, social values during the author's life and how they impacted the author's writing. This activity supports cultural diversity as it offers the students an opportunity to learn about the author and their background/culture as well as the impact of the cultural and social implications on their work. Moreover, the activity supports students in developing an awareness of different cultural backgrounds as they are expressed through children's literature in order to think critically about how to incorporate literary works into their classrooms to be inclusive of the students in their classrooms.

C.6 Use of Continuous Assessment for Educational Effectiveness: Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

Individually, instructors utilize student evaluations, individual course assessment data, and formative assessment to continuously improve the courses and program overall. Similarly, the program meets to discuss the collaborative assessment documents to evaluate what is working well and what could be improved. Continuous reflection and discussion is imperative to the success of our program, as well as willingness to adapt/change the content to meet the needs of the given population of students.

Moving forward, the Education Program plans to improve the assessment processes by utilizing OneDrive shared files and assessment processes to ensure data is collected. Having someone to oversee the program will greatly improve these efforts.

Component D: Student Enrollment and Success

D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

As of Fall Census	2014-15		2015-16		2016-17		2017-18		2018-19		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)	0	0	0	0	0	0	0	0	0	1	1
Asian	1	0	2	0	1	0	1	0	3	0	8
Black, non-Hispanic	1	2	0	0	1	0	3	5	1	2	15
Hispanic	22	11	24	3	21	3	29	2	29	4	148
American Indian or Alaska Native											
Native Hawaiian / Other Pacific Islander	0	0	0	0	0	0	0	0	1	0	1
Two or more races	0	1	0	0	0	0	0	0	1	0	2
Race/ethnicity Unknown	0	0	0	0	0	0	1	0	0	0	1
White, non-Hispanic	18	5	18	5	27	9	19	5	11	8	125
Totals	42	19	44	8	50	12	53	12	46	15	

D.2 Recruitment and Enrollment: Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

Enrollment has been consistent over the last five years. The average number of students in the program is around 60 students at a time (52-65). The majority of students who enroll in our program are Hispanic or White, with a 2.5:1 ratio of females to males. Students primarily come to the GCCC education program to save money on classes or for sports/club reasons. Highlighting cost and time savings as compared to four-year institutions would be a way to highlight the benefits of our program, as well as our experienced instructors from the field. There are several grant opportunities for Hispanic Educators, as well as for Finney County Residents, so making students aware of these opportunities as well would be a way to draw these students in. Improving recruitment efforts is a goal that has been identified as a result of this program review.

In an effort to match national initiatives, additional recruitment efforts will include teachers for STEAM fields, as well as more teachers of color and males interested in education. STEAM is a growing field and there are several grants and scholarships available for these students through the state of Kansas, as well as job security in the teaching field. The other major initiative is having a body of faculty who are representative of the student body they teach. By recruiting more students of color and males, GCCC will be supporting these initiatives as well.

Additionally, partnering with the local school districts for a "grow your own" program, like the Teacher Apprenticeship program with Wichita State University, would incentivize recruiting both traditional and non-

traditional students to fill the roles of paraprofessionals, substitute teachers, and eventually classroom teachers. Recruiting high school graduates to take the role of paraprofessionals while they earn their teaching degree offers them experience (and college credit for those experiences), while supporting the needs of the schools they serve. Paraprofessionals are then recruited to fill vacancies the school districts have with individuals who already have relationships and support networks established, which also support retention. There are several four-year institutions who have Para Pathways, as well as alternative paths to teaching that could be better utilized for marketing and recruitment in addition to our 2+2 agreements with those schools.

D.4 Student Organizations: Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enrich a student's educational experience.

We do not currently have any organizations or activities sponsored by the department that enrich the students' educational experience. However, there are a few organizations; like Association of Teacher Education – Kansas, The Kansas National Education Association - Student Program, Educators Rising; that we would like to consider joining in the years to come, especially as the program continues to grow.

D.5 Student Assistance: Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

Garden City Community College offers students scholarships for their education, including several earmarked for Education students; however, the department has been removed from being directly involved in awarding those scholarships. The lack of involvement in the scholarship awarding process limits the department's ability to recruit and retain students that we feel would best exemplify the mission of the GCCC Education Program. Including faculty in the selection/awarding process will also support recruitment efforts, which further identifies faculty involvement in recruitment efforts as an important goal for the education program.

Instructors assist students in advising and career planning as it relates to the college and discipline of their choice (i.e. physical education, elementary education, etc.) We work with students on selecting the school that best meets their interests and needs, as well as reaching out to ensure that their classes transfer appropriately; a process that could be greatly improved by instructors serving as the student's advisor rather than individuals outside of education (who are unfamiliar with K12 and the licensing requirements) trying to help students in selecting courses that benefit an education major. Instructors also assist students in acquiring and advocating for accommodations, as necessary. Instructors fully support accommodations requested by students and/or outlined in their LOAs.

D.6 Student and Alumni Achievement: Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

Outside of relationships built with individual instructors, the Education Program has not actively followed graduates of the program. It is a goal of the department to more actively follow our graduates to support their successes and continue to improve the GCCC Education Program.

D.7 GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the program compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

GPA Trend										
	2014-15		2015-16		2016-17		2017-18		2018-19	
	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg
Non-resident (International)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2.353	2.986
Asian	3.492	3.158	3.056	3.00	3.179	3.277	2.910	3.311	3.168	3.258
Black, non-Hispanic	2.086	2.475	n/a	n/a	2.732	2.451	2.135	2.407	2.524	2.415
Hispanic	2.353	2.751	3.041	2.808	2.666	2.783	2.857	2.836	2.721	2.788
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian / Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Two or more races	2.684	2.842	n/a	n/a	n/a	n/a	n/a	n/a	4.000	2.685
Race/ethnicity Unknown	n/a	n/a	n/a	n/a	n/a	n/a	0.000	3.291	n/a	n/a
White, non-Hispanic	3.053	3.075	3.127	3.176	3.086	3.196	2.890	3.153	2.795	3.107
Female	2.785	2.978	3.127	3.062	2.994	3.065	2.749	3.048	2.712	3.032
Male	2.280	2.806	2.819	2.858	2.606	2.824	2.682	2.791	2.879	2.676

D.8 Completions Analysis by Ethnicity: The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

Student Diversity—Completions										
	2014-15		2015-16		2016-17		2017-18		2018-19	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	0	0	1	0	0	0	1	0	2	0
Black, non-Hispanic	0	1	0	0	0	0	0	0	0	0
Hispanic	2	2	6	0	3	1	11	1	4	0
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Race/ethnicity Unknown	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White, non-Hispanic	8	1	3	0	9	1	6	2	3	2

*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

D.9 Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1st and June 30th of each year. Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

D-9a Retention Rates

One-year retention rates (Fall to Fall)											
5-year average		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained
301	55.81%	61	45.9%	52	69.23%	62	61.29%	65	52.31%	61	52.46%

D-9b Graduation Rate (150% of time)

Program 3-year graduation rates												
5-year total			Entering cohorts Fall semester									
			2014		2015		2016		2017		2018	
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort
301	21.26%	64	61	19.67%	52	25.00%	62	22.58%	65	27.69%	61	11.48%

D-9c Average semester credit hours for program graduates

Program Average Semester Credit Hours at Graduation														
Academic Year Graduates – Average Institutional and Transfer In Hours														
2014			2015			2016			2017			2018		
# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH
14	68.29	4.50	10	70.80	13.60	14	60.36	10.21	21	70.00	1.59	11	69.00	4.68

D-9d Program Graduates Time to Degree

Time to degree (Exiting cohort) (July 1 – June 30)									
2014-15		2015-16		2016-17		2017-18		2018-19	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated
3.00	14	7.00	10	4.00	14	3.50	21	2.00	11

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.10 Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the program's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

a. What does the evidence from above data suggest regarding how well your program is producing successful students?
Overall, there has been great success in retaining students each year. We would expect half of the students to graduate, which can be seen in D.9a. (i.e. The drop in graduation rates in 18-19; however, it is important to note that the drop in graduation rates directly correlates with the number of course offerings available.) We lost a full-time instructor in 18-19 which significantly impacted our ability to offer the appropriate number of courses required for students to complete the program/degree.

b. List specific events/activities that the program uses to increase student retention and degree completion.
The greatest draw for students in the Education program is the individualized instruction and support from Education staff, as well as the option to stay close to home. Increasing scholarship opportunities, articulations with four-year schools, and access to professional organizations would greatly benefit recruitment and retention. In addition, students have expressed interest in taking courses in different modalities to support their schedules. Providing courses in different modalities, rather than solely face to face during the traditional class day, solely at night, or solely online (restricting the on-campus students) would greatly increase access to a variety of courses that meet students' needs and further support degree completion – several students have had to hold off on graduation or have been unable to graduate due to course offerings.

c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.
We have not actively tracked students in the education program. However, the majority of the students who do not complete the program do so because they decide that they do not wish to pursue an education degree. Other students transfer early due to scholarships or the specific requirements of the four-year institution; there are several institutions (both in and out of state) who do not accept our courses or have more specific requirements than what we currently offer. This information comes from direct conversations with students in the program.

d. Identify any areas in need of improvement for producing successful students.
The biggest area of concern is the drop in graduation rates in 18-19, but that directly correlates with the number of course offerings available due to losing a full-time faculty member. We went from three full-time faculty members teaching Education part-time, to two and did not offer the appropriate courses for students to meet student needs (especially for graduation). Adding an additional full-time faculty member for the Education Program, rather than relying on two faculty members to teach part-time, would help increase courses offerings to meet graduation requirements, as well as support the advising needs of the program.

Component E: *Academic* *Opportunities and Class Size*

E.1 Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

| Special Study Option | Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program | | | | | | | | | |
| | Academic Year 2014-15 | | Academic Year 2015-16 | | Academic Year 2016-17 | | Academic Year 2017-18 | | Academic Year 2018-19 | |
	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Outreach program (aggregate)										
Concurrent Enrollment (Outreach-HS)	N/A	N/A	4	12	6	18	13	34	11	27
Dual Credit Enrollment (Outreach-HS)	N/A	N/A	N/A	N/A	N/A	N/A	9	27	2	6
On-line courses-GCCC	35	105	28	84	93	279	93	279	86	258
On-line courses-EDUKAN										
On-line courses-Contract										
Face to Face courses	251	731	221	646	218	635	223	665	154	458
Internships/practica										
Independent study, tutorials, or private instruction										
Developmental courses										

E.2 Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the "100+" column in the Class Sections column *and* 5 times under the "20-29" column in the Class Subsections table

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections: A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

Class Size per Academic Year								
	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
2014-15 Class Sections	1	6	5	1	0	0	0	13
2014-15 Class Sub-Sections	10	0	0	0	0	0	0	10
2015-16 Class Sections	3	4	4	1	0	0	0	12
2015-16 Class Sub-Sections	13	0	0	0	0	0	0	13
2016-17 Class Sections	2	8	4	2	0	0	0	16
2016-17 Class Sub-Sections	14	0	0	0	0	0	0	14
2017-18 Class Sections	6	6	4	2	0	0	0	18
2017-18 Class Sub-Sections	15	0	0	0	0	0	0	15
2018-19 Class Sections	6	5	5	0	0	0	0	16
2018-19 Class Sub-Sections	6	0	0	0	0	0	0	6
Totals Across 5 Years	76	29	22	6	0	0	0	133

E.3 Non-credit Courses: **If** your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

The Education Program did not offer any courses that were not for credit Fall of 2014 – Spring of 2019.

E.4 Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

There has been fluctuation in class sizes over the last five years with an upward trend towards larger class sizes. The number of smaller class sizes (9 students or less) is still the majority, but that is directly related to the number of concurrent enrollment/dual credit courses offered in the education program. Smaller class sizes minimize the quality of discussion and interactions students can have overall. An avenue to consider would be offering a distance-based learning model that would allow multiple high school students to join the class live/synchronously from their high school and participate in the class on the main campus; not only would this help those courses to fill, but this would also support discussion and collaboration from students with diverse backgrounds (further enriching their classroom experiences). This could also be replicated in evening programs by offering a hybrid/ITV version (combining in person and off campus/virtual instruction.)

Component F - Student and Constituent Feedback

F.1 Student Feedback: Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

This information has not been collected in any systematic way. Student course evaluations are positive in regard to the individual courses, but information related to the program has not been gathered. This is an area of improvement moving forward.

F.2 Alumni Feedback: Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any program changes they recommend.

This information has not been collected in any systematic way. This is an area of improvement moving forward.

F.3 Employer/Supervisor Feedback: Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

This information has not been collected in any systematic way. This is an area of improvement moving forward.

F.4 Constituent Feedback Analysis: Analyze the program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

This information has not been collected in any systematic way. This is an area of improvement moving forward.

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources: Information literacy can be understood as the ability to "recognize when information is needed and…to locate, evaluate, and use effectively the needed information" (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

Students in the education program have access to a variety of Journals through the Thomas Saffel Library and are encouraged to access those for several of their courses. The library also boasts subscriptions to teaching materials (lesson plans, videos, etc.) that students and faculty have access to. A goal is to further support outreach and adjunct instructors in promoting utilization of these resources as many are unfamiliar with how to access them when they are off campus.

G.2 Resource Analysis: Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program's effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

Faculty in the Education program try to be resourceful when seeking out resources, whether it is collaborating with one another, the library, or online resources (like Teachers Pay Teachers). Participating in external, collaborative opportunities to network with other Community Colleges and four-year institutions would further enhance the program. Not only would this allow for the program to better promote our courses, but better align them to other institutions and prepare our students for life after GCCC. With the loss of some of the full-time faculty in the Education program, and the existing faculty being overloaded in other disciplines, there has been difficulty in pursuing these relationships. Moving forward, the Education program faculty will write and submit grants to gain additional needed resources for the education courses being taught at GCCC. The Education program does not currently have a budget to incorporate additional resources to complement student learning. The Education faculty will propose a budget for the program to purchase resources and programs beneficial to student outcomes.

G.3 Revenue and Expense Analysis: Insert program data from at least five academic years. **Obtain this information from your Dean**.

Academic Year	Revenue: Tuition/Fees, State	Change from Prior Year	Expenses	Change from Prior Year	Profit/Loss	Change in P/L from prior year
2014-15	87421	n/a	52415	n/a	35006	n/a
2015-16	84058	-3.85%	52598	0.35%	31460	-10.13%
2016-17	107229	27.57%	64568	22.76%	42661	35.60%
2017-18	124989	16.56%	68964	6.81%	56025	31.33%
2018-19	106070	-15.14%	62324	-9.63%	43746	-21.92%

G.4 Analysis of Acquired Resources: Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measurable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office

space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

During this cycle, we did not receive any significant grants or resources for the Education program. GCCC did purchase SmartBoard (and similar) technology to enhance instruction; however, we were unsuccessful in getting these materials to work and, thus, were unable to train students in how to work with them. Revisiting this topic is a goal moving forward; we would like to be able to prepare students teachers for the classroom environments where they will be learning and working.

G.5 Resource Allocation Relative to Capacity: Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if the program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if the program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

One of the most noticeable differences in the program's finances is the significant loss of revenue in the 2018-2019 school year; while we do not have accurate knowledge of the cause of this, after reviewing the data it Is likely connected to the loss of full-time faculty and the inability to offer an equivalent number of courses, as result. Spending and profit increased slightly over the years but was adversely affected the 2018-2019 school year.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

After completing the program review, it is clear that there are several things for us to be proud of in regards to the Education Program. Overall, our enrollment has remained steady (an average of 60 students each school year). In addition to steady enrollment, student evaluations of the programs showcase that our instructors are providing meaningful instruction and continually meeting student needs. The dedication of faculty and adjuncts is the program's greatest strength, which is something we are very proud of! This dedication can also be seen in response to some of the areas of opportunity that were identified as a result of program review.

One of the first, and most important, areas of opportunity for the Education Program is that of revision of the program in order to support alignment with the four-year institutions where our students transfer. This revision consists of the Program Learning Outcomes and the Student Learning Outcomes of Program Courses. In addition to the revision of outcomes for alignment, the revision and consolidation of programs into one discipline to support advising will also aid in student success and transferability. Finally, to continue to support transferability, the Education Program needs to offer more of the methods courses that student need to graduate; this means that we need to have faculty members who have room in their course load to teach the courses. One way to approach these opportunities and meet the needs of the institution is to have a primary faculty member who oversees the program, rather than one or two full-time faculty teaching one or two education courses. Having a full-time faculty member acting as an advocate for Education students as well as the institution will aid in course offerings, transferability in discussions with advisors at other institutions, and serve as the leader and custodian for record keeping.

Since the 18-19 school year, the Education Program gained another faculty member to alleviate the overload of other instructors and aid in the afore mentioned efforts. Since Courtney (Morris) Branham began supporting the Education Program, we successfully partnered with Wichita State University to support USD 457 in recruiting paraprofessionals to the Teacher Apprenticeship Program; we have developed the Early Childhood Certificate A that was approved through KBOR; and Branham has stepped up to represent GCCC on several Executive Boards, including Finney County Childcare and Early Learning Network (FCCELN), Association of Teacher Education – Kansas (ATE-K), and Childcare Aware of Kansas, among others. These initiatives aid both the mission of the program and of the institution in responding to the needs of the community. Branham has also begun collecting data through annual course assessments and end of the year surveys for program graduates. Looking forward, we would like to extend conversations to the four-year institutions to articulate agreements for an Associate of Science in Early Childhood Education that could lead to an Early Childhood Unified Bachelor's Degree in order to address the childcare shortage in Finney County. We would also like to strengthen these partnerships to discuss completion opportunities for our students to stay close to home while completing their Bachelor's Degree in Education so that they may serve as Long-Term Substitutes, gaining experience in the classroom and filling vacancies while they complete their degrees.

Program Goals with Recommended Action Steps

Program Name: *Elementary and Secondary Education*   Date:

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. **This information serves as the basis for the Dean's Administrative Response, as well as ongoing strategic planning processes.**

(Attach *this* year's "Program Goals with Recommended Action Steps" as Template Appendix A in your program's *next* program review. See "Schedule for Academic Programs", Appendix A in the Academic Program Review Manual for dates of your next review. You may add rows to this table as needed.

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context	Combine the Elementary and Secondary Programs to aid in advising efforts.	Revision of program: PLOs and four semester sequence	Fall 2021	Completed revised program approved through C&I for Fall 2022	Time	Med	Ease of advising and improved course transfer to four-year institutions
B - Faculty Characteristics and Qualifications	Have at least one faculty with full course load in Education to oversee the program.	Hire one full-time faculty member to oversee and teach education courses. Division director, alongside Education faculty will interview and hire for this position.	December 2021 to June 2022	At least one faculty with 15 hours each semester of Education courses for Fall 2022.	Budget for full-time faculty position.	High	Having a full-time Education program leader/instructor would have a tremendous impact on the overall program. It would allow for more opportunities for recruitment, additional classes, and appropriate oversight of the program, faculty and adjunct members.
C - Quality of Curriculum and Student Learning	Revise the PLOs to cover different disciplines and SLOs to match the PLOs.	Continue to attend KCOG meetings annually to update PLO's for current courses. Revise and implement PLO's for all non-KBOR courses. Research and revise all methods coursework PLO's..	Fall 2021	Updated PLO's for all education coursework, as well as SLO's that match the PLO's.	Faculty collaboration.	High	Stronger and better developed outcomes for education coursework and student learning.

D - Student Enrollment and Success	Include faculty in recruitment initiatives -Marketing -Scholarships -School Visits	Collaborate with Dean, Marketing, Admissions, and Financial Aid to develop a plan to include Education faculty in these efforts.	Fall 2022	Meeting minutes, travel logs, e-mail correspond ence, etc.	Time	Med	Increased recruitment opportunities and larger class sizes due to visibility and student access to resources.
E - Academic Opportunities and Class Size	Offer more courses on campus.	Hiring full-time Education instructor to teach and oversee the full load of education coursework.	Fall 2022	Additional face to face courses by Fall 2022.	Full time education instructor/le ader.	Med	Improved course offerings and data collection.
F - Student and Constituent Feedback	Conduct exit surveys and follow-up with graduates about preparation for four-year institutions.	Create exit survey to collect data and personal contact information. Establish a schedule for collecting survey responses.	May 2021	Completed survey and responses collected	Time	Med	More concrete feedback on the program's ability to prepare students for higher level courses and certification requirements for continuous improvement of the program
G - Resources and Institutional Capacities	Hire an additional faculty member to increase course offerings	Hiring Process	08/20 19	New Faculty Member by Fall 2019	Budget for full-time faculty position.	High	Hiring an additional faculty member to help teach Education courses will allow for additional classes, and appropriate oversight of the program, faculty and adjunct members.
Summary Conclusions							

Template Appendix A

Program Goals with Recommended Action Steps—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix B

Administrative Response Sheet—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Appendix C

Curriculum Maps – Elementary Education and Secondary Education

Program: Elementary Education — *Course to Program Map*

Courses	Essential Skills	Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy.	Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving skills in a variety of student populations.	Describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of public school teachers.	Employ effective instruction for students to develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural diversity and social responsibility.	Apply best practices when choosing and teaching literature to children.	Demonstrate various teaching methods utilizing Art, Music, and PE approaches in the regular classroom. In addition, encompassing strategies to properly teach the exceptional child in each classroom.		
EDUC 105 Foundations of Education	12345	IRMA	IRMA	IRMA	IRMA	I	I		
SPED 203 Exceptional Child	12345	I	I	I	IRMA		I		
EDUC 201 Music for Elem. Teachers	1345	I	I	I	I		IRMA		
EDUC 203 Health & Movement Education Methods in the Elem.	12345	I	I	I	I		IRMA		
EDUC 110 Developmental Psychology	12345		I		IR				
EDUC 202 Art for Elem. Teachers	12345	I	I	I	I		IRMA		
EDUC 1062 Observation	12345	IR	IR	IR	IR	I			
EDUC 290 Children's Literature	12345	I	IR	I	I	IRMA			
EDUC 114 Working with Children	12345	I	I	I	I	I	I		

Mapping
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Essential Skills
1	written communication
2	oral communication
3	critical thinking
4	cultural diversity
5	social responsibility

Education — *Course to Program Map*

Courses	Essential Skills	Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy.	Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving skills in a variety of student populations.	Describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of public school teachers.	Employ effective instruction for students to develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural diversity and social responsibility.				
EDUC 105 Foundations of Education	####	IRMA	IRMA	IRMA	IRMA				
SPED 203 Exceptional Child	####	I	I	I	IRMA				
EDUC 110 Developmental Psychology	####	I			IR				
EDUC 106 Observation	####	IR	IR	IR	IR				

Mapping
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

Essential Skills
1	written communication
2	oral communication
3	critical thinking
4	cultural diversity
5	social responsibility

EDUC 105 Foundations of Education	Program Outcomes	Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning style	Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem	Describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional growth and to the local and	Employ effective instruction for students to develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural	Apply best practices when choosing and teaching literature to	Demonstrate various teaching methods utilizing Art, Music, and PE approaches in the regular classroom. In addition, encompassing strategies to properly teach the exceptional			Mapping	
Course SLO: Students will		IRMA	IRMA	IRMA	IRMA	I	I				
deepen their understanding of education by focusing on five themes: schools, students, teachers, foundations, and the teaching profession.		IRMA	IRMA	IRMA	IRMA	I	I			I	Introduced
improve their academic analytical skills through writing assignments and oral discussions in order to effectively communicate with parents, principals and other				IRMA	IRMA						
refine their problem-solving and critical thinking skills in preparation for educational leadership roles.			IRMA		IRMA					R	Reinforced
gain knowledge of current educational issues related to the philosophy, history, and politics of education, particularly in the United States.		IRMA		IRMA						M	Mastered
examine their commitment to the teaching profession through reflection on your classroom experience.		IRMA		IRMA			I			A	Assessed/Artifact

SPED 203 Exceptional Chi — *Curriculum Map*

Course SLO: Students	Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal	Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and	Describe what it means to be a competent, critical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional	Employ effective instruction for students to develop skills in written communication, oral communication, and critical thinking while advancing	Apply best practices when choosing and teaching literature	Demonstrate various teaching methods utilizing Art, Music, and PE approaches in the regular classroom. In addition, encompassing		
	I	I	I	IRMA	I	I	I	I
delineate the historical and philosophical background of the education of exceptional students	I	I	I					
demonstrate a knowledge of the major litigation and legislation that have shaped the programs currently in place for students with special needs	I	I	I					
demonstrate a knowledge of the present legislation [No Child Left Behind], and general education teacher responsibilities related to tiered interventions and referral for testing [response to intervention] in the identification and placement of exceptional students	I	I	I					
describe the relationship between special education teachers and regular classroom teachers in the education of exceptional children, including the co-teaching model	I	I	I	IRMA				
understand the components that may be part of an Individual Education Plan (IEP) and how they may be implemented in the regular classroom. To include augmentative communication, assistive technology (high and low technology), accommodations for learning differences, and behavior plans as examples.	I	I	I					
investigate through research and group collaboration the characteristics, special instructional strategies, safety issues and the ancillary services available to provide educational experiences to exceptional students	I	I	I					
predict the major learning impediments regular classrooms may present to students who are included and have hearing impairments, speech or language disorders, visual impairments, orthopedic or health impairments, mental retardation, learning disabilities, traumatic brain injuries, behavioral disorders, autism spectrum disorder or are gifted	I	I	I			I		
demonstrate the concept of unconditional positive regard for special (all) students.	I	I	I			I		

Mapping

I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

EDUC 201 Music for Elem. Teachers — *Curriculum Map*

Course SLO: Students will be able to	Analyze, through observation and reflection, a variety of educational philosophies and approaches and	Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical	Describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment	Employ effective instruction for students to develop skills in written communication, oral communication, and critical thinking while	Apply best practices when choosing and teaching literature to	Demonstrate various teaching methods utilizing Art, Music, and PE approaches in the regular classroom. In addition, encompassing strategies to properly			Mapping
	I	I	I	I	0	IRMA	0	0	
understand of the role and importance of music education in the elementary grades.	I	I	I	I		IRMA			**I** Introduced
identify methods appropriate for teaching music to children.	I	I	I	I		IRMA			
recognize materials available to the elementary teacher in teaching	I	I	I	I		IRMA			**R** Reinforced
demonstrate the ability to teach the elements of music through student-centered activities (listening, moving, singing, playing instruments, and other related	I	I	I	I		IRMA			**M** Mastered
discuss the fundamentals of primary music education.	I	I	I	I		IRMA			
understand the importance of music education to the cognitive development and learning of a	I	I	I	I		IRMA			
create effective lesson plans incorporating musical experiences into classroom content and	I	I	I	I		IRMA			
evaluate and reflect upon the success of various teaching strategies in elementary music	I	I	I	I		IRMA			**A** Assessed/Artifact

EDUC 203: Health & Movement Education Methods in Elementary — *Curriculum Map*

Course SLO: Students will be able to	Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy	Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving skills in a variety of	Describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of public	Employ effective instruction for students to develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural diversity and social	Apply best practices when choosing and teaching literature to children.	Demonstrate various teaching methods utilizing Art, Music, and PE approaches in the regular classroom. In addition, encompassing strategies to properly teach the exceptional child in each classroom.			Mapping
	I	I	I	I	0	IRMA	0	0	
acquire a basic understanding of the philosophy of the objectives and purposes of integrating health education and physical activity for wellness.	I	I	I	I		IRMA			**I** Introduced
identify the physical, mental, emotional, psychological and social benefits of good health and physical activity.	I	I	I	I		IRMA			**R** Reinforced
demonstrate a working knowledge of strategies, techniques and sources involved in the planning and instruction of a health and/or physical movement lesson.	I	I	I	I		IRMA			**M** Mastered
develop strategies for integration of special needs students in to the classroom.	I	I	I	I		IRMA			**A** Assessed/Artifact
display appropriate knowledge along with the ability to design, teach and evaluate health education activities.	I	I	I	I		IRMA			
design an age and skill appropriate physical activity for the classroom.	I	I	I	I		IRMA			
demonstrate the ability to use technology to support an integrated	I	I	I	I		IRMA			

EDUC 290 Children's Literature	Curriculum Map									Mapping
Program Outcomes	Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy	Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving skills in a variety of	Describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of public	Employ effective instruction for students to develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural diversity and social	Apply best practices when choosing and teaching literature to children.	Demonstrate various teaching methods utilizing Art, Music, and PE approaches in the regular classroom. In addition, encompassing strategies to properly teach the exceptional child in each classroom.				
Course SLO: Students will be able	I	IR	I	I	IRMA	0	0	0		**Mapping**
define and identify literary elements within children's literature.	I	I	I	I	IRMA					I Introduced
identify the different genres in children's literature and classify texts according to genre.	I	I	I	I	IRMA					R Reinforced
critically examine literature books for children, using a variety of instruments for the selection/evaluation of quality books in various genres.	I	IR	I	I	IRMA					M Mastered
develop effective instructional and motivational techniques for presenting literature to children and adolescents.	I	IR	I	I	IRMA					A Assessed/Artifact
learn about the history of children's literature and become familiar with classic and contemporary books of yesterday and today.	I	IR	I	I	IRMA					
focus on the selection and evaluation of well-written multicultural books, matching selections to students' needs and interests.	I	IR	I	I	IRMA					

EDUC 110 Developmental Psychology	Curriculum Map									Mapping
Program Outcomes	Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching	Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving skills in a variety of student populations.	Describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of public school teachers.	Employ effective instruction for students to develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural diversity and	Apply best practices when choosing and teaching literature to children.	Demonstrate various teaching methods utilizing Art, Music, and PE approaches in the regular classroom. In addition, encompassing strategies to properly teach the exceptional child in each				
Course SLO: Students will be able to	0	I	0	IR	0	0	0	0		**Mapping**
differentiate developmental theories and research methods.		I								I Introduced
describe the social and emotional development throughout the life span.		I								R Reinforced
recognize cognitive and neurological development throughout the life span.		I		IR						M Mastered
identify physical development throughout the life span.		I		IR						A Assessed/Artifact
analyze the processes of death and dying.										

EDUC 202 Art for Elem. Teachers — *Curriculum Map*

Course SLO: Students will be able	Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching	Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving skills in a variety of	Describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of public	Employ effective instruction for students to develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural diversity and	Apply best practices when choosing and teaching literature to children.	Demonstrate various teaching methods utilizing Art, Music, and PE approaches in the regular classroom. In addition, encompassing strategies to properly teach the exceptional child in each			Mapping
	I	I	I	I	0	IRMA	0	0	
demonstrate the use of the various tools and methods of teaching the various medias.	I	I	I	I		IRMA			I Introduced
develop a general knowledge or artistic vocabulary and be able to use that vocabulary to critically analyze and appreciate works of art.	I	I	I	I		IRMA			
understand the role of arts, historically, culturally, and in every day living.	I	I	I	I		IRMA			R Reinforced
demonstrate good craftsmanship and presentation by showing an understanding of teaching these skills.	I	I	I	I		IRMA			M Mastered
assess arts activities, products, and involve students in self-assessment.	I	I	I	I		IRMA			
understand a variety of arts experiences appropriate to multiple readiness stages of students.	I	I	I	I		IRMA			A Assessed/Artifact
demonstrate effective instructional strategies that actively engage students in creating, performing, and responding to the arts.	I	I	I	I		IRMA			

EDUC 1062 Observation — *Curriculum Map*

Course SLO: Students will be able	Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy.	Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving skills in a variety of	Describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of public	Employ effective instruction for students to develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural diversity and social	Apply best practices when choosing and teaching literature to children.	Demonstrate various teaching methods utilizing Art, Music, and PE approaches in the regular classroom. In addition, encompassing strategies to properly teach the exceptional child in each classroom.			Mapping
	IR	IR	IR	IR	I	0	0	0	
demonstrate an understanding of an effective lesson, teacher, and classroom as described in written reports for the instructor.	IR	IR	IR	IR	I				I Introduced
discuss their experiences with the instructor and other class members following confidentiality guidelines.	IR	IR	IR	IR					R Reinforced
focus on specific students in the observed classroom and describe their behavior in writing for the instructor.	IR	IR	IR	IR					M Mastered
demonstrate professionalism by receiving a positive evaluation from the cooperating teachers. The report will indicate the student was on time, had good rapport with the students, dressed professionally and cooperated with the classroom teacher.									A Assessed/Artifact

EDUC 114 Working with Children	Curriculum Map									Mapping
Program Outcomes	Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy.	Compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving skills in a variety of settings.	Describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of public education.	Employ effective instruction for students to develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural diversity and social responsibility.	Apply best practices when choosing and teaching literature to children.	Demonstrate various teaching methods utilizing Art, Music, and PE approaches in the regular classroom. In addition, encompassing strategies to properly teach the exceptional child in each classroom.			
Course SLO: Students will be able	I	I	I	I	I	I	0	0		**Mapping**
master the Child Development Associate (CDA) competencies.	I	I							I	Introduced
develop and implement lesson plans in the elementary classroom.	I	I	I	I	I	I			R	Reinforced
develop self-confidence and creativity.				I					M	Mastered
observe effective teaching techniques.	I	I							A	Assessed/Artifact
evaluate skills and interest in an early childhood career.	I	I	I	I	I	I				

Template Appendix D

Annual Assessment Reports—Since Last Program Review

Attach the program's Annual Reports for the last 5 years or since the last program review.

Template Appendix E

Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.

Appendix F

Full-Time Faculty Course Load Break Down by Semester

Term	Course	Sec	Cred	Title	Head Ct	Fac	Last Name	First Name
14FAR	EDUC-105	30	3	Foundations of Education	16	14446	Bitikofer	Jan
14FAR	EDUC-110	90	3	Developmental Psychology	26	14446	Bitikofer	Jan
14FAR	READ-101	30	3	College Reading	16	14446	Bitikofer	Jan
14FAR	READ-101	31	3	College Reading	18	14446	Bitikofer	Jan
14FAR	READ-101	36	3	College Reading	14	14446	Bitikofer	Jan
14FAR	READ-092	30	3	Reading Improvement I ***	14	3824	Chandler	Holly
14FAR	READ-101	32	3	College Reading	15	3824	Chandler	Holly
14FAR	READ-101	33	3	College Reading	15	3824	Chandler	Holly
14FAR	READ-101	34	3	College Reading	18	3824	Chandler	Holly
14FAR	READ-101	35	3	College Reading	16	3824	Chandler	Holly
14FAR	EDUC-110	30	3	Developmental Psychology	30	18250	Lamb	Winsom
14FAR	EDUC-110	31	3	Developmental Psychology	23	18250	Lamb	Winsom
14FAR	EDUC-110	E3	3	Developmental Psychology	7	18250	Lamb	Winsom
14FAR	PCDE-101	6	1	College Success	23	18250	Lamb	Winsom
14FAR	PCDE-101	23	1	College Success	21	18250	Lamb	Winsom
14FAR	PSYC-102	30	3	Human Relations	23	18250	Lamb	Winsom
14FAR	SOCI-102	30	3	Introduction to Sociology	32	18250	Lamb	Winsom
14FAR	SOCI-102	33	3	Introduction to Sociology	30	18250	Lamb	Winsom
14FAR	SOCI-105	50	3	Intro to Anthropology	21	18250	Lamb	Winsom

14FAR	SOCI-113	30	3	Sociology of Families	24	18250	Lamb	Winsom
14FAR	SOCI-204	30	3	Social Problems	30	18250	Lamb	Winsom
14FAR	EDUC-1062	1	2	Observation	8	4321	Meier	Shelley
14FAR	EDUC-110	E1	3	Developmental Psychology	5	267	Whitehill	Judy
14FAR	HMEC-115	30	3	Basic Nutrition	29	267	Whitehill	Judy
14FAR	SOCI-104	30	3	Human Sexuality	31	267	Whitehill	Judy
14FAR	SOCI-104	31	3	Human Sexuality	31	267	Whitehill	Judy
14FAR	SOCI-104	32	3	Human Sexuality	33	267	Whitehill	Judy
14FAR	SOCI-104	90	3	Human Sexuality	24	267	Whitehill	Judy
15SPR	EDUC-105	90	3	Foundations of Education	15	14446	Bitikofer	Jan
15SPR	EDUC-110	90	3	Developmental Psychology	24	14446	Bitikofer	Jan
15SPR	EDUC-290	30	3	Children's Literature	18	14446	Bitikofer	Jan
15SPR	READ-101	34	3	College Reading	14	14446	Bitikofer	Jan
15SPR	SPED-203	90	3	Exceptional Children	14	14446	Bitikofer	Jan
15SPR	READ-092	1	3	Reading Improvement I ***	3	3824	Chandler	Holly
15SPR	READ-101	30	3	College Reading	17	3824	Chandler	Holly
15SPR	READ-101	31	3	College Reading	18	3824	Chandler	Holly
15SPR	READ-101	32	3	College Reading	14	3824	Chandler	Holly
15SPR	READ-101	33	3	College Reading	15	3824	Chandler	Holly
15SPR	EDUC-110	30	3	Developmental Psychology	26	18250	Lamb	Winsom
15SPR	EDUC-110	31	3	Developmental Psychology	24	18250	Lamb	Winsom
15SPR	EDUC-110	E3	3	Developmental Psychology	6	18250	Lamb	Winsom
15SPR	SOCI-102	30	3	Introduction to Sociology	24	18250	Lamb	Winsom

15SPR	SOCI-105	30	3	Intro to Anthropology	11	18250	Lamb	Winsom
15SPR	SOCI-113	30	3	Sociology of Families	25	18250	Lamb	Winsom
15SPR	SOCI-204	30	3	Social Problems	26	18250	Lamb	Winsom
15SPR	EDUC-1062	1	2	Observation	14	4321	Meier	Shelley
15SPR	EDUC-110	E1	3	Developmental Psychology	6	267	Whitehill	Judy
15SPR	HMEC-114	1	2	Personal Nutrition	19	267	Whitehill	Judy
15SPR	HMEC-115	90	3	Basic Nutrition	23	267	Whitehill	Judy
15SPR	SOCI-104	30	3	Human Sexuality	26	267	Whitehill	Judy
15SPR	SOCI-104	31	3	Human Sexuality	29	267	Whitehill	Judy
15SPR	SOCI-104	32	3	Human Sexuality	24	267	Whitehill	Judy
15FAR	READ-092	30	3	Reading Improvement I ***	19	3824	Chandler	Holly
15FAR	READ-101	30	3	College Reading	20	3824	Chandler	Holly
15FAR	READ-101	32	3	College Reading	19	3824	Chandler	Holly
15FAR	READ-101	34	3	College Reading	24	3824	Chandler	Holly
15FAR	READ-101	35	3	College Reading	20	3824	Chandler	Holly
15FAR	READ-101	37	3	College Reading	13	3824	Chandler	Holly
15FAR	EDUC-110	30	3	Developmental Psychology	28	18250	Lamb	Winsom
15FAR	EDUC-110	31	3	Developmental Psychology	30	18250	Lamb	Winsom
15FAR	EDUC-110	E3	3	Developmental Psychology	1	18250	Lamb	Winsom
15FAR	PCDE-101	6	1	College Success	25	18250	Lamb	Winsom
15FAR	PCDE-101	15	1	College Success	17	18250	Lamb	Winsom
15FAR	SOCI-102	30	3	Introduction to Sociology	29	18250	Lamb	Winsom
15FAR	SOCI-102	33	3	Introduction to Sociology	30	18250	Lamb	Winsom

15FAR	SOCI-105	50	3	Intro to Anthropology	19	18250	Lamb	Winsom
15FAR	SOCI-113	30	3	Sociology of Families	30	18250	Lamb	Winsom
15FAR	SOCI-204	30	3	Social Problems	27	18250	Lamb	Winsom
15FAR	EDUC-1062	1	2	Observation	9	4321	Meier	Shelley
15FAR	EDUC-110	E1	3	Developmental Psychology	5	267	Whitehill	Judy
15FAR	HMEC-115	30	3	Basic Nutrition	31	267	Whitehill	Judy
15FAR	SOCI-104	30	3	Human Sexuality	30	267	Whitehill	Judy
15FAR	SOCI-104	31	3	Human Sexuality	30	267	Whitehill	Judy
16SPR	EDUC-105	90	3	Foundations of Education	9	14446	Bitikofer	Jan
16SPR	EDUC-110	90	3	Developmental Psychology	11	14446	Bitikofer	Jan
16SPR	EDUC-290	30	3	Children's Literature	18	3824	Chandler	Holly
16SPR	READ-092	1	3	Reading Improvement I ***	9	3824	Chandler	Holly
16SPR	READ-101	30	3	College Reading	23	3824	Chandler	Holly
16SPR	READ-101	31	3	College Reading	18	3824	Chandler	Holly
16SPR	READ-101	32	3	College Reading	20	3824	Chandler	Holly
16SPR	READ-101	34	3	College Reading	8	3824	Chandler	Holly
16SPR	EDUC-110	30	3	Developmental Psychology	29	18250	Lamb	Winsom
16SPR	EDUC-110	31	3	Developmental Psychology	29	18250	Lamb	Winsom
16SPR	EDUC-110	E3	3	Developmental Psychology	5	18250	Lamb	Winsom
16SPR	SOCI-102	30	3	Introduction to Sociology	25	18250	Lamb	Winsom
16SPR	SOCI-102	60	3	Introduction to Sociology	7	18250	Lamb	Winsom
16SPR	SOCI-105	30	3	Intro to Anthropology	26	18250	Lamb	Winsom
16SPR	SOCI-113	30	3	Sociology of Families	12	18250	Lamb	Winsom

16SPR	SOCI-204	30	3	Social Problems	23	18250	Lamb	Winsom
16SPR	EDUC-1062	1	2	Observation	8	4321	Meier	Shelley
16SPR	EDUC-110	E1	3	Developmental Psychology	4	267	Whitehill	Judy
16SPR	HMEC-114	30	2	Personal Nutrition	24	267	Whitehill	Judy
16SPR	HMEC-115	90	3	Basic Nutrition	28	267	Whitehill	Judy
16SPR	SOCI-104	30	3	Human Sexuality	28	267	Whitehill	Judy
16SPR	SOCI-104	31	3	Human Sexuality	30	267	Whitehill	Judy
16SPR	SOCI-104	32	3	Human Sexuality	27	267	Whitehill	Judy
16FAR	EDUC-105	30	3	Foundations of Education	15	14446	Bitikofer	Jan
16FAR	READ-101	31	3	College Reading	24	14446	Bitikofer	Jan
16FAR	READ-101	32	3	College Reading	22	14446	Bitikofer	Jan
16FAR	SPED-203	90	3	Exceptional Children	17	14446	Bitikofer	Jan
16FAR	READ-092	30	3	Reading Improvement I ***	18	3824	Chandler	Holly
16FAR	READ-092	31	3	Reading Improvement I ***	7	3824	Chandler	Holly
16FAR	READ-101	30	3	College Reading	26	3824	Chandler	Holly
16FAR	READ-101	33	3	College Reading	19	3824	Chandler	Holly
16FAR	READ-101	34	3	College Reading	25	3824	Chandler	Holly
16FAR	READ-101	35	3	College Reading	20	3824	Chandler	Holly
16FAR	READ-101	36	3	College Reading	26	3824	Chandler	Holly
16FAR	EDUC-110	30	3	Developmental Psychology	32	18250	Lamb	Winsom
16FAR	EDUC-110	31	3	Developmental Psychology	30	18250	Lamb	Winsom
16FAR	EDUC-110	E4	3	Developmental Psychology	3	18250	Lamb	Winsom
16FAR	PCDE-101	13	1	College Success	26	18250	Lamb	Winsom

16FAR	SOCI-102	30	3	Introduction to Sociology	30	18250	Lamb	Winsom
16FAR	SOCI-102	33	3	Introduction to Sociology	28	18250	Lamb	Winsom
16FAR	SOCI-102	50	3	Introduction to Sociology	23	18250	Lamb	Winsom
16FAR	SOCI-102	51	3	Introduction to Sociology	26	18250	Lamb	Winsom
16FAR	SOCI-102	55	3	Introduction to Sociology	3	18250	Lamb	Winsom
16FAR	SOCI-113	30	3	Sociology of Families	28	18250	Lamb	Winsom
16FAR	SOCI-204	30	3	Social Problems	26	18250	Lamb	Winsom
16FAR	EDUC-1062	1	2	Observation	9	4321	Meier	Shelley
16FAR	EDUC-110	50	3	Developmental Psychology	24	267	Whitehill	Judy
16FAR	EDUC-110	E1	3	Developmental Psychology	1	267	Whitehill	Judy
16FAR	HMEC-115	30	3	Basic Nutrition	26	267	Whitehill	Judy
16FAR	SOCI-104	30	3	Human Sexuality	31	267	Whitehill	Judy
16FAR	SOCI-104	31	3	Human Sexuality	30	267	Whitehill	Judy
16FAR	SOCI-104	90	3	Human Sexuality	17	267	Whitehill	Judy
17SPR	EDUC-110	90	3	Developmental Psychology	12	14446	Bitikofer	Jan
17SPR	EDUC-105	50	3	Foundations of Education	17	3824	Chandler	Holly
17SPR	EDUC-290	30	3	Children's Literature	16	3824	Chandler	Holly
17SPR	READ-092	1	3	Reading Improvement I ***	15	3824	Chandler	Holly
17SPR	READ-101	30	3	College Reading	17	3824	Chandler	Holly
17SPR	READ-101	31	3	College Reading	21	3824	Chandler	Holly
17SPR	READ-101	32	3	College Reading	20	3824	Chandler	Holly
17SPR	READ-101	33	3	College Reading	23	3824	Chandler	Holly
17SPR	EDUC-110	30	3	Developmental Psychology	27	18250	Lamb	Winsom

17SPR	EDUC-110	31	3	Developmental Psychology	26	18250	Lamb	Winsom
17SPR	EDUC-110	E4	3	Developmental Psychology	2	18250	Lamb	Winsom
17SPR	SOCI-102	30	3	Introduction to Sociology	31	18250	Lamb	Winsom
17SPR	SOCI-102	50	3	Introduction to Sociology	12	18250	Lamb	Winsom
17SPR	SOCI-105	30	3	Intro to Cultural Anthropology	31	18250	Lamb	Winsom
17SPR	SOCI-113	30	3	Sociology of Families	29	18250	Lamb	Winsom
17SPR	SOCI-204	30	3	Social Problems	29	18250	Lamb	Winsom
17SPR	EDUC-1062	1	2	Observation	10	4321	Meier	Shelley
17SPR	EDUC-110	50	3	Developmental Psychology	24	267	Whitehill	Judy
17SPR	EDUC-110	E1	3	Developmental Psychology	2	267	Whitehill	Judy
17SPR	HMEC-115	30	3	Basic Nutrition	32	267	Whitehill	Judy
17SPR	SOCI-104	31	3	Human Sexuality	28	267	Whitehill	Judy
17SPR	SOCI-104	32	3	Human Sexuality	31	267	Whitehill	Judy
17SPR	SOCI-104	50	3	Human Sexuality	20	267	Whitehill	Judy
17FAR	EDUC-105	30	3	Foundations of Education	18	3824	Chandler	Holly
17FAR	READ-092	1	3	Reading Improvement I ***	23	3824	Chandler	Holly
17FAR	READ-092	2	3	Reading Improvement I ***	22	3824	Chandler	Holly
17FAR	READ-101	1	3	College Reading	25	3824	Chandler	Holly
17FAR	READ-101	2	3	College Reading	23	3824	Chandler	Holly
17FAR	READ-101	3	3	College Reading	23	3824	Chandler	Holly
17FAR	READ-101	30	3	College Reading	25	3824	Chandler	Holly
17FAR	READ-101	31	3	College Reading	20	3824	Chandler	Holly
17FAR	EDUC-110	30	3	Developmental Psychology	32	18250	Lamb	Winsom

17FAR	EDUC-110	31	3	Developmental Psychology	27	18250	Lamb	Winsom
17FAR	SOCI-102	30	3	Introduction to Sociology	29	18250	Lamb	Winsom
17FAR	SOCI-102	40	0	Introduction to Sociology	1	18250	Lamb	Winsom
17FAR	SOCI-102	40	3	Introduction to Sociology	27	18250	Lamb	Winsom
17FAR	SOCI-102	50	3	Introduction to Sociology	14	18250	Lamb	Winsom
17FAR	SOCI-102	52	3	Introduction to Sociology	12	18250	Lamb	Winsom
17FAR	SOCI-102	55	3	Introduction to Sociology	3	18250	Lamb	Winsom
17FAR	SOCI-113	30	3	Sociology of Families	28	18250	Lamb	Winsom
17FAR	SOCI-204	30	3	Social Problems	30	18250	Lamb	Winsom
17FAR	EDUC-105	50	3	Foundations of Education	8	4321	Meier	Shelley
17FAR	EDUC-1062	1	2	Observation	7	4321	Meier	Shelley
17FAR	READ-101	32	3	College Reading	22	4321	Meier	Shelley
17FAR	READ-101	33	3	College Reading	23	4321	Meier	Shelley
17FAR	EDUC-110	E1	3	Developmental Psychology	2	267	Whitehill	Judy
17FAR	HMEC-115	30	3	Basic Nutrition	27	267	Whitehill	Judy
17FAR	SOCI-104	30	3	Human Sexuality	28	267	Whitehill	Judy
17FAR	SOCI-104	31	3	Human Sexuality	30	267	Whitehill	Judy
17FAR	SOCI-104	50	3	Human Sexuality	10	267	Whitehill	Judy
17FAR	SOCI-104	90	3	Human Sexuality	13	267	Whitehill	Judy
18SPR	EDUC-105	30	3	Foundations of Education	22	3824	Chandler	Holly
18SPR	EDUC-290	30	3	Children's Literature	11	3824	Chandler	Holly
18SPR	READ-092	1	3	Reading Improvement I ***	23	3824	Chandler	Holly
18SPR	READ-101	1	3	College Reading	21	3824	Chandler	Holly

18SPR	READ-101	2	3	College Reading	23	3824	Chandler	Holly
18SPR	READ-101	3	3	College Reading	25	3824	Chandler	Holly
18SPR	READ-101	30	3	College Reading	16	3824	Chandler	Holly
18SPR	EDUC-110	30	3	Developmental Psychology	26	18250	Lamb	Winsom
18SPR	EDUC-110	31	3	Developmental Psychology	31	18250	Lamb	Winsom
18SPR	PSYC-102	30	3	Human Relations	21	18250	Lamb	Winsom
18SPR	SOCI-102	30	3	Introduction to Sociology	30	18250	Lamb	Winsom
18SPR	SOCI-102	50	3	Introduction to Sociology	20	18250	Lamb	Winsom
18SPR	SOCI-113	30	3	Sociology of Families	29	18250	Lamb	Winsom
18SPR	SOCI-204	30	3	Social Problems	27	18250	Lamb	Winsom
18SPR	EDUC-105	50	3	Foundations of Education	7	4321	Meier	Shelley
18SPR	EDUC-1062	1	2	Observation	7	4321	Meier	Shelley
18SPR	EDUC-110	50	3	Developmental Psychology	19	267	Whitehill	Judy
18SPR	EDUC-110	55	3	Developmental Psychology	3	267	Whitehill	Judy
18SPR	EDUC-110	E1	3	Developmental Psychology	4	267	Whitehill	Judy
18SPR	HMEC-115	30	3	Basic Nutrition	31	267	Whitehill	Judy
18SPR	SOCI-104	31	3	Human Sexuality	30	267	Whitehill	Judy
18SPR	SOCI-104	32	3	Human Sexuality	29	267	Whitehill	Judy
18SPR	SOCI-104	50	3	Human Sexuality	22	267	Whitehill	Judy
18FAR	EDUC-105	30	3	Foundations of Education	19	3824	Chandler	Holly
18FAR	READ-092	1	3	Reading Improvement I ***	25	3824	Chandler	Holly
18FAR	READ-092	2	3	Reading Improvement I ***	24	3824	Chandler	Holly
18FAR	READ-093	1	3	College Reading ***	26	3824	Chandler	Holly

18FAR	READ-093	2	3	College Reading ***	25	3824	Chandler	Holly
18FAR	READ-093	3	3	College Reading ***	25	3824	Chandler	Holly
18FAR	READ-093	30	3	College Reading ***	26	3824	Chandler	Holly
18FAR	READ-093	31	3	College Reading ***	19	3824	Chandler	Holly
18FAR	EDUC-110	30	3	Developmental Psychology	26	18250	Lamb	Winsom
18FAR	EDUC-110	31	3	Developmental Psychology	25	18250	Lamb	Winsom
18FAR	SOCI-102	30	3	Introduction to Sociology	26	18250	Lamb	Winsom
18FAR	SOCI-102	36	3	Introduction to Sociology	25	18250	Lamb	Winsom
18FAR	SOCI-102	51	3	Introduction to Sociology	12	18250	Lamb	Winsom
18FAR	SOCI-102	52	3	Introduction to Sociology	16	18250	Lamb	Winsom
18FAR	SOCI-102	53	3	Introduction to Sociology	15	18250	Lamb	Winsom
18FAR	SOCI-113	30	3	Sociology of Families	24	18250	Lamb	Winsom
18FAR	SOCI-204	30	3	Social Problems	26	18250	Lamb	Winsom
18FAR	EDUC-105	50	3	Foundations of Education	8	4321	Meier	Shelley
18FAR	EDUC-105	55	3	Foundations of Education	1	4321	Meier	Shelley
18FAR	EDUC-110	50	3	Developmental Psychology	18	267	Whitehill	Judy
18FAR	EDUC-110	55	3	Developmental Psychology	1	267	Whitehill	Judy
18FAR	PCDE-101	51	1	College Success	11	267	Whitehill	Judy
19SPR	EDUC-290	30	3	Children's Literature	17	3824	Chandler	Holly
19SPR	READ-092	1	3	Reading Improvement I ***	10	3824	Chandler	Holly
19SPR	READ-093	1	3	College Reading ***	14	3824	Chandler	Holly
19SPR	READ-093	2	3	College Reading ***	20	3824	Chandler	Holly
19SPR	READ-093	3	3	College Reading ***	14	3824	Chandler	Holly

19SPR	READ-093	30	3	College Reading ***	22	3824	Chandler	Holly
19SPR	EDUC-110	30	3	Developmental Psychology	26	18250	Lamb	Winsom
19SPR	EDUC-110	31	3	Developmental Psychology	20	18250	Lamb	Winsom
19SPR	PSYC-102	30	3	Human Relations	20	18250	Lamb	Winsom
19SPR	SOCI-102	32	3	Introduction to Sociology	25	18250	Lamb	Winsom
19SPR	SOCI-113	30	3	Sociology of Families	26	18250	Lamb	Winsom
19SPR	SOCI-204	30	3	Social Problems	25	18250	Lamb	Winsom
19SPR	EDUC-105	50	3	Foundations of Education	17	4321	Meier	Shelley
19SPR	EDUC-1062	90	2	Observation	4	4321	Meier	Shelley
19SPR	EDUC-110	50	3	Developmental Psychology	20	267	Whitehill	Judy
19SPR	SOCI-104	50	3	Human Sexuality	23	267	Whitehill	Judy
19SPR	SOCI-113	50	3	Sociology of Families	24	267	Whitehill	Judy

Appendix G

Education Courses and Course Type by Semester

Term	Course	Sec	Fac ID	Faculty Last	Faculty First	Head Ct
14FAR	EDUC-1062	01	0004321	Meier	Shelley	8
14FAR	EDUC-110	30	0018250	Lamb	Winsom	28
14FAR	EDUC-105	30	0014446	Bitikofer	Jan	15
14FAR	EDUC-110	31	0018250	Lamb	Winsom	21
14FAR	EDUC-110	90	0014446	Bitikofer	Jan	21
14FAR	EDUC-201	90	0090346	McAllister	James	12
14FAR	EDUC-110	E1	0000267	Whitehill	Judy	5
14FAR	EDUC-290	E2	0146900	Rapp	Cynthia	1
14FAR	EDUC-110	E3	0018250	Lamb	Winsom	5
15SPR	EDUC-1062	01	0004321	Meier	Shelley	12
15SPR	EDUC-110	30	0018250	Lamb	Winsom	24
15SPR	EDUC-290	30	0014446	Bitikofer	Jan	18
15SPR	EDUC-110	31	0018250	Lamb	Winsom	24
15SPR	EDUC-105	90	0014446	Bitikofer	Jan	15
15SPR	EDUC-110	90	0014446	Bitikofer	Jan	24
15SPR	SPED-203	90	0014446	Bitikofer	Jan	13
15SPR	EDUC-110	E1	0000267	Whitehill	Judy	6
15SPR	EDUC-105	E1	0146900	Rapp	Cynthia	1
15SPR	EDUC-290	E2	0146900	Rapp	Cynthia	1
15SPR	EDUC-110	E3	0018250	Lamb	Winsom	5
15FAR	EDUC-110	E3	0018250	Lamb	Winsom	1
15FAR	EDUC-1062	01	0004321	Meier	Shelley	8
15FAR	EDUC-110	30	0018250	Lamb	Winsom	27
15FAR	EDUC-105	30	0002640	Almos	Sandra	23
15FAR	EDUC-110	31	0018250	Lamb	Winsom	29
15FAR	EDUC-203	90	0018615	Schneider	Mitch	13
15FAR	EDUC-110	E1	0000267	Whitehill	Judy	5
15FAR	EDUC-105	E2	0146900	Rapp	Cynthia	1
15FAR	EDUC-290	E2	0146900	Rapp	Cynthia	1
16SPR	EDUC-1062	01	0004321	Meier	Shelley	7
16SPR	EDUC-290	30	0003824	Chandler	Holly	18
16SPR	EDUC-110	30	0018250	Lamb	Winsom	28
16SPR	EDUC-110	31	0018250	Lamb	Winsom	28
16SPR	EDUC-202	90	0150748	Nelson	Julie	12

16SPR	EDUC-105	90	0014446	Bitikofer	Jan	9
16SPR	EDUC-110	90	0014446	Bitikofer	Jan	10
16SPR	EDUC-110	E1	0000267	Whitehill	Judy	4
16SPR	EDUC-105	E1	0146900	Rapp	Cynthia	1
16SPR	EDUC-290	E2	0146900	Rapp	Cynthia	1
16SPR	EDUC-110	E3	0018250	Lamb	Winsom	5
16SPR	EDUC-110	TR	0122129	Woelk	Angela	8
16FAR	EDUC-1062	01	0004321	Meier	Shelley	9
16FAR	EDUC-110	30	0018250	Lamb	Winsom	30
16FAR	EDUC-105	30	0014446	Bitikofer	Jan	14
16FAR	EDUC-110	31	0018250	Lamb	Winsom	30
16FAR	EDUC-110	50	0000267	Whitehill	Judy	22
16FAR	EDUC-290	90	0002640	Almos	Sandra	11
16FAR	SPED-203	90	0014446	Bitikofer	Jan	17
16FAR	EDUC-110	DE	0168606	Morales	Judith	1
16FAR	EDUC-110	E1	0000267	Whitehill	Judy	1
16FAR	EDUC-105	E1	0146900	Rapp	Cynthia	1
16FAR	EDUC-290	E3	0146900	Rapp	Cynthia	1
16FAR	EDUC-110	E4	0018250	Lamb	Winsom	3
16FAR	EDUC-110	TR	0122129	Woelk	Angela	6
17SPR	EDUC-1062	01	0004321	Meier	Shelley	10
17SPR	EDUC-290	30	0003824	Chandler	Holly	16
17SPR	EDUC-110	30	0018250	Lamb	Winsom	24
17SPR	EDUC-110	31	0018250	Lamb	Winsom	24
17SPR	EDUC-105	50	0003824	Chandler	Holly	17
17SPR	EDUC-110	50	0000267	Whitehill	Judy	22
17SPR	EDUC-110	90	0014446	Bitikofer	Jan	12
17SPR	EDUC-203	90	0018615	Schneider	Mitch	13
17SPR	EDUC-110	E1	0000267	Whitehill	Judy	2
17SPR	EDUC-105	E1	0146900	Rapp	Cynthia	1
17SPR	EDUC-110	E4	0018250	Lamb	Winsom	2
17SPR	EDUC-114	GC	0076890	Turpin	Jenette	2
17SPR	EDUC-114	GD	0076890	Turpin	Jenette	2
17FAR	EDUC-1062	01	0004321	Meier	Shelley	7
17FAR	EDUC-105	30	0003824	Chandler	Holly	18
17FAR	EDUC-110	30	0018250	Lamb	Winsom	31
17FAR	EDUC-110	31	0018250	Lamb	Winsom	27
17FAR	EDUC-105	50	0004321	Meier	Shelley	8
17FAR	EDUC-110	50	0027971	Rodenbur	Leonard	24

17FAR	EDUC-110	50	0027971	Rodenbur	Leonard	24
17FAR	EDUC-110	55	0027971	Rodenbur	Leonard	6
17FAR	EDUC-110	55	0027971	Rodenbur	Leonard	6
17FAR	EDUC-202	90	0127228	Baker	Emily	16
17FAR	EDUC-290	90	0002640	Almos	Sandra	8
17FAR	EDUC-110	E1	0000267	Whitehill	Judy	2
17FAR	EDUC-105	E1	0146900	Rapp	Cynthia	1
17FAR	EDUC-290	E3	0146900	Rapp	Cynthia	1
17FAR	EDUC-110	E4	0177321	Carter	Krista	1
17FAR	EDUC-1062	GC	0076890	Turpin	Jenette	6
17FAR	EDUC-114	GC	0076890	Turpin	Jenette	8
17FAR	EDUC-1062	GD	0076890	Turpin	Jenette	4
17FAR	EDUC-114	GD	0076890	Turpin	Jenette	6
18SPR	EDUC-1062	01	0004321	Meier	Shelley	7
18SPR	EDUC-105	30	0003824	Chandler	Holly	22
18SPR	EDUC-290	30	0003824	Chandler	Holly	11
18SPR	EDUC-110	30	0018250	Lamb	Winsom	25
18SPR	EDUC-110	31	0018250	Lamb	Winsom	28
18SPR	EDUC-105	50	0004321	Meier	Shelley	7
18SPR	EDUC-110	50	0000267	Whitehill	Judy	17
18SPR	EDUC-110	55	0000267	Whitehill	Judy	3
18SPR	SPED-203	90	0002640	Almos	Sandra	8
18SPR	EDUC-110	E1	0000267	Whitehill	Judy	3
18SPR	EDUC-290	E3	0146900	Rapp	Cynthia	4
18SPR	EDUC-110	E4	0177321	Carter	Krista	6
18SPR	EDUC-114	GC	0076890	Turpin	Jenette	2
18FAR	EDUC-105	30	0003824	Chandler	Holly	19
18FAR	EDUC-110	30	0018250	Lamb	Winsom	25
18FAR	EDUC-110	31	0018250	Lamb	Winsom	23
18FAR	EDUC-201	50	0177197	Eldridge	Ronda	6
18FAR	EDUC-105	50	0004321	Meier	Shelley	8
18FAR	EDUC-110	50	0000267	Whitehill	Judy	16
18FAR	EDUC-105	55	0004321	Meier	Shelley	1
18FAR	EDUC-110	55	0000267	Whitehill	Judy	1
18FAR	EDUC-203	90	0182351	Tucker	Dawn	8
18FAR	EDUC-1062	GC	0076890	Turpin	Jenette	10
18FAR	EDUC-114	GC	0076890	Turpin	Jenette	6
18FAR	EDUC-1062	GD	0076890	Turpin	Jenette	2
18FAR	EDUC-114	GD	0076890	Turpin	Jenette	4

19SPR	EDUC-290	30	0003824	Chandler	Holly	17
19SPR	EDUC-110	30	0018250	Lamb	Winsom	25
19SPR	EDUC-110	31	0018250	Lamb	Winsom	16
19SPR	EDUC-105	50	0004321	Meier	Shelley	16
19SPR	EDUC-110	50	0000267	Whitehill	Judy	20
19SPR	EDUC-1062	90	0004321	Meier	Shelley	3
19SUR	EDUC-110	40	0018250	Lamb	Winsom	9
19SUR	EDUC-201	50	0177197	Eldridge	Ronda	2
19SUR	EDUC-110	50	0000267	Whitehill	Judy	12