

OKLAHOMA CITY COMMUNITY COLLEGE

EXECUTIVE SUMMARY

PROGRAM: Pre-Education

Introduction

The Pre-Education program is an Associate of Science transfer program, which is interdisciplinary but one of three programs that are part of the Multi-Divisional Programs which are in the Arts and Humanities Division. The Pre-Education program provides several curricula options to students, depending on the four-year institution to which the student plans to transfer. The current college catalog lists three variations of the curriculum patterns, each one designed to transfer to three main institutions in the Oklahoma City area: University of Central Oklahoma, University of Oklahoma, and University of Sciences and Arts (in Chickasha). On occasion, a student will transfer to one of the other state four-year colleges or universities, offering baccalaureate degrees in education. Pre-Education prepares students to enter Professional Teacher Education by offering almost all of the coursework in general education that a student should have completed prior to being accepted into a Professional Teacher Education baccalaureate degree program.

Strengths

1. **Dedicated Faculty and Support Staff:** Strengths of the Pre-Education program include a dedicated faculty who recognize the importance of preparing students well who may be entering the teaching profession. Related to having excellent faculty is the fact that a core group of the full-time faculty serve as faculty advisors to the students majoring in Pre-Education. With support and assistance from the Coordinator of Multi-Divisional Programs, the Dean of Arts and Humanities, the counselors in Advising and Careers Services, and many other support personnel, faculty are able to stay current with curricular changes, transfer issues, and other matters, which allows students to transfer as effortlessly as possible. Since 2005, more information has been available via the college website as well as through a handbook prepared to help faculty in advising students more effectively.
2. **Curriculum:** Since the last program review in 2000, there have been changes in the Mathematics requirements, in recognition that there were some students who unknowingly completed mathematics courses that would not be accepted for transfer to their chosen institution. The curriculum was adjusted to require a minimum of six credit hours in mathematics appropriate to a student's intended transfer university. This still requires that students plan carefully, but completions of the degree should increase and transfer to the universities improve.

Concerns

1. **Advisement and Transfer:** Concerns relate mostly to accurate advisement and ease of transfer from OCCC to a chosen university program in Teacher Education. Students must decide fairly early in their degree completion as to which university they plan to transfer, so good advisement is essential. While some faculty advisors conscientiously guide students, a large percentage of declared majors have no faculty advisor assigned to assist them. The college's system of assigning faculty advisors has proven to be inadequate or cumbersome for several years, especially since the college has grown in enrollment, so this concern is not unique to the Pre-Education program.
2. **Number of Graduates:** Another concern is the relatively low number of graduates from the Pre-Education program. For example, there are well over 250 students listed as current Pre-Education majors (as of fall 2006). Out of that number, less than ten percent will complete the degree and receive an associate's diploma. While the program serves a large number of students in their preparation to complete their Teacher Education degree at a university, many of them would benefit by having completed the AS degree.
3. **Coordination of Pre-Education Program:** The position of Coordinator of Multi-Divisional Programs is currently held by a faculty member in Arts and Humanities, who receives three credit hours of reassigned time to oversee all three programs. Because the Diversified Studies program is individualized per student, much of the coordinator's time is spent meeting with Diversified Studies students who need assistance, but this takes away the time that is also needed for more effective advisement and coordination of the Pre-Education program.

Recommendations

1. **Advisement:** To address the concerns related to advisement and graduation, a more effective means of assigning faculty advisors should be developed. Newer faculty, who are just beginning to provide academic advisement, also need effective training and a better understanding of the advising process.
2. **Graduation:** Changes in Teacher Education at the universities and at the state level require continual updating. By earlier contact with majors in Pre-Education, faculty advisors can have a larger impact on students' overall academic performance, smoother transfer, and graduation. Since student success is one of the stated values at OCCC, every effort must be made to ensure student success.
3. **Coordination of Pre-Education Program:** A change in how the Pre-Education program is coordinated is an additional consideration that could improve the chances that students graduate from OCCC, and that they are well prepared to transfer more effectively.

OKLAHOMA CITY COMMUNITY COLLEGE

PROGRAM REVIEW SELF STUDY FY 07

PROGRAM: Pre-Education

PREPARED BY: Bertha Wise

DIVISION: Arts and Humanities

POSITION: Coordinator of Multi-Divisional Programs

**OKLAHOMA CITY COMMUNITY COLLEGE
A.A./A.S. PROGRAM SELF-STUDY**

Introduction

The Pre-Education program is an Associate of Science transfer program, which is interdisciplinary but one of three programs that are part of the Multi-Divisional Programs currently included in the Arts and Humanities Division. The Pre-Education program provides several curricula options to students, depending on the four-year institution to which the student plans to transfer. The current college catalog lists three variations (or emphases) of the curriculum patterns, each one designed to transfer to three main institutions in the Oklahoma City area: University of Central Oklahoma, University of Oklahoma, and University of Sciences and Arts (in Chickasha). On occasion, a student will transfer to one of the other four-year colleges or universities, which offers a baccalaureate degree in education. Pre-Education prepares students to enter Professional Teacher Education by offering almost all of the coursework in general education that a student should have completed prior to being accepted into a Professional Teacher Education baccalaureate degree program.

Since 1996, the State of Oklahoma has had what is known as the “4 x 12” program for Teacher Education, which basically means that all students preparing to go into early childhood, elementary or special education must complete twelve (12) credit hours in four (4) general areas: communications, mathematics, sciences, and social sciences. Communications includes English (composition and literature) and public speaking; mathematics includes some general education math and some more tailored to teaching but not including methods courses; sciences include both biological and physical sciences with labs; and social sciences include history, American government, world geography and either a psychology or sociology course. Each university has developed the specific courses, and Oklahoma City Community College has developed the Pre-Education program with appropriate courses which transfer smoothly to a student’s chosen institution.

The Pre-Education program has also existed since 1996 at Oklahoma City Community College to prepare students who aim to become teachers in Early Childhood, Elementary or Special Education. It is not a preparatory program for those students planning to teach at the secondary level (middle and high school) and who should be steered into the discipline of their choice (e.g., history, English, mathematics, etc.). The coordinator of Multi-Divisional Programs, who is also a faculty member in Arts and Humanities, oversees the program and works as a liaison between faculty advisors, the Advising and Career Services Center, the Graduation Office, and other related areas on campus and students who declare Pre-Education as their major.

Having the three catalog listings assists students in their coursework planning and also faculty and others who provide academic advisement to Pre-Education majors. If students follow the appropriate curriculum pattern, their transfer to their chosen university can be almost seamless. The multi-divisional programs coordinator has also established a website that is updated on an ongoing basis, at least once a year or more frequently, as changes occur at the universities or elsewhere.

The coordinator of multi-divisional programs and the faculty advisors are diligent about obtaining the most up-to-date information possible, regarding the teacher education programs at those institutions. Through the use of the state's higher education transfer equivalency project available online as well as the various university websites, the multi-divisional program coordinator provides information upon request.

1. To award associate degrees in Pre-Education Oklahoma City Community College adheres to the minimum requirements for an associate in art or science degree program as defined in *section I.B.* of the "Policy Statement on Undergraduate Degree Requirements and Articulation".

The Associate in Science Pre-Education curriculum pattern below meets these guidelines. It includes the minimum of 37 credit hours of general education in a traditional four semester sequence to facilitate completion and transfer if applicable. There are three separate curriculum patterns listed in the college catalog for convenience and clarity for the following institutions to which the majority of the students plan to transfer: University of Central Oklahoma, University of Oklahoma, and University of Sciences and Arts of Oklahoma.

Pre-Education – Early Childhood, Elementary, and Special Education for Transfer to the University of Oklahoma

Required General Education Courses (45 credit hours):

English: ENGL 1113, ENGL 1213

Communications: COM 2213

History: HIST 1483 or HIST 1493

Political Science: POLSC 1113

Mathematics: MATH 1513, MATH 1503

***Geography:** GEOG 2603 (for Elementary and Special Education)

or

***Philosophy:** PHIL 1013 (only for Early Childhood Education in place of GEOG 2603)

Social Science: SOC 1113 (for Elementary Education) or PSY 1113 (for Special Education)

Humanities: HUM 1113, ENGL 2123

Biological Science (one course must be 4 credit hours from the following): BIO 1114; BIO 2114; BIO 2215

Physical Science (one course must be 4 credit hours from the following): CHEM 1115; CHEM 1123 & 1121 (lab); PHYS 1014; PHYS 1034; PHYS 1114; PHYS 1504

Science: (one course must be 4 credit hours from the following): BIO 2125; BIO 2224; BIO 2234; BIO 2255; BIO 2324; BIO 2343; BIO 2404; PHYS 2014; PHYS 2114

Approved Electives (15-16 credit hours):

Computer Proficiency: CS 1103 unless computer proficiency is met other ways

Foreign Language: 10 credit hours of modern language to demonstrate listening and speaking skills in a foreign language at the novice-high level; generally met by taking one of the following sequences: FREN 1115 and 1215; GRMN 1115 and 1215; SPAN 1115 and 1215

Additional Electives: any other course designated as General Education

Total credit hours: 60-61

Pre-Education—Early Childhood, Elementary, and Special Education for Transfer to the University of Central Oklahoma

Required General Education Courses (48 credit hours):

English: ENGL 1113, ENGL 1213

Communications: COM 2213

History: HIST 1483 and HIST 1493

Political Science: POLSC 1113

Mathematics: MATH 1513, MATH 2013

Geography: GEOG 2603

Social Science: SOC 1113 or PSY 1113

Humanities (six hours from the following): ART 1013, ART 1023, ENGL 2123 or higher, HIST 1003 (The Civil War), HIST 1103, HIST 2203, HIST 2213, HIST 2223, SOC 2213, TA 1103, any course with a HUM or PHIL prefix

Biological Science (4 credit hours): BIO 1114

Physical Science (4 credit hours): PHYS 1604

Physical Science (one course must be 4 credit hours from the following): CHEM 1115; CHEM 1215; GEOL 1114; PHYS 1114; PHYS 1214; PHYS 1504; PHYS 1514

Approved Electives (12 credit hours from the following):

Computer Proficiency: CS 1103 unless computer proficiency is met other ways

Mathematics: MATH 2023

Foreign Language: 3-6 credit hours of one language at the conversational level: FREN 1013, 1123; GRMN 1013, 1123; SPAN 1013, 1123

Additional Electives: any other course that transfers to UCO appropriately chosen and faculty approved

Total credit hours: 60

Pre-Education—Early Childhood, Elementary, and Special Education for Transfer to the University of Science and Arts of Oklahoma

Required General Education Courses (45 credit hours):

English: ENGL 1113, ENGL 1213

Communications: COM 2213

History: HIST 1483 or HIST 1493

Political Science: POLSC 1113

Mathematics (6 credit hours): MATH 1513, MATH 1503, MATH 2013
or other faculty approved General Education mathematics course

Geography: GEOG 2603

Social Science (6 credit hours): SOC 1113 and an additional 3 credit hours
from the following areas: PSY, SOC, or ECON

Humanities: ENGL 2123

Biological Science (4 credit hours): BIO 1114

Physical Science (4 credit hours): PHYS 1604

Physical Science (one course must be 4 credit hours from the following):
CHEM 1115; CHEM 1215; GEOL 1114; PHYS 1114; PHYS 1214;
PHYS 1504; PHYS 1514

Approved Electives (15-16 credit hours from the following):

Computer Proficiency: CS 1103 unless computer proficiency is met
other ways

Mathematics: 6 credit hours of any faculty approved MATH course in
addition to the required mathematics in General Education; choices
include MATH 1503, MATH 1613, MATH 2013, MATH 2023, MATH
2103

Foreign Language: 3-10 credit hours of one language: SPAN 1013.
SPAN 1123, SPAN 1115, SPAN 1225

Additional Electives: 3 credit hours of a “hands-on” fine arts type course
is accepted by USAO, chosen from the following: ART 1043, ART 1123
or higher, MU, JB, or ENGL 2003

Total credit hours: 60-61

The curriculum of the Pre-Education program is not very flexible for a few reasons. First, the requirements for Teacher Certification are such that all students must meet the “4 x 12” plan of general education. Second, each university has developed its own combination of courses, most of which are parallel with those offered at OCCC in General Education, but individual schools or colleges of education have identified some specific courses that students are expected to complete. A third consideration is also transferability, which affects students mostly in their choices of mathematics and science courses. The statewide transfer matrix project has helped in this regard, but more work could be done to assist students in having a seamless transfer and satisfactory preparation from OCCC. Starting with Fall 2006, the minimum number of credit hours required for math at OCCC was changed to

six (6) with the option of taking additional MATH courses as electives, if appropriate. The Mathematics department faculty have been very helpful in seeking ways to provide Pre-Education majors with the addition of MATH 2023 (Foundations of Geometry and Measurements) already offered and another proposed MATH course that transfers as MATH 2013 (Structures of Mathematics) accepted at UCO.

2. Provide your Assessment Report for the applicable program review year which contains the following information:

- a. General description of review process and participants assisting with and conducting the review:

The review process for assessing the Pre-Education program has evolved over the last five years along with the demand to have a more thorough assessment of both general education and academic programs. In the first few years, Pre-Education relied on data collected and reported by the Institutional Research Office. Because some of the data was insufficient, not accessible or otherwise not useful for assessing the outcomes of the program, other means of outcomes assessment are being sought. For the past five years (2000-2005), the Academic Profiles Test and Graduate Surveys were the primary tools used to measure the outcomes, along with graduation rates. Prior to fall 2006, so few Pre-Education majors / graduates responded to the Graduate Survey or completed the Academic Profiles Test (APT), that the results were not useful. This situation was not the fault of any department or individuals. Rather, everyone has continued to seek more effective methods of assessment.

As of fall 2006, changes in the assessment process include seeking direct feedback from both graduates and current students in Pre-Education by using focus questions on surveys to be administered during Assessment Week in Spring 2007. The information will be used to address any possible concerns expressed by the respondents. In addition to the survey questions, Pre-Education students will be encouraged to sit for the CAAP, MAPPS or similar standardized exam during Assessment Week planned for April 9-13, 2007. The use of a nationally developed exam with norms will help measure how well OCCC students do in general education because the updated versions of these exams break down the data according to discipline.

- b. Student Learning Outcomes:

For Pre-Education majors the most important student outcome is that students demonstrate they satisfactorily meet general education outcomes. Because all (or almost all) of the coursework completed in the Pre-Education program falls into the General Education area, the current student learning outcomes correspond to the ones in General Education. See the General Education Competencies section in this report for more information. Pre-Education students will show that they have met the learning competencies in General Education, including communication skills, writing, critical thinking, problem solving and civic responsibility, mathematics, and science.

Measure and Criteria for Success

- i. Pre-Education majors will be recruited prior to Assessment Week to sit for the CAAP or another appropriate exam that replaces the APT.
- ii. Seventy percent of the Pre-Education students will score at or above the average (median) score compared to national norms.

- c. A list of program outcomes for the program as of Fall 2006:

Students in Pre-Education will have successfully completed their AS degree and transferred to a four year program of their choice.

Measure and Criteria for Success –

- i. Pre-Education majors who will have completed their degree and/or who were scheduled to graduate in May 2006 or August 2006 will be sent the Graduate Survey, generated through the Institutional Effectiveness Office.
- ii. On a scale of 1-5, students will show that the average preparation provided to them by OCCC in order to continue their education is at least a 4.
- iii. Seventy percent of the Pre-Education majors who apply for entry into the Professional Teacher Education program at their chosen university will be accepted to complete a baccalaureate degree in Education. This information will be gathered by adding specific questions to go with the Graduate Survey.

- d. The evaluation, results and recommendations based on the criteria used.

Evaluation and Results of Assessment 2005-2006:

Output 1. Graduation rates for AA in Pre-Education

Measure and Criteria for Success –

- For FY 06 (Summer 05, Fall 05, and Spring 06), two (2) students graduated with an associate degree in Pre-Education.

Output 2. Those Pre-Education majors who have indicated an intention to transfer will successfully transfer to four year institutions.

Measure and Criteria for Success –

- The Graduate Survey for FY05 was completed.
- No graduates in the Pre-Education program responded to the survey.

A concern about the previous learning outcomes and program outputs has arisen for a variety of reasons. The General Education competencies have been revised and for purposes of assessing the Pre-Education Program, they may not be enough. Methods of obtaining data from resources outside of the program have been problematic, but with the revision of the Graduate Survey and possible improvements in the assessment of General Education, more data may be forthcoming.

Based on only anecdotal information from academic advisement with students who were declared majors in Pre-Education, a program change was approved in the Pre-Education curriculum. The change (in effect as of Fall 2007) adjusted the number of credit hours required for Pre-Education majors to complete in mathematics. The previous twelve credit hours required was a barrier for students who did not complete the Pre-Education program due to their inability to take all twelve credit hours in MATH at OCCC. As of Fall 2007, Pre-Education majors must complete six (6) credit hours of mathematics for the AS degree. The MATH courses must still meet the requirements of the receiving university when the students transfer, so careful planning and advisement must be achieved. Students must still complete the appropriate mathematics courses at their chosen university, which will fulfill the state's 4 x 12 requirements.

Recommendations:

A group of faculty members, to serve as an advisory group to the director of Multi-Divisional Programs, need to explore optional means of assessing the program and its goals. This group could help the director identify better learning outcomes for Pre-Education and program outputs. Additionally, students who have recently graduated could be contacted to serve as a focus group that would provide feedback about issues such as meeting individual goals, transferability into programs at other institutions, as well as other possible topics of discussion. The feedback could

then be considered by the advisory group as another means to identify an effective set of outcomes and outputs.

Because of the lack of sufficient data from the APT and since the APT has now been revised to be replaced with MAPPS, assessment of general education core competencies will be completed on a regular basis, using either MAPPS or some other appropriate assessment exam. The results may prove to more accurately reflect the outcomes of the Pre-Education program.

- e. **Research and evaluation must be conducted on a continuing, systematic basis as an integral part of the program. All aspects of the program must be evaluated and the results used to improve services to students. There must be evidence that the program is reaching its stated student learning outcomes/program outcomes. The review should address each of the following areas.**

The Pre-Education program addresses the college's mission related to having high quality general education and maintaining flexibility to prepare future teachers to transfer to Professional Teacher Education programs offered by local baccalaureate institutions, especially the University of Oklahoma, the University of Central Oklahoma, and the University of Science and Arts of Oklahoma. All courses are evaluated on a regular basis through the processes of program evaluation completed every five years and outcomes assessment completed every year. All faculty are evaluated by students through the use of Student Input to Instruction, and all full-time faculty are evaluated by their direct supervisor (department chair and/or division dean) through an annual performance appraisal, which allows for self-reflection on the part of each faculty member.

During the fall semester of each year all sections taught are provided "Student Input on Instruction"(SII) forms; and during the spring semester of each year, all sections taught by part time instructors and new full-time faculty are provided SII forms to be completed. The SIIs are distributed and completed by the students during class time. A student in the class is then designated to deposit the SIIs in one of five lock boxes located across the campus. The information from these forms is summarized by section, instructor, and for the total institution. These results are used in the evaluation of faculty.

- f. **Has student learning outcomes and program outputs, which are consistent with the institutional mission:**

Oklahoma City Community College exists to enhance and improve the productivity and quality of life for individuals and the community as a whole, and the Pre-Education meets two of the college's five stated goals:

- by being known for its quality education programs that prepare and challenge Oklahomans to participate in an increasing global society
 - global education (one of the general education competencies) is integrated into about 60% of the curriculum
 - all students are required to complete at least 37 credit hours of general education, and all (or almost all) coursework that students in Pre-Education complete is classified as general education required or elective courses
- and for flexibility and adaptability in coping with ever-changing needs in education, economic, and social issues
 - changes in the total number of credit hours required in mathematics were made in 2006 to allow greater flexibility in transfer; instead of the previous requirement of 12 credit hours in math, students now must complete 6 credit hours of appropriate MATH course for the A.S. degree with the option to complete 3-6 additional credit hours as electives for transfer

Oklahoma City Community College is known for the following values: student success, human and economic development, efficient use of available resources, enhancement of state and local resources, learning and quality instruction, enhancement of scholarship, intellectual honesty and ethical behavior. The Pre-Education program emphasizes the values as follows:

- Oklahoma City Community College students in the Pre-Education program demonstrate competency in general education skills and knowledge in preparation to transfer into Professional Teacher Education at baccalaureate institutions.
- Faculty provide advisement to Pre-Education majors to assist them in meeting their academic and personal goals to become teachers.
- Pre-Education majors often serve as tutors in the learning labs available on campus as well as volunteering in local schools.
- Service learning opportunities are now offered in many classes and through the Office of Student Life at Oklahoma City Community College.

g. has current, appropriate, useful, and sufficiently comprehensive instructional media and materials; and

The array of resources in the Library supports students in the Pre-Education program. Pre-Education is designed for students planning to transfer into a 4-year college program in early childhood, elementary or special education. With this program students take the basic general education courses required as the foundation for further study. For this reason, the entire Library collection supports the Pre-Ed program; no one portion can be singled out.

To support the College's curriculum the Library constantly builds a collection of materials, both online and in other formats. All of the online resources are available to students—anytime, any place. The Library has about 100,000 titles—including DVDs, videos and electronic books, as well as print books. This array of resources continues to grow and evolve.

Because the Library budget for materials acquisitions continues to be good, librarians are usually able to accommodate faculty requests for purchase. Typically faculty themselves make few requests and collection development occurs through the librarians.

The Library continues to subscribe to a wide variety of magazines and journals in print that support the College's curriculum. Usage of paper periodical resources continues to decline in favor of electronic resources. Currently the Library has access to thousands of magazine and journal titles through the many online article databases to which the Library subscribes. The number of choices is much improved since the 2001 program evaluation. EbscoHost, probably the most heavily used choice for finding articles, is only one of many that the Library provides to students.

Access to the periodical literature is excellent.

The value of excellent research collections, whether online or in print, depends also on whether or not students are aware of and have the skills to use them. Experience shows that students are not aware of resources available, but instead are “looking around on the Internet” with often very limited success.

Our librarians continue to work with faculty to improve student research skills. In this regard librarians teach a variety of class sessions. These sessions are offered in different courses and are usually hands on, using the Library's 32 computers in classroom layout, or in the students' regular classroom. All kinds of permutations are available, depending on student needs and the expectations of a faculty member.

Nationwide, there are very effective collaborations between faculty and librarians to help students with research-- improving their skills in

identifying good information sources and thinking critically about them. Library resources, whether online or in other formats, are core sources of information. More effort needs to be made to instruct students in the use of these resources.

A few other general comments about overall dramatic improvements in Library resources since the 2001 evaluation:

- Complete reworking of Library web pages and number of online resources provided;
- Research Paper Help web pages created for our students;
- All online materials available 24/7 to students;
- Physical facility open 84.5 hours a week... 7:30 am to 11 pm Monday-Thursday, Fridays 7:30 am to 9 pm; Saturdays 8 am to 5 pm;
- Excellent progress in providing user authentication so that any member of the OKC College community will be able to use all of the Library's online resources, from off-campus as well as on-campus;
- Library student computers grew from 41 to 74;
- Library computers now include a 32-seat area arranged in classroom style with projector and large screen, used for hands on research instruction. It is open for student use when not occupied by a class;
- Wireless access is now available throughout the Library;

And finally, if specific resources are not available in the Library or online, students have more choices than ever. The traditional option is our interlibrary loan service. Secondly, with the OK-SHARE program they now have privileges at other Oklahoma academic libraries. Bottom line, librarians make every effort to borrow or acquire what students need for success in their course work.

- h. provides adequate resources and adequate and appropriate faculty whose qualifications (including educational background, related experience, and service contributions related to the program) support the objectives and curriculum of the program.**

The Pre-Education program is one of the three Multi-Divisional Programs, all which are inter-disciplinary, so all faculty are potentially responsible for quality instruction and support within the program. The coordinator of Multi-Divisional Programs is a faculty member who works with faculty by providing assistance with academic advising, updated information on a continuous basis, and availability for consultation. The coordinator has made every attempt to create a well-informed core group of faculty who are always willing to assist

the Pre-Education students. All of the faculty who advise Pre-Education students have master's degrees or higher, have a large number of years of teaching experience, and take great pride in helping to prepare Pre-Education students to enter the teaching field as future colleagues. The following list of faculty illustrates dedication and level of commitment to education and to Oklahoma City Community College:

Faculty Member	Title	Qualifications	Years of Experience
Carlotta Hill	Professor of Learning Skills	M.Ed., Kent State University B.S., W. Virginia State College	32 years experience, 25 at OCCC
Abra Figueroa	Professor of English as Second Language	M.Ed., Harvard Univ. M.A., U of Massachusetts B.A., U of Massachusetts	17 years experience, 12 at OCCC
Kim Jameson	Professor of English	M.A., U of Central Oklahoma M.A., U. of Oklahoma B.A., U of Central Oklahoma	13 years experience, 5 at OCCC
Linda Knox	Professor of Mathematics	M.Ed., U of Central Oklahoma B.S., U of Science and Arts of Oklahoma	27 years experience 16 in high school 11 at OCCC
Marybeth McCauley	Professor of English	M.A., U. of Central Oklahoma B.S., U of Central Oklahoma	10 years experience 7 as adjunct and 3 full time at OCCC
Stephen Morrow	Professor of Learning Skills	M.Ed., Oklahoma City University B.A., Slippery Rock State Univ.	16 years experience 3 full time at OCCC
Cecilia Pittman	Professor of Child Development	M.S., U of Central Oklahoma B.A., East Texas A & M University	22 years experience 8 at OCCC (2 full time)
Mary Panches	Professor of English	M.A., U of Oklahoma B.A., Ed., Northwestern Oklahoma State U.	13 + years experience, 7 at OCCC
Linda Robinett	Professor of Learning Skills	M.S., Oklahoma State University	29 years experience, 20 at OCCC

Faculty Member	Title	Qualifications	Years of Experience
		B.A., Oklahoma State University Reading Specialist Certification	
Richard Rouillard	Professor of English	M.A., Oklahoma State University B.A., West Texas A&M University	42+ years experience, 34 at OCCC
Mark Schneberger	Professor of Learning Skills	M.Ed., U of Central Oklahoma B.A., Grandview College	10 years experience, 8 at OCCC
Bertha Wise	Professor of English	M.A., U of Central Oklahoma B.A., U of Central Oklahoma	21 years experience, 16 at OCCC

From the chart above, one can see that the faculty involved in advising Pre-Education majors have many years of academic experience. With a total of 252 years of teaching experience and 152 of those being at OCCC, faculty really do know the curriculum and what will work effectively for students planning to become teachers themselves. The students are very lucky to have faculty advisors for that reason alone.

- Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. All general education courses are part of thorough outcomes assessment, and during Assessment Week in the spring of 2007, a large number of students will be asked to take the CAAP or other appropriate exam as part of that process. Global education (one of the general education competencies) is integrated into about 60% of the curriculum, especially in the Arts and Humanities Division. Competency in global education will be measured by an assessment of students' experience and understanding of a global culture.**

General Education Competencies

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS., AA. or AS) must complete at least one course from each of the following areas; indicating a general understanding of that area.

I) Human Heritage, Culture, Values and Beliefs

An inquiry into the roots of civilization including the ideas and events that have shaped history is needed to understand the present.

An understanding of any culture requires appreciation of its art and the interrelationships between ideas and culture.

Human beings need an understanding of how values are formed, transmitted and revised. It is also helpful for all individuals to identify the source of their own beliefs and to analyze the basis of their personal, moral, and ethical choices.

Pre-Education majors are required to take at least fifteen credit hours of coursework that fall into this category, including history, geography, humanities, philosophy, and psychology.

II) Communication and Symbols

Human beings are cognitive creatures and as such the alphabet forms the basis for communication through reading and writing. The production of sounds forms the basis for communicating through speaking and listening.

A second dimension of communication is through numerical symbols. Numbers are a universally accepted system of symbols.

Pre-Education majors are required to take at least 18 credit hours of coursework that fall into this category, including English, mathematics, public address, and modern language.

III) Social, Political, and Economic Institutions

Human beings develop and participate in social, political, and economic institutions.

In addition, university parallel associate degree (A.A., or A.S.) graduates must complete at least two courses from the following areas; indicating a general understanding of that area.

Pre-Education majors are required to take at least three credit hours of coursework that fall into this category, including American federal government and sociology.

IV) Relationships in Nature and Science

Human beings need an understanding and appreciation of both the facts and methods used in science.

Pre-Education majors are required to take at least twelve credit hours of coursework that fall into this category, including biology, chemistry, earth science, and physical science.

- 4. Provide a summary of how concerns and recommendations identified in the last program review were addressed.**

- In the last program review, one concern was related to the flow of information relevant to requirements and curricular changes that occur at any given university. It is still somewhat difficult to keep track of all the potential changes that can occur; however, the course transfer project coordinated through the State Board of Regents has helped to a large extent because a transfer matrix or grid has been developed and published online. Any student, parent, faculty member, staff member or anyone else is able to check for transferability of coursework from institution to institution.
- A few challenging points are still being negotiated, especially in the area of mathematics. While Oklahoma City Community College offers the standard mathematics curriculum, there are various university math departments which will not accept certain mathematics courses.
- To be specific, the University of Oklahoma, College of Education, will only accept MATH 1503 and MATH 1513 for Pre-Education majors. The additional six credit hours of mathematics required for Education majors to meet the state's 4 x 12 plan must be taken at OU. For this reason, the mathematics requirement to complete the AS degree at OCCC has been changed to six (6) credit hours, with advice to the students that they will have to complete their other six credit hours of MATH at OU.
- Another difficulty related to the same issue of transferability of MATH deals with the University of Central Oklahoma. The School of Education at UCO will accept MATH 1513 and MATH 2013 (Statistics) but not MATH 1503. This issue can be confusing to students, especially those who have not made a definite decision as to which university they plan to attend after finishing at OCCC. Careful advising must be provided students to assist them in this area. The mathematics department at OCCC has been very supportive in that they developed and teach a course that is specific to Education majors: MATH 2023 (Foundations of Geometry and Measurements). Many students now choose to take this course as an elective in the Pre-Education program because it transfers to UCO. In addition, the mathematics department faculty are currently developing a new offering yet to be approved, but which promises to provide Pre-Education majors transferring to UCO another possible elective in mathematics, since it will transfer as Structures in Mathematics, required at UCO in Education.
- The coordinator of Multi-Divisional Programs has worked hard to keep lines of communication open between various department faculty across campus as well as with both the Advising and Career Services area and Records and Graduation office. To that end, the coordinator compiled a handbook titled "Help with Advising Students in Multi-Divisional Programs" of which a major portion is devoted to Pre-Education. It includes Frequently Asked Questions, Useful Links, Advising Forms, and materials from the three main

universities that Pre-Education majors transfer to: OU, UCO and USAO. This advising handbook has already proven to help faculty newer to advising as well as providing updated information to senior faculty. Along with the handbook, faculty and students use the Multi-Divisional Programs Webpage for information.

<http://www.occ.edu/ah/multidiv.html>

5. Describe the strengths of the program identified through this review.

- a. **Advisement:** One of the many strengths of the Pre-Education program is the continued efforts on the part of the coordinator of Multi-Divisional Programs, faculty advisors and others to provide students in the program with current information and to make changes that will allow students to complete the program in a timely fashion.

For example, since the last program review, there had been the observation that many students who declared Pre-Education as their major were either not graduating or changed their major to Diversified Studies in order to graduate from OCCC and transfer to their chosen university. After questioning many of these students, the coordinator of Multi-Divisional Programs concluded that most of these students planned to take at least one or two of their required mathematics courses at their transfer university; however, almost no one was willing to transfer “back” those hours to have earned the AS in Pre-Education at OCCC. To encourage students to complete the Pre-Education degree at OCCC, the curriculum requirements in mathematics were changed to align a minimum of six (6) credit hours with what the receiving universities would actually accept. Students can elect to complete the additional six (6) credit hours of mathematics required by the State of Oklahoma with the 4 x 12 plan, either at OCCC or at their transfer university, since each institution has different courses. Listening to students and learning a bit about why they make some of their decisions has led to a change in the Pre-Education program that should be positive.

- b. **Communication:** Another strength of the program has been an increase in the efforts on the part of faculty to work with students on an ongoing basis to assist them in completing their coursework as well as advisement. Students seeking to enter the Professional Teacher Education programs at the universities must be well prepared, and to that end, the faculty at OCCC provide a solid foundation in General Education. Through the Office of Student Life, the Future Teachers Organization has always been active in providing students with relevant information. Another means of communication has been through direct mail and email to inform students of changes and general advice. A recent mailing was sent to about 150 active Pre-Education majors planning to transfer to UCO to advise them that it would probably be advantageous to update the college catalog they follow to the current 2007 catalog, relevant to the changes in the MATH requirements.

6. Describe the concerns regarding the program that have been identified through this review.

- a. **Transfer:** Because each four-year college or university was given the freedom to interpret the requirements for teacher education majors, students must decide quite early on their designated transfer university. If a student changes his/her mind, for example from OU to UCO, then some of the coursework will differ. When this sort of change occurs, it can delay completion of the student's degree; hence, it is important that students not only have faculty advisors assigned early but also that both the student and faculty advisor actively work together to plan the student's course sequence.
- b. **Graduation Rates:** Another concern is the relatively low number of graduates from the Pre-Education. For example, there are well over 250 students listed as current Pre-Education majors. Out of that number, less than ten percent will probably complete the degree and receive an associate's diploma. While the program serves a large number of students in their preparation to complete their Teacher Education degree at a university, many of them would benefit by having completed the AS degree before transferring.
- c. **Coordination of Pre-Education Program:** The position of coordinator of Multi-Divisional Programs is a rotating position, currently held by a faculty member in Arts and Humanities who receives three credit hours of reassigned time to oversee all three programs. Because the Diversified Studies is individualized per student, much of the coordinator's time is spent meeting with Diversified Studies students who need assistance.

7. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

- a. A less cumbersome process for students to receive a faculty advisor should be developed and followed.
- b. In addition, faculty advisors should receive ongoing training through workshops and seminars as well as consultations with other experienced advisors in order to stay up to date in significant changes that have or may take place, seriously affecting how students are advised.
- c. Either the coordinator of Multi-Divisional Programs should be given six hours of reassigned time, so as to devote more time to Pre-Education, or the Pre-Education Program should be coordinated by an additional faculty member who would receive three credit hours of reassigned time and concentrate solely on the Pre-Education program and its majors. This could address the

concern related to graduation rates as well as the amount of time needed to work more closely with those concerned with Pre-Education program matters.

Institutional Requirements

- 1. Provide factual and accurate documentation which demonstrates acceptable standards of ethics in recruiting and advertising activities.**

All materials provided to students are thoroughly reviewed by appropriate personnel to ensure they are factual and accurate. In addition, appropriate personnel review all recruiting and advertising activities to ensure they meet acceptable standards of ethics. College information is provided to students through traditional means such as class schedules, catalogs, student handbooks, Recruiters Manual, and new student orientation as well as through the College website.

- 2. Provide recruitment and admission policies and practices reflecting that the program is available to qualified applicants and that qualified applicants will be admitted regardless of sex, race, ethnic background, religious preference, disability or any disadvantage.**

Recruitment practices and activities are planned and reviewed by appropriate personnel to ensure the institution's vision, mission, and ENDS are met. Every effort is made to ensure that all qualified prospective students are contacted and provided with opportunities to be informed about College programs, services and courses and are provided with the opportunity to apply for admission to the College.

Students entering Oklahoma City Community College as a Regular Degree Seeking Student will meet the following admissions requirements:

- graduated from high school or earned a GED;
- completed the ACT, SAT or a similar acceptable battery of tests; and
- completed all high school curricular requirements.

Students who do not meet the above criteria may be admitted under one of seven Special Admission Categories outlined in the Catalog. All students who meet the above requirements or who fall into one of the special admissions categories are admitted without regard to sex, race, ethnic background, disability or disadvantage.

- 3. Provide documentation that an organized, coordinated program of guidance and counseling exists. The program should foster maximum development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a program.**

Faculty from each program work very closely with the staff in Advising and Career Services. Each student is encouraged to have a counselor from Advising and Career Services as well as a faculty advisor.

Degree sheets are available in the Advising and Career Services as well as in faculty advisors' offices. Students may also access degree requirements and complete an up-to-date degree audit online. Faculty advisors work closely with Counselors in Advising and Career Services to minimize the number of hours unable to be counted when a student transfers to a four-year institution.

The general philosophy and objectives of the Advising and Career Services include informational, relational and conceptual processing of educational planning and student goal achievement, including degree completion, articulation or personal development and apply to all students.

The functions of Advising and Career Services are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Advising and Career Services objectives are also outlined in the above mentioned documents.

Counselors follow guidelines listed below in working with students. After admission to the College, a student is evaluated for placement. After the evaluation is complete, the student meets with a counselor to determine enrollment. Course selections are based on test scores, anticipated program and required courses, workload, possible transfer and past academic history. If the student expresses indecision over goals, especially for career or program choice, they explore them with a counselor in Student Development.

When a student indicates a desire to pursue a specific program, they are referred to the appropriate faculty advisor or program director. An individual strategy is built for each student, designating courses to be enrolled in for each semester.

Counselors in Advising and Career Services are available to discuss career objectives and degree programs with each student. The staff of Advising and Career Services assists all students with educational planning, career decisions, and occupational choices. Further assistance is available in conjunction with the Discover Program and the other resources of the Career Counselor.

4. Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including

- a. the number of majors (head count and FTE) in the program for the past 3 years and projected for the next 2 years
 - i. A total of 50 students graduated from FY 2004-2006 with their degree identified as an AS in Pre-Education.
 - ii. According to data collected, the program had the following numbers of students who declared Pre-Education as their major:
 - 297 in 2004
 - 323 in 2005
 - 333 in 2006
 - iii. Based on the numbers of declared majors above and with a continued need to train teachers and have smoother transfer, the program could expect to remain about the same or increase slightly. The following are the program's projections:
 - 345 in 2007
 - 350 in 2008
 - iv. Based on current estimates of those who have so far applied for graduation, we should have between 15 and 20 graduates per fiscal year for the next two years; however, we are striving to bring that number up much higher. Currently, there have been 19 students who have already applied for graduation or graduated in FY 07: 5 graduates in Fall 2006 and 14 applying for graduation in Spring 2007. The total number of graduates for FY 07 may go beyond our projection.
- b. the size of specialized classes, if any, identified as integral elements in the program during the last 3 years—There are no specialized classes currently required.
- c. instructional cost—No disaggregated data.
- d. number of FTE faculty in specialized courses—No faculty in specialized courses.
- e. success of transfer students based on GPA comparisons—No disaggregated data to make these comparisons.

5. Provide documentation that a process exists to ensure that cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts are issued upon student request.

The Registrar's Office establishes an official record for each student admitted to the college. Cumulative academic records are maintained and archived in compliance with all federal and state requirements and in accordance with American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

The College complies with the Federal Rights to Privacy Act of 1974, as amended, regarding record integrity, security, access, and the release of

Directory Information. Transcripts are issued directly to the student upon request and at no charge.

6. Provide evidence that a formalized and effective process to address student complaints is in place and available to students.

The Student Handbook describes the student grievance procedure. The Student Handbook is published annually so that changes can be made to stay current with all state and federal policies and rules.

Also students may at any time submit questions or complaints in boxes located across campus. The Office of the Vice President for Enrollment and Student Services collects the input from these boxes and addresses the student's question or complaint. The results are given to the student, reviewed by The Leadership Council, published on a public bulletin board in the Main Building of campus, and published in the Student Services Annual Report.