Oklahoma City Community College

Program Review Self Study Year 2012

Division: Arts and Humanities

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I. Program Curriculum

Program Name: Pre-Education 116

Options:

II. Program Requirements

Minimum Required Hours: 61

Major Courses		
Prefix & Number	Course Title	Credit Hours
	None	

General Education Courses		
Prefix & Number	Course Title	Credit Hours
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
POLSC 1113	American Federal Government	3
BIO 1114	General Biology	3
PHYS 1064	Earth Science	3
COM 2213	Introduction to Public Speaking	3
GEOG 2603	World Regional Geography	3
HIST 1483	U.S. History to the Civil War --OR	
HIST 1493	U.S. History Since the Civil War	3
MATH 1503	Contemporary Math	
MATH 1513	College Algebra	
MATH 2013	Introduction to Statistics	3
PSY 1113	Introduction to Psychology --OR	3
SOC 1113	Introduction to Sociology	
HUM	Any Humanities in General Education List	6

Support Courses		
Prefix & Number	Course Title	Credit Hours
ENGL 2123	Introduction to Literature --OR	3
ENGL 2653	English Literature II --OR	
ENGL 2883	American Literature II	
	Faculty approved science, depending	4
	on intended transfer institution requirements	
MATH 1503 --OR	This MATH must be one of those not	3
MATH 1513--OR	used to meet general education math requirements.	
MATH 2013		
	The following are elective suggestions:	
CS 1103	Introduction to Computers and Applications	3
	(if needed for computer proficiency)	
MATH 2023	Foundations of Geometry and Measurements	3
MATH 2213	Mathematical Systems	3
	Foreign Language	3-10

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL 1001	Success in College and Life	1

2. General description of review process and participants assisting with and conducting the review.

    a. Program faculty assess annually student learning and program outcomes for their program. Every five years these assessments are evaluated globally. A program review document contains general college information from Advising, Recruitment and Admission and Institutional Effectiveness and program specific assessments of strengths and weakness of the reviewed program and program plans for the future.

    b. A list of the student learning outcomes

The Pre-Education program bases its assessment of outcomes on the assessment of General Education, since almost all of the coursework completed in the program is from General Education. There are currently six General Education outcomes assessed yearly. These are listed below:

- Social Institutions: Demonstrate an understanding of the function of major social institutions

- Writing: Demonstrate effective writing skills

- Mathematical Methods: Demonstrate analytical reasoning and logic skills by using mathematical methods and tools.

- Scientific Methodology: Demonstrate critical thinking by using scientific methodology

- Human Heritage, Culture, and Values: Demonstrate an understanding of the ideas, events, and values that have helped shaped global communities

- Public Speaking: Demonstrate effective public speaking skills

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    c. A list of program outcomes for the program

General Education Learning Competencies are measured using appropriate rubrics for each of the six areas. Each rubric includes items relevant to the particular area; the rubrics are available on the college website in Curriculum and Assessment: http://www.occc.edu/InstitutionalCommittees/General/documents.html

Artifacts are collected across disciplines and distributed to assessment teams, who report their scores for all artifacts as well as general observations. The student artifacts used are not specific to the program; however, data is sufficient to draw general conclusions related to the Pre-Education program. In the 2010-2011 General Education outcomes assessment, 60-100 artifacts were used, depending on the specific general education competency being assessed.

At least 37 credit hours of General Education are required in every program; however, in Pre-Education, almost every required and support course is classified under the General Education category, with only a very few exceptions, depending on the transfer university curriculum pattern. If students have completed all or most of their coursework at OCCC, it is likely that they have contributed artifacts to the outcomes assessment process.

d. Well defined the criteria for measurement and how the criteria were used in the program.

The following criteria for measuring success in each of the General Education outcomes are as follow:

- **Mathematical Properties:** A passing score consists of making a 3 or better on the Mathematics Rubric. The goal is that 70% of the students pass.

- **Mathematical Applications:** A passing score consists of making a 3 or better on the Mathematics Rubric. The goal is that 70% of the students pass.

- **Human Heritage, Culture, and Values:** A passing score consists of making a 3 or better on the Human Heritage, Cultures, and Values Rubric. The goal is that 70% of the students pass.

- **Social Institutions:** A passing score consists of making a 3 or better on the Social Institutions Rubric. The goal is that 70% of the students pass.

- **Writing:** A passing score consists of making a 3 or better on the Writing Rubric. The goal is that 70% of the students pass.

- **Public Speaking:** A passing score consists of making a 14 or better on the Public Speaking Rubric. The goal is that 70% of the students pass.

- **Scientific Methodology:** A passing score consists of making a "Satisfactory" or better on the Scientific Methodology Rubric. The goal is that 70% of the students pass.

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

There are three years of General Education Outcomes Assessment data available (2009-2010), since the previous two years (2007-2008) other methods of assessment were tried but failed to yield any valid or reliable results that measured the stated outcomes.

The summary of the General Education outcomes assessment for 2009 is as follows:

Human Heritage, Culture, and Values:

71% (37 out of 52) of the students achieved proficiency according to the Human Heritage, Culture, and Values Rubric.

Public Speaking:
Data: 61% (28 out of 46) students scored a 14 or higher on the Public Speaking Rubric

Social Institutions:
9% (1 student) is proficient in Social Institutions Outcome based on Social Institutions Rubric.
91% (10 students) scored a 2 on the Social Institutions Rubric

Writing Skills:
82% (83 out of 101) of the students are proficient in writing skills.
Other Data:
11.88% (12 out of 101) scored a perfect 5.

31.68% (32 out of 101) scored a 4.
38.61% (39 out of 101) scored a 3.
15.84% (16 out of 101) scored a 2, which is below proficiency.
1.98% (2 out of 101) scored a 1, which is below proficiency.
0% (0 out of 101) scored a 0.

Mathematical Methods:
93.5% (72 out of 77) are proficient in Mathematical Properties
96% (74 out of 77) are proficient in Application of Mathematical Properties/Calculations

Scientific Methodology:
89% (17/19) of the students scored proficiency in drawing reasonable conclusions.
100% (19 out of 19) scored proficiency in supporting conclusions logically and communicating them effectively.

The summary of the General Education outcomes assessment for 2010 is as follows:

Human Heritage, Culture, and Value
97 Artifacts were evaluated. Artifacts originated across the discipline.
70% (68 out of 97 artifacts) met the requirements of the evaluation rubric.
12 out of 97 (or about 12%) scored a 5 on the rubric.
22 out of 97 (or about 23%) scored a 4 on the rubric.
34 out of 97 (or about 35%) scored a 3 on the rubric.
25 out of 97 (or about 26%) scored a 2 on the rubric.
4 out of 97 (or about 4%) scored a 1 on the rubric

Notes: Students performed well on the rubric at the explanation level of thinking. The group suggested students need more practice with higher critical thinking skills, such as application, analysis, evaluation, and synthesis. Faculty should continue developing assignments evaluating higher critical thinking skills.

Public Speaking
46 speeches were evaluated, Artifacts originated across the discipline.
61% (28 out of 46 speeches) met the requirements of the evaluation rubric.

Writing
105 essays were evaluated. Artifacts originated across the discipline.
94 out of 105 essays (about 90%) met requirements of the evaluation rubric.
11 out of 105 essays (about 10%) did not meet the requirements of the evaluation rubric.

Social Institutions
66 essays were evaluated. Artifacts originated across the discipline
53 out of 66 (about 80%) met the requirements of the evaluation rubric.
8 out of 66 (about 12%) scored a 5 on the evaluation rubric.
18 out of 66 (about 27%) scored a 4 on the evaluation rubric.
27 out of 66 (about 41%) scored a 3 on the evaluation rubric.
13 out of 66 (about 20%) scored a 2 on the evaluation rubric.
0 out of 66 (exactly 0%) scored a 1 on the evaluation rubric.

Mathematical Methods
105 artifacts were evaluated. Artifacts originated across the discipline. Some artifacts did not contain all objectives of the evaluation rubric. Therefore, not all artifacts were evaluated in each category.
97 out of 105 (about 92%) met the requirements for Mathematical Properties.
84 out of 104 (about 81%) met the requirements for Mathematical Applications.
42 out of 72 (about 58%) met the requirements for Mathematical Conclusions.
30 out of 62 (about 48%) met the requirements for Mathematical Evaluation.

Notes: The majority of artifacts evaluated showed competency in Mathematical Properties and Applications. However, the evaluation demonstrates students need to possess evaluation, analytical, and communication skills when making conclusions and evaluations on mathematical questions.

Science
71 artifacts were evaluated. 3 artifacts were not applicable to the General Education Requirements.
57 out of 68 (84%) met the requirements for critical thinking in Science.
11 out of 68 (16%) achieved a score of "not acceptable."
41 out of 68 (60%) achieved a score of "acceptable"
16 out of 68 (24%) achieved a score of "excellent."

The summary of the General Education outcomes assessment for 2011 is as follows:

• **Mathematical Properties:**
Passed (**91%**): 90 out of 99.
Failed (**9%**): 9 out of 99.
Score of a 5 (50%): 49 out of 99
Score of a 4 (21%): 21 out of 99
Score of a 3 (20%): 20 out of 99
Score of a 2 (8%): 8 out of 99
Score of a 1 (1%): 1 out of 99

• **Mathematical Applications:**
Passed (**84%**): 83 out of 99
Failed (**16%**): 16 out of 99
Score of a 5 (52%): 51 out of 99
Score of a 4 (18%): 18 out of 99
Score of a 3 (14%): 14 out of 99:
Score of a 2 (13%): 13 out of 99
Score of a 1 (3%): 3 out of 99

• **Human Heritage, Culture, and Values**
Passed (**69%**) 61 out of 88
Failed (**31%**): 27 out of 88
Score of a 5 (14%): 12 out of 88
Score of a 4 (29%): 26 out of 88
Score of a 3 (26%): 23 out of 88
Score of a 2 (26%): 23 out of 88
Score of a 1 (5%): 4 out of 88

• **Social Institutions**
Passed (**74%**): 67 out of 91
Failed (**26%**): 24 out of 91
Score of a 5 (7%): 6 out of 91
Score of a 4 (31%) 28 out of 91
Score of a 3 (36%): 33 out of 91
Score of a 2 (25%): 23 out of 91
Score of a 1 (1%) 1 out of 91

• **Writing**
Passed (89%): 89 out of 100
Failed (11%): 11 out of 100
Areas of the Writing Rubric
Thesis (89%): 89 out of 100 Passed

Evidence (79%): 79 out of 100 Passed
Paragraph (94%): 94 out of 100 Passed
Grammar/Punctuation (83%) 83 out of 100 Passed

• Public Speaking
Passed (**69%**): 44 out of 64
Failed (**31%**): 20 out of 44

• Scientific Methodology
Passed (**78%**): 51 out of 65
Failed (**22%**): 14 out of 65

3. **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 program:**

a. is central to the institution's mission:

The Pre-Education program addresses the college's mission related to having high quality general education. The program maintains as much flexibility as possible but is bound by requirements of the 4x12 curriculum from the Oklahoma State Department of Education. The main objective is to prepare students to transfer to Professional Teacher Education programs at baccalaureate institutions so that they can earn certification in one of three areas: Early Childhood Education, Elementary Education or Special Education.

b. meets stakeholder expectations:

OCCC programs provide our community with broad equitable access to a college education. OCCC students are prepared to succeed in college and are able to achieve their individual educational aspirations. OCCC graduates succeed at four-year institutions and/or in their careers. OCCC has a rich history of enriching our community both economically and socially through our educational and cultural programs.

c. produces graduates and former students who are successful on transferring:

The following chart indicates overall Transfer Student Performance for the years 2007-2011:

Type of Student	2007 GPA	2008 GPA	2009 GPA	2010 GPA	2011 GPA
Students Transferring to UCO					
OCCC Transfer	2.85	3.02	2.95	2.86	2.91
All Undergraduates	2.77	2.87	2.89	2.89	2.83
Students Transferring to OSU					
OCCC Transfer	3.00	3.01	3.03	3.09	2.98
All Undergraduates	2.90	2.92	2.92	2.95	3.00
Students Transferring to OU*					
OCCC Transfer	2.77	2.77	2.72	NA	In progress
All Undergraduates 3.08	3.08	3.09	NA	In progress	

Source: UCO, OSU and OU (*Data from OU not available at publication)

Currently, we have no transfer rates or data available specific to the Pre-Education program.

d. contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities

Programs of Study

OCCC offers two types of associate degree programs: transfer and technical/ occupational. In addition, a number of certificates of mastery are offered in technical and occupational fields of study.

University Parallel/Transfer Programs

OCCC offers a broad range of transfer programs for students planning to continue on at a four-year college or university. Students may enroll in freshman and sophomore courses which lead to a baccalaureate degree in practically any field of study. Upon completion of specified degree requirements, the student is awarded an Associate in Arts or Associate in Science. These degrees require the completion of a minimum of 60 semester credit hours. Of the 60 semester credit hours, a minimum of 37 must satisfy the general education core requirements (see Degree Requirements). The remaining approved courses will be related to the student's major or courses which directly support that major.

Requirements and Articulation assures that the general education core (37 credit hours) of the Associate in Arts or Associate in Science degree at OCCC will apply directly toward the lower division general education requirements at any state university in Oklahoma.

Policy Statement on Undergraduate Degree Requirements and Articulation

In accordance with the Oklahoma State Regents for Higher Education Policy Statement on Undergraduate Degree Requirements and Articulation, a student who completes an Associate in Arts or an Associate in Science degree at OCCC "may transfer into a Bachelor of Arts or a Bachelor of Science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion."

In addition, students are advised to secure the official catalog of the university to which they plan to transfer. Each university's official catalog provides pertinent information about admission policies and academic programs. That information is essential to the student's successful transfer to that university. Students should also consult a faculty advisor in their major at OCCC. With approval, the associate degree program may be modified to meet a student's needs depending on the intended transfer college or university.

Students are encouraged to visit the "Transfer Center" on the Oklahoma State Regents for Higher Education web site at http://www.okhighered.org/transfer-students/. This site will assist a student in determining which course or courses will transfer to another Oklahoma college or university.

Transfer guides showing course-by-course articulation between OCCC and a number of state universities are available in Office of Academic Advising. By using the appropriate transfer guide, the student can be assured that courses in the student's major will transfer directly toward the bachelor's degree.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees.

e. Have systems to evaluate courses and faculty by students, administrators, and departmental personnel

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate. In preparation for the review, the employee will provide relevant information to the Division Dean or Director as appropriate at least two working days prior to the evaluation conference. The results of the subsequent performance appraisal conference will be documented on a rating sheet signed by both the employee and the Division Dean and/or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction form is a means of gathering student perceptions of instruction at the college. The results are intended for use by you and your dean in identifying ways to improve instruction. A copy of the form is in the appendix of this document. The forms and supportive instructions will be distributed for you to administer during the 8th, 9th, or 10th week of 16-week courses or the 5th or 6th week of eight-week courses. Prior to administering the instrument, you should:

1. Plan class time to help ensure that time is available for completing the forms.

2. Where desirable, prepare up to three (3) questions, which are unique to the course or section for inclusion as the optional questions on the form. You should have multiple copies of these questions printed for use by the students.

3. Select a student to be responsible for administering and returning the forms and brief him or her about the process. It is best to keep the forms and instructions in your possession until the day you plan to administer them. Your cooperation in helping to ensure that the Student Input on Instruction forms are completed in a timely manner will go a long way to provide useful student input concerning your instructional methods.

f. Is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience.

Service-Learning

Incorporating service-learning as a part of a course's curriculum is easy to do and can enhance students' ability to understand and apply course material. Service-learning can generally be used as a part of any course's learning objectives and tailored to desired learning outcomes. The Student Life Service-Learning Center partners with over 80 community agencies, so there is something for every course and interest area. Office of Student Life coordinates student involvement in service learning.

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

Pre-Education Library Review
OKC Community College
Fall 2011

Since Pre-Education students focus on the basic general education courses that are a foundation for further study in the field, the entire Library collection is considered to support the program.

Print and Online Resources

The Library's array of resources --both online and in other formats --continues to grow and evolve. All of the online resources are available to students --anytime, any place. The Library has about 108,000 items --including DVDs, videos, streaming video, print and ebooks.

The Library continues to subscribe to a wide variety of excellent online article databases such as EbscoHost, as well as many print periodicals. With student and faculty preference for online resources, use of print periodicals has dropped notably and the librarians anticipate cancelling print subscriptions that are duplicated in our electronic resources in coming years.

After a couple of experiments, in 2010 *Films on Demand*, a streaming video service, was added and made available from the Library website. *Films on Demand* is multi-disciplinary. Its thousands of complete films as well as convenient short clips are searchable by discipline, topic and title. Feedback has been positive and integration into the online learning platform appears to be working.

The Library is currently beta testing a new ebook service, Overdrive. While Overdrive will primarily be used for leisure reading, a number of non-fiction titles will be available for download.

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.

And finally, if specific resources are not available in the Library or online, students have choices. 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.

Instructional Resources

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 typical students are not aware of resources available, but instead are "looking around on the Internet" with often very limited success.

Many students enroll in the one credit hour Success in College and Life course, in which they receive instruction in doing academic research. The librarians also teach class sessions in a wide variety of subject areas. Sessions are usually hands on, held either in the Library's instruction area or in the students' regular classroom. All kinds of permutations are available, depending on student needs and the expectations of a faculty member. And as always, librarians staffing the Library

Assistance desk answer informal student questions and provide one-on-one instruction.
Since the previous program review the Library hired an Electronic Resources / Reference Librarian to strengthen student awareness of and skill in using Library online databases and other resources. Several online video tutorials have been created in addition to the online Research Paper Help module. These can be found from the Library front page or directly from the YouTube channel http://youtube.com/occclibrary).

In fall 2011 a new electronic resource, OCCC LibGuides, will be available. These are intended to supplement in-class instruction. Several drafts are currently available at http://libguides.occc.edu and additional guides can be created for specific classes or assignments.

The Library has developed new ways for students to request assistance through the "Ask a Librarian" link, i.e. chat and text. Since many faculty members use the ANGEL online course management system to teach online or as a tool for regular classes, the Library is going where the students are. The Library has created simple new tools (widgets) for faculty to insert into their ANGEL course materials, making it convenient for students to search to article databases, Library catalog or other resources --without exiting the course platform.

Overall, the Library has 76 computers for student research, online coursework, etc. More than half of these are set up with DVD players and headphones. The building now has wireless access throughout. From the Library's web page students both on- and off-campus can use the catalog of books and DVD/videos, search for quality information in many online article databases, link to tutorials and make online requests.

Librarians are committed to supplying the right resources and helping students and faculty use them well. The Library has a strong budget and responds to faculty requests or suggestions about useful resources. Neither is expected to change.

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> **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.**

All faculty who teach courses in the Pre-Education curriculum meet the minimum requirements or above: at least a master's degree with 18 credit hours of graduate coursework in the discipline). Since Pre-Education is inter-disciplinary, all faculty are potentially responsible for quality instruction and support. The Coordinator of Multi-Divisional Programs works with faculty to provide assistance

with academic advising, updates on information or changes made at transfer institutions, and for consultation. The core group of faculty advisors demonstrate their dedication and commitment to help pre-education majors achieve their goals. The following faculty members are designated as faculty advisors in the Pre-Education program:

Jeff Cleek, Professor of English, 4 years at OCCC, 6 years total experience
Angela Cotner, Professor of English, 1.5 years at OCCC, 11 years total experience
Lori Farr, Professor of Learning Skills, 4 years at OCCC, 25 years total experience
Carlotta Hill, Professor of Learning Skills, 30 years at OCCC, 37 years total experience
Abra Figueroa, Professor of Modern Languages, 17 years at OCCC, 22 years total experience
Linda Knox, Professor of Mathematics, 16 years at OCCC, 32 years total experience
Tonya Kymes, Professor of English, 1.5 years at OCCC, 11 years total experience
Marybeth McCauley, Professor of English, 8 years at OCCC, 15 years total experience
Stephen Morrow, Professor of English, 8 years at OCCC, 21 years total experience
Cecilia Pittman, Professor of Child Development, 7 years at OCCC, 27 years total experience
Mary Punches, Professor of English, 12 years at OCCC, 21 years total experience
Linda Robinett, Professor of Learning Skills, 25 years at OCCC, 34 years total experience
Mark Schneberger, Professor of English, 13 years at OCCC, 15 years total experience
Nina Smith, Professor of English, 6 years at OCCC, 27 years total experience
Michael Snyder, Professor of English, 1.5 years at OCCC, 10 years total experience
Amy Wilson, Professor of Learning Skills, 4.5 years at OCCC, 15 years total experience
Bertha Wise, Professor of English, 21 years at OCCC, 26 years total experience

I. Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met:

General Education Assessment Plan

Objective:

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Strategy:

The General Education Committee will create six interdisciplinary teams with embers from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 36 hours of General Education Courses from OCCC. During each Spring Semester, the reports from each team will be shared at the meeting of the whole General Education Committee and dispersed to faculty within each division. Specifically, during the Fall Semester, each team in charge of a specific Student Learning Outcome area will make curriculum recommendations to the General Education Committee. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website. Faculty members on each team will be compensated each semester.

Method:

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course. However, the artifacts should adhere to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC's curriculum.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect data.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 36 credit hours in General Education Courses. From this list, they will identify a random sampling of students enrolled in courses, which faculty have included "artifacts" relating to the Student Learning Outcomes measured each semester.

For example, if an outcome in Math is measured, then the following courses beyond a Math Prefix could also be used: Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Accounting, Physical Science, or other General Education Courses involving Math and including the objectives for the Math Student Learning Outcome. Likewise, data collection could be attained from an outcome in Writing from any course involving writing, including a scientific lab report, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education curriculum.

The premise behind this kind of data collection (1) allows for an interdisciplinary approach to the General Education curriculum; (2) creates a shared vision of faculty collaboration beyond the microcosm of specific divisions; (3) allows for a more accurate depiction of student learning as they progress from one General Education Course to the next; and (4) creates a shared approach to improve student learning and success by reiterating General Education Skills from multiple courses.

The General Education Core

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**

Students will demonstrate an understanding of the ideas, values, and beliefs that have shaped global communities. Specifically, students should be able to

Demonstrate understanding of basic world geography; Demonstrate familiarity with major cultural issues of selected global communities; Demonstrate knowledge of significant historical events and figures of selected global communities; and Demonstrate an understanding of ethical concerns of selected global communities.

II. Communication and Symbols

A. Students will demonstrate effective writing and public speaking skills.

For writing, students should be able to

Generate a clear, specific, and arguable thesis or dominant idea; Formulate evidence and examples to support the topic idea; Construct a logical pattern of paragraph development; and Demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

For public speaking skills, students should be able to

Demonstrate the effective use of an introduction, body, and conclusion of a formal speech; Demonstrate an audience-centered purpose that adapts to the audience, occasion, and time limit of the speech; Deliver the speech with effective eye contact relative to the use of presentational aids (when applicable) and the audience; Vary the tone of voice appropriate to the content of the speech and context of the audience; and Demonstrate appropriate attire, gestures, good posture, and meaningful body movement.

 III. Social, Political, and Economic Institutions

Students will demonstrate an understanding of the function of major social institutions. Specifically, students should be able to

Analyze how political systems impact society; Analyze how economic systems impact society; Analyze how religion serves to shape the norms of a society; Analyze how

education interacts with cultural values and norms; and Analyze how shifts in social institutions impact the family.

IV. Relationships in Nature and Science

Students will demonstrate critical thinking by using scientific methodology. Specifically, students should be able to

Analyze a set of data or qualitative observations using previously learned tools; Draw reasoned conclusions based on the results of the analysis; and Support conclusions logically and communicate them effectively.

Program Response to General Education Assessment Data

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. Provide evidence that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met.

The Pre-Education program relies on all of the assessment data collected and reported as the basis for the assessment of the program. See #2 under the Program Requirements section above. Additionally, the following lists the number of credit hours in each category of General Education that Pre-Education majors are required to complete successfully (a C or better):

Human Heritage, Culture, Values and Beliefs: at least 15 credit hours of coursework that fall into this category, including U.S. history, geography, humanities, and philosophy

Communication and Symbols: at least 18 credit hours of coursework that fall into this category, including English, mathematics, public speaking, and modern language

Social, Political, and Economic Institutions: at least 6 credit hours of coursework that fall into this category, including American federal government and psychology or sociology

Relationships in Nature and Science: at least 12 hours of coursework that fall into this category, including biology, chemistry, earth science or physical science

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

The following items were concerns expressed in the FY07 program review:

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 likely 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 Made and How They Were Addressed:

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.

The process has improved somewhat in the following ways or for the following reasons: (1) more students request a faculty advisor much earlier in their academic career, due in large part to instruction received in SCL 1001 which directly explains the process of advisement; (2) the Language Arts Department now has a full-time director who assigns faculty advisors upon request, whether those are received from the Academic Advising Office or per student request directly; (3) the secretary to the directors processes the advisor assignments promptly; (4) more training has been made available to new faculty in the advising process; (5) three of the newest faculty in the Language Arts Department now comprise the faculty team to assist the coordinator of Multi-Divisional Programs with assessment and thereby are learning more about advising as an extra benefit.

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.

Since the last program review, some initiatives have been instituted which seem to have had an impact on completion of the AS in Pre-Education as well as overall: (1) all incoming first-time students are required to take the SCL 1001 course; (2) all students must now meet the Life Skills requirement (many take SCL 1001 but there are other classes that can be used if they are not first-time students); and (3) 2x2 articulation agreements have been established with the University of Central Oklahoma as well as closer coordination with the University of Oklahoma and the University of Sciences and Arts of Oklahoma.

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.

At the time of the last program review, the coordinator of the Multi-Divisional Programs was being given 3 hours of reassigned time; however, shortly after that program review was completed,

the number of hours was changed to 6 hours in order to provide additional time in to complete assessment of all three programs (Pre-Education being one of those), program reviews and ongoing advisement and related advising issues. This additional time has helped a great deal.

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

1. Faculty and support staff: All faculty who advise and teach students in the Pre-Education program recognize the importance of preparing students to become teachers. Even when the faculty do not advise Pre-Ed students directly, they do teach some classes which are specifically required for teacher education preparation (e.g. Mathematics courses such as Math Systems or Geometry and Measurements, Ecology and Environmental Issues, Modern Languages). The Dean of Arts and Humanities, the Director of the Language Arts Department, the Academic Advisors in Advising, the Records and Graduation, and many other support staff work hard to ensure students are well prepared.

2. Curriculum: The curriculum in the Pre-Education program continues to be strong while at the same time somewhat flexible (or as flexible as the State Department of Education will allow). While students do not have many options for most of their coursework, every department and division has made sure that students' needs are met with the course offerings. For example, beyond the required 3 credit hours of math for general education, students are required to take at least 3 more hours of general education math; however, the Math Department also offers Math Systems and Geometry and Measurements every semester. Each of these last two math courses address specific needs of Pre-Education majors, who make up almost if not all of the enrollment in these classes.   In addition, the Science--Biology department recently revamped their Biology offerings which affected Pre-Ed majors planning to transfer to OU's Teacher Education program because OU requires a 2000-level science course as the third one to meet the 4x12 science requirement. The Biology department has ensured that at least one 2000-level Biology course (usually BIO 2404) is offered which Pre-Ed students can and should take.

3. Beginning in Fall of 2011, the coordinator of the Multi-Divisional programs has had a small team of faculty serve in a consulting role. The team is composed of three faculty members, presently the three newest faculty in the Language Arts Department, and the coordinator of Multi-Divisional Programs. The coordinator is mentoring the new faculty while simultaneously seeking input from them, obtaining some new insights with fresh perspectives.

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

1. Communication: Lack of clear and ongoing communication to all interested parties, students, staff and faculty, sometimes causes either incorrect advising or misconceptions as to the requirements of the program.

2. Assessment Data: Graduation and accurate transfer rates are not available.

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

1. Communication: To address this issue, re-instituting the Future Teachers Organization as a student organization is a must. One of the members of the Multi-Divisional Programs team is currently seeking background and information about getting the FTO started again in 2012.

2. Assessment Data: While it's understood that the institution must acknowledge student privacy issues (FERPA), it would also be helpful to have an accurate picture of how many students graduate with the AS in Pre-Education AND how they do upon transfer to a 4-year institution. Just a question--is there a way to collect this information and disseminate it so as not to reveal individual student information?

III. 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. Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions.

Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. 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 Student Development Center staff. Each student is encouraged to have a counselor from Student Development as well as a faculty advisor.

Degree sheets are available in the Student Development Center 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 Student Development Counselors 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 Student Development Center 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 Student Development are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Student Development 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 the office of Student Development are available to discuss career objectives and degree programs with each student. The staff of Student Development 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.

Academic Advisement (faculty handbook)

In the course of interacting with students, it is the responsibility of faculty members to serve as academic advisors. In addition, faculty give advice on a broad range of topics and issues. The kinds of advice offered by faculty can be categorized in the following way.*

* It is important to underscore that this listing is intended to be suggestive rather than exhaustive or prescriptive.

Program Requirements

It is important for students to meet with an advisement professional to establish a Student Academic Plan (SAP). Returning students who are familiar with their degree requirements and those not seeking a degree or certificate may self advise.

Students are also encouraged to work concurrently with their faculty advisor in the academic discipline of their degree choice. A faculty advisor can help ensure that major specific educational objectives are met in an efficient, orderly fashion. If you have questions on course selection, entry-level skills required or general academic information contact Office of Academic Advising. With respect to program requirements, faculty advisement may address such things as degree planning (timing and sequencing of courses), identifying the appropriate catalog (degree plan to follow), selecting support electives, and meeting special requirements for a program or student (e.g., clinical performance, immunization, CPR).

Transfer Concerns

Relative to transfer concerns, faculty advisement may include such things as providing information on programs at area transfer institutions, information on out of state/state institutions, and transfer procedures to those institutions. It may also include evaluation of course content of major courses being transferred in for a particular major.

Career Information

Providing career information may include information about employment opportunities with various levels of education and responding to questions regarding how to select a path to follow within the field.

Referral

Referral may be done when faculty advice is sought on such matters as financial aid, transportation problems, problems with transcripts, formal degree checks, personal problems requiring counseling, graduation procedures, or any issue that the faculty member determines can be best served by others.

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 instructional program during each of the last three years and projections for the next two years.

Graduates

FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
14	33	29	34	26

Program Majors (HC*)

Fall 2008	Fall 2009	Fall 2010
363	500	435

*Student could have been counted more than once if they were pursuing two or more degree programs during the same year.

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   b. the size of specialized (program major) classes, if any, identified as integral elements in the program during the last three years.

Not applicable.

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   c. Instructional cost, including efficiencies and improved learner outcomes achieved through the use of any technology.

Oklahoma City Community College offers online courses (computer based/Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We are also in the early stages of implementing virtual tutoring in the Math and Communication labs to further customize and personalize online students' education. The cost of these initiatives and efforts totals $17, 000.00. OCCC has also dedicated a specialized team of student technology support to provide assistance to students seven days a week as they work within the learning management team which costs the College $120,034.00.

Technology use in the classroom continues to expand to meet the needs of our students. 150 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort is $1.22 Million. Faculty members are continuing to utilize student response systems, SmartBoards, and slates. OCCC continues to support this utilization by purchasing additional classroom sets to allow faculty to continue to engage students through this technology use. The classroom technologies are part of a new effort on campus so the cost thus far has only been $15,000.00. The Center for Learning and Teaching offers multiple learning opportunities for

faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, ANGEL. The CLT team has strategically worked to meet the needs of our 157 full-time faculty as well as the 489 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on the use of the college's LMS as well as the choosing of instructional technology to match learning objectives. Data will be collected in the upcoming months on the impact of these efforts to assist with the assessment of the expenditure of funds and direct further efforts.

d. The number of FTE faculty in specialized (program major) courses within the curriculum

Not applicable.

e. Projected job market for graduates in occupational programs during the next two years.

Not applicable.

f. The success of transfer students based on GPA comparisons.

Transfer Student Performance

Type of Student	2007 GPA	2008 GPA	2009 GPA	2010 GPA	2011 GPA
To UCO					
OCCC Transfer	2.85	3.02	2.95	2.86	2.91
All Undergraduates	2.77	2.87	2.89	2.89	2.83
To OSU					
OCCC Transfer	3.00	3.01	3.03	3.09	2.98
All Undergraduates	2.90	2.92	2.92	2.95	3.00
To OU*					
OCCC Transfer	2.77	2.77	2.72	NA	In progress
All Undergraduates	3.08	3.08	3.09	NA	In progress

5. **Provide documentation that a process exists to insure 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.

7. **Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.**

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1. Communication: To address this issue, re-instituting the Future Teachers Organization as a student organization is a must. One of the members of the Multi-Divisional Programs team is currently seeking background and information about getting the FTO started again in 2012.
Recommendation: The Arts and Humanities Division would be fully supportive of re-instituting the Future Teachers Organization. Student Life has always been supportive also; this is an excellent suggestion to further communication. The addition of a faculty group to serve with the Coordinator of Multi-Divisional Studies will also help with communicating the changes and issues of this program.

2. Assessment Data: While it's understood that the institution must acknowledge student privacy issues (FERPA), it would also be helpful to have an accurate picture of how many students graduate with the AS in Pre-Education AND how they do upon transfer to a 4-year institution. Just a question--is there a way to collect this information and disseminate it so as not to reveal individual student information?
Recommendation: This is a concern. We were told by Houston Davis that the information is available, but that getting it from the system is very difficult. We will hope that a way will be discovered to make that information available to help with the assessment of this program and others.