

Oklahoma City Community College

Program Review Self Study Year: 2017

Division of English and Humanities

Associate in Science in Pre-Education (116)

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I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

In the 2011 review, the team identified the following areas for growth and recommendations:

Recommendations

1. Communication: To address this issue, re-instituting the Future Teachers Organization as a student organization is a must.
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.

Five years later the program review team has found the following:

Related to Communication:

While there have been ongoing discussions, there has been no reinstitution of the FTO.

There has been more division-wide sharing of the program requirements, opportunities for students and preparatory material. Many program advisors have worked in Academic Advising and have created materials to share with students and other faculty advisors.

The amount of time to share materials between faculty member in Division/Department meetings has been limited, but there has been an upswing of sharing outside the Division meetings.

Students in the Program have been encouraged and many have attended the Professional Educator Transfer tours offered in collaboration by the College's Graduation, Employment and Transfer office and the receiving institutions.

Assessment Data: Due to ongoing challenges with FERPA and receiving institutions challenges in sharing specific data about how our students academically perform, our attempts to obtain verifiable (other than anecdotal) data have stalled.

II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

It is always a worthwhile endeavor to assess programs, and that is especially true for Pre-Education where we have noticed some positive outcomes and some exciting areas for improvement from looking over the last five years of data. This has allowed us to take a long view into the future and begin setting some positive steps toward even more success.

What we have determined:

Overall Strengths:

- The degree does graduate a respectful number of students overall, but this is an area we wish to strengthen.
- Degree program faculty regularly examine and undergo best practices for teaching, online teaching training and studies related to collaborative learning, flipped classrooms and hybrid teaching styles.
- Ours is one of few programs that allow students to change between majors without losing many, if any, credits, if they determine they don't want to be teachers.
- Numbers offered by Institutional Effectiveness show that our graduates are at the same academic level or higher than natives at receiving institutions.
- The pre-ed program has many partnerships and 2+2 agreements with transfer institutions.
- The program meets many of its outcomes, and almost all if only General Education artifacts are measured.
- Many of the courses making up the degree have undergone or are undergoing Title III course redesign to enhance learning and retention.
- The program works well with the GET office which provides transfer tours for Pre-Education majors.
- The program provides specific Pre-Education advisors in Advising and also provides more than 15 faculty advisors.

Overall areas for further consideration:

- There is a high number of students who select Pre-Education as their major but do not complete the program. For example, about 1/3 of the students who graduate with a Humanities degree, and 11 percent who go into history, start their OCCC programs as Pre-Education.
- There is little actual data about why these students are not completing this program, yet there is retention data which can be used to drill down into what year along their program they might be leaving.
- The success data is contradictory so it is difficult to determine exactly if the program is successful.
- The course success data seems low in some areas, which could put a student at a disadvantage in passing the OGET (Oklahoma General Education Test) for teachers.
- There appears to be a lack of feedback from the Pre-Education graduates about the program.
- The program is comprised of mostly general education courses taught by general education faculty across disciplines yet there is not much communication across Divisions about how our joint efforts work toward the same goal. Thus, the program review group sees areas lacking in communication about cross-discipline program needs.
- There is a mixed level of understanding among Pre-Education advisors in English and Humanities than

would be optimal. Everyone in the Division advises the program majors; however, not everyone has the same working knowledge.

- Recommendations from previous review periods have not been addressed.

These strengths and opportunities for consideration were borne from drilling down into data which ties directly to our findings. They include findings such as:

Outcomes and objectives:

The Pre-Education program uses these outcomes:

- Social Institutions (Human Heritage, Culture, and 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 (critical thinking in science and non-science areas): 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
- Program objectives are aligned with the college's General Education Program outcomes and the General Education Assessment is used to assess the Pre-Education Program; our team questions whether assessing Program specific students would provide a better diagnostic tool for assessing this program
- Assessment shows a mixed level of General Education outcomes success in five year rates which vary between 69% to 91.2%
- As the overall measured student success is positive in General Education outcomes, we expect a continued positive trend in student success as General Education teams and Pre-Education teams respond to yearly data
- The team would like to make progress in identifying and assessing individual students within the program to better correlate with the broader General Education assessments

Furthermore, the team has found in relation to general education assessment (used to measure our program's success):

- Evidence is collected for the program through general education assessment. The five-year averages show success rates for HIST 1493, POLSC 1113, ENGL 1213, COM 2213, MATH 2013, MATH 2023, MATH 2213, and PHYS 1014.
- Not all of the rates for some of the general education courses indicate success. Averages for HIST 1483, SOC 1113, ENGL 1113, MATH 1513, BIO 1114, and CHEM 1115 indicate unsuccessful rates. Nevertheless, this five-year assessment does not specifically address trends, which do show overall improvement in success rates of individual courses. The five-year assessment also does not address Title III efforts to redesign courses and improve those rates.

Moreover we have examined General Education and other data to acknowledge,

- The data, however, represents the larger student body more so than the Pre-Education program. So,

even though the data was used to attempt to evaluate program strengths and weaknesses, it is not a true evaluation because of the generalized data.

- There is much evidence that program faculty has been involved in the submission of artifacts used for general education assessment

The following are examples:

Outcomes - Social Institutions and Human Heritage, Culture, and Values

- HIST 1483 - 34 artifacts
- HIST 1493 - 59 artifacts
- POLSC 1113 - 85 artifacts
- SOC 1113 - 117 artifacts

Outcome - Writing

- ENGL 1113 - 25 artifacts
- ENGL 1213 - 84 artifacts
- ENGL 2123 - 47 artifacts

Outcome - Mathematical Methods

- MATH 1503 - 45 artifacts
- MATH 1513 - 107 artifacts
- MATH 2013 - 84 artifacts

Outcome - Scientific Methodology

- BIO 1114 - 101 artifacts
- CHEM 1115 - 96 artifacts
- GEOL 2603 - 62 artifacts
- PHYS 1014 - 23 artifacts

Outcome - Public Speaking

- COM 2213 - 103 artifacts

Related to graduation:

- Increasing the number of program graduates continues to be a concern and an area to explore and we are unsure why fewer than 30 percent of our declared Pre-Education majors earn the degree at OCCC.
- The number of Pre-Education graduates has been rising over the last three years. There is room for improvement in the overall graduation rate for Pre-Education majors.
- Several student success initiatives, such as faculty advising, Title III course redesigns, and continued emphasis on clear and proactive advising, are in place to work actively on improving these graduation rates.

Based upon the analysis, the program makes these recommendations:

- Conductive intrusive advising with the students by meeting with those students who have declared Pre-

education as their majors within their first semester and before they enroll for the second semester.

- Meet with students during their third semester to discuss transfer options, connecting them to the correct schools and advisors who work there.
- Develop once-per semester education seminar with professionals, OCCC advisors, and transfer representatives for Pre-Education can share information with students. Also include professionals from Early Childhood Ed and Secondary Education so they can help students understand the difference between the career tracks.
- Do better tracking of students to determine when and where they go prior to graduation. Are they changing majors, stopping out, transferring?
- Revise the Pre-Education program description so it is clearer what the degree is meant for and what wide variety of jobs there are for Pre-Education degreed professionals.
- Seek connection with another national organization for Pre-Education majors to join while on campus (a campus organization) to replace the FTO.
- Examine providing teaching workshops. Since we do not have education courses specifically, develop a teaching and learning workshop designed to help students in the Pre-Education program learn about teaching itself.
- Begin a collaboration with the Professional Mentoring program to find a mentor for Pre-Education majors.

Develop more 2+2 agreements with other schools and update them or promote them more.

Because the data we use to assess the program is conflicted and sometimes contradictory, we plan to:

Evaluate the program completion/success data collection -- conflicting data, so what is the best way to blend the data.

Determine a way to assess the Pre-Education majors who have at least 30 credit hours as other programs do.

- Develop a way to connect better with our students through social media, such as a Facebook page.
- Designate a way to better communicate to all Pre-Education advisors about the program and about changes happening in relation to the profession and requirements at transfer institutions.
- Systematically work every year toward meeting these recommendations and goals.

We also will seek institutional assistance in:

- Working with advising to enhance communication and collaboration to help students understand specific information about the very different education degree options available to students, as well as the differences and the possible career options relative to each.
- Updating the Academic Planning software to give more information to students about what courses to take for what degree at what college/university.
- Provide mentoring for Pre-Education Majors.
- Allowing Pre-Education majors to earn community service hours by volunteering in area schools.
- Seeking out and offer a university level Pre-Education related course on our campus.
- Supporting the development of a certificate in teaching methods.

III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

The Pre-Education program addresses the college's mission related to Student Success as our Pre-Education students successfully complete their academic courses, persist in college, and earn certificates or degrees at OCCC or another institution. 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.

Furthermore, we support the college's Mission of Graduate Success: Our graduates go on to earn higher-level degrees at major in and out state universities, including the University of Central Oklahoma, the University of Oklahoma, USAO and Oklahoma City University.

B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. List Program Objectives and Goals

The Pre-Education Program has set these as its primary objective and goals

Provide the academic foundation for students who wish to transfer to a four-year college or university to pursue a degree in one of the following: elementary education, early childhood education or special education.

Assist the State in meeting its needs for highly-qualified educators.

Provide a firm foundation in the basics students need to know to one day teach early childhood education, elementary education or special education.

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

The Pre Education Program has six outcomes that are measured and they are almost identical to the General Education outcomes the college has chosen.

The Pre Education Program's outcomes are:

- Social Institutions (Human Heritage, Culture, and 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 (critical thinking in science and non-science areas): 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

Whereas, the College uses five

Outcome 1

Demonstrate an understanding of the ideas, values, and beliefs that shape global communities and the function of major social institutions in them

Outcome 2

Demonstrate effective writing skills

Outcome 3:

Demonstrate effective public speaking skills.

Outcome 4:

Demonstrate an analytical reasoning and logic skills by using mathematical methods and tools

Outcome 5: The student will demonstrate the ability to think critically: to analyze critique, and draw reasoned conclusions

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

The program outcomes are measured through the College's General Education yearly assessment because the Pre Education program is made almost entirely (55 hours) of General

Education courses (minus the electives students can choose for their support courses). The Pre Education program uses the Rubrics found at <http://www.occc.edu/institutionalcommittees/general/outcomerubrics.html>.

Over the last review period: 942 students were assessed in 2015, 970 in 2014, 820 in 2013, 423* (full assessment data not available) in 2012 and 607* (full assessment data not available) in 2011. More specific assessment results are at <http://www.occc.edu/institutionalcommittees/general/pdf/Results-2015.pdf>.

While no specific Pre Education student was measured directly, it is reasonable to proffer that many Pre Education students' data was captured annually in General Education assessment processes.

The program also assesses objective attainment based upon success rates for the General Education coursework that makes up the degree. The program tracks success rates for the 17 General Education courses, with C or higher grade being considered successful.

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

Looking at the success rates in percentages, which assuredly contains captured Pre Education Students, the review team recognizes a mixed level of success.

- Social Institutions (Human Heritage, Culture, and Institutions): Demonstrate an understanding of the function of major social institutions

Program students are meeting this objective as indicated by---

Successful five year pass rate average in Hist-1493 and POLSC-1113 (both are over 70 %)

General Education assessment data which shows 75.6 % five year average

However, they might not be meeting the objective as indicated by

Unsuccessful five-year pass rate average in Hist-1483 (62.94%) and Soc-1113 (68.78%)

- Writing: Demonstrate effective writing skills

Program students are meeting this objective as indicated by successful five year pass rate average in Engl-1213 (over 70 %)

General Education assessment data which shows _91.2% five-year average

However, they might not be meeting the objective as indicated by unsuccessful five-year pass rate average in Engl-1113 (61.72%)

- Public Speaking:

Program students are meeting this objective as indicated by successful five-year pass rate average in COM-2213

General Education assessment data which shows _74%+ average over five years

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

Program students are meeting this objective as indicated by successful five-year pass rate average

in Math 2013, Math 2023 and Math 2213.

However, they might not be meeting the objective as indicated by unsuccessful five-year pass rate average in Math 1513 (63.96%)

General Education assessment data which shows 69% five-year average

- Scientific Methodology (critical thinking in science and non-science areas):
Demonstrate critical thinking by using scientific methodology

Program students are meeting this objective as indicated by successful five-year average pass rate average in Phys-1014

General Education assessment data which shows 75.5% average* (only four years of data provided)

However, they might not be meeting the objective as indicated by unsuccessful five-year pass rate average in Bio-1114 (69.2%) and Chem-1115 (57.7 %)

Critical Thinking

Program students are meeting this objective as indicated by

General Education assessment data which shows 76.3% average* (only three years' data provided.)

Course specific information is below:

	2012	2013	2014	2015	2016
BIO-1114	68.4%	67.5%	66.9%	69.4%	73.8%
CHEM-1115	58.0%	59.8%	56.6%	58.4%	55.7%
COM-2213	69.5%	71.9%	72.%	71.3%	75.1%
ENGL-1113	57.7%	59.1%	62.2%	64.4%	66.2%
ENGL-1213	66.7%	68.6%	71.8%	72.1%	73.7%
ENGL-2123	68.6%	65.0%	69.3%	77.0%	83.0%
GEOG-2603	70.5%	70.0%	73.6%	72.2%	75.8%
HIST-1483	51.9%	62.0%	67.6%	66.0%	67.2%
HIST-1493	66.9%	71.1%	72.5%	73.5%	73.7%
MATH-1503	78.5%	83.0%	80.7%	80.5%	85.8%
MATH-1513	61.5%	61.4%	63.3%	67.6%	66.0%
MATH-2013	68.4%	72.2%	73.2%	73.0%	73.3%
MATH-2023	73.0%	80.6%	87.8%	65.1%	87.8%
MATH-2213	96.9%	97.1%	83.3%	84.6%	100.0%
PHYS-1014	60.4%	64.0%	70.5%	81.3%	75.0%
POLSC-1113	61.7%	64.1%	71.6%	74.6%	75.0%
SOC-1113	68.3%	62.8%	71.3%	69.6%	71.9%

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.

Human Heritage, Culture, and Institutions
Public Speaking
Writing
Mathematical Methods
Critical Thinking

Strategy:

The General Education Committee will create five interdisciplinary teams with members 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 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

General Education Assessment Plan

Objective:

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

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.

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 artifacts already designed and administered by our professional faculty at OCCC.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

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. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has five general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, and institutions; writing; public speaking; mathematical methods; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

Unique to the Pre Education program is that all faculty teaching the General Education coursework for the program are Program Faculty. Therefore, professors teaching the following courses were identified as submitting artifacts for participation in General Education Assessment.

BIO-1114	101 artifacts analyzed
CHEM-1115	96 artifacts analyzed
COM-2213	103 artifacts analyzed
ENGL-1113	25 artifacts analyzed
ENGL-1213	84 artifacts analyzed
ENGL-2123	47 artifacts analyzed
GEOG-2603	62 artifacts analyzed
HIST-1483	34 artifacts analyzed
HIST-1493	59 artifacts analyzed
MATH-1503	45 artifacts analyzed
MATH-1513	107 artifacts analyzed
MATH-2013	84 artifacts analyzed
MATH-2213	0 artifacts analyzed
PHYS-1014	23 artifacts analyzed
POLSC-1113	85 artifacts analyzed

SOC-1113 117 artifacts analyzed

Each program faculty is responsible for annual assessment, refinement of curriculum, and a long-view multi-year program assessment. As the program courses are taught interdivisionally, reports can be found in the appropriate divisions related to the use of General Education assessment data guiding curriculum. Furthermore, Academic Outcomes Assessment minutes from 2012 (the last year meeting minutes are posted online at <http://www.occc.edu/institutionalcommittees/academic/> minutes.html) offer evidence that program faculty for Pre Education are utilizing the assessment results from artifacts.

- b. The program values and supports effective teaching.

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.

Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6th and 7th week for the first 8- week classes and the 14th and 15th week for the second 8-week courses and 16-week courses. The email will include the information to evaluate each course. The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

In examining success rates for courses within the Pre-Education Program, there is mixed level of success, which could indicate that the program courses offer an effective learning environment.

	2012	2013	2014	2015	2016
BIO-1114	68.4%	67.5%	66.9%	69.4%	73.8%
CHEM-1115	58.0%	59.8%	56.6%	58.4%	55.7%
COM-2213	69.5%	71.9%	72.%	71.3%	75.1%
ENGL-1113	57.7%	59.1%	62.2%	64.4%	66.2%
ENGL-1213	66.7%	68.6%	71.8%	72.1%	73.7%
ENGL-2123	68.6%	65.0%	69.3%	77.0%	83.0%
GEOG-2603	70.5%	70.0%	73.6%	72.2%	75.8%
HIST-1483	51.9%	62.0%	67.6%	66.0%	67.2%
HIST-1493	66.9%	71.1%	72.5%	73.5%	73.7%
MATH-1503	78.5%	83.0%	80.7%	80.5%	85.8%
MATH-1513	61.5%	61.4%	63.3%	67.6%	66.0%
MATH-2013	68.4%	72.2%	73.2%	73.0%	73.3%
MATH-2023	73.0%	80.6%	87.8%	65.1%	87.8%
MATH-2213	96.9%	97.1%	83.3%	84.6%	100.0%
PHYS-1014	60.4%	64.0%	70.5%	81.3%	75.0%
POLSC-1113	61.7%	64.1%	71.6%	74.6%	75.0%
SOC-1113	68.3%	62.8%	71.3%	69.6%	71.9%

Furthermore, analyzing the limited qualitative data via student surveys returned showed positive considerations about the coursework*

Furthermore, graduation rates indicate the Program's learning environment is effective:

FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
38	26	21	12	32

Notable is the number of graduates has risen as the number of those declaring Pre-Education as their majors has fallen from previous years.

* Based upon three returned graduate surveys.

d. The program's learning resources support student learning and effective teaching.

A Pre-Education Library Review

Fall 2016

Print and Online Resources

With students' focus on completion of Gen Ed courses prior to transfer into a four-year Education program, the entire Library collection and services support the Pre-Education program.

Librarians select and purchase books and other materials to support the curriculum. To support faculty development items on teaching, learning and technology are purchased.

Recommendations from faculty are encouraged. The collection is weeded periodically to maintain a useful, up-to-date array of materials.

Course textbooks are available at the Circulation Desk for in-Library use. Textbooks for Gen Ed courses are heavily used.

The shift to providing online, searchable article databases for academic research, from an earlier mix of online and print resources, is essentially complete. The Library also subscribes to other specialized searchable databases as warranted by the curriculum and within budget constraints. For instance, *Films on Demand*, a collection of academic videos and documentaries, is heavily used by faculty in online courses, in the regular classroom, and by students.

Instructional Resources

The value of excellent research collections depends also on whether or not students are aware of and have the skills to use them. Reference librarians (5.5 FTE) provide both class instruction and one-on-one assistance for students.

Many students receive instruction in doing academic research in the one credit hour Success in College and Life course. 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, and focused on a discipline or assignment as appropriate. Students learn where and how to do library research and to evaluate potential sources.

Librarians are available at the Library Assistance Desk 50 hours per week. To further meet students' "just-in-time" needs for research help, the librarians have created a variety of online LibGuides, video tutorials and hands on practice activities. These can also be used by faculty for specific course purposes.

Librarians are committed to supplying the right resources and helping students and faculty use them effectively. In sum the Library supports this program's students and faculty well.

- e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

The University of Central Oklahoma and Oklahoma University are those that receive most of our Program graduates. Furthermore, a smaller percentage of Pre Education students transfer into 4-year programs at the University of Sciences and Arts of Oklahoma, Oklahoma City University, Southwestern Oklahoma State University, Oklahoma State University and outstate colleges and universities

We have specific 2+2 partnerships and program to program articulation agreements with The University of Central Oklahoma, University of Oklahoma, Oklahoma City University and others and we are in the process of developing one with Oklahoma City University. Students who graduate our program complete the first two years of their 4 year programs. We also have a reverse transfer agreement with The University of Central Oklahoma, University of Oklahoma,

Oklahoma City University and others.

To ensure easy transfers, program faculty advisors:

Utilize the curriculum patterns from the receiving institutions to ensure the students are taking the correct courses in sequence;

Help students understand the admission requirements for the respective universities (GPA requirements, completion of the Oklahoma General Education Test), and

Encourage students to partake in the Pre-Education transfer tours offered jointly by the College's Graduation, Employment and Transfer office and the receiving institution.

- f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The major constituencies served by the program include students, employers, and transfer institutions and community at large.

In effort to serve employers' needs and expectations, the college utilizes trend demand data and expected demand data which indicates

SOC Description	2015 Jobs	2020 Jobs	2015 - 2020 Change	2015 - 2020 % Change
25-2022 Middle School Teachers, except special and Career tech	2,692	2,860	168	6%
25-2023 Career/Technical Education Teachers, Middle School	36	39	3	8%
25-2053 Special Education Teachers, Middle School	330	352	22	7%
11-9032 Education Administrators, Elementary and Secondary School	913	976	63	7%
21-1012 Educational, Guidance, School, and Vocational Counselors	1,187	1,267	80	7%
Teacher Assistants	3,157	3,443	286	9%
Education Administrators, Elementary and Secondary School				
25-2021 Elementary School Teachers, Except Special Education	5,300	5,646	346	7%
25-3098 Substitute Teachers	2,335	2,463	128	5%
25-3099 Teachers and Instructors, All Other	2,570	2,702	132	5%
11-9031 Education Administrators, Preschool and Childcare Center/Program	421	448	27	6%
25-2054 Special Education Teachers, Secondary School	412	441	29	7%
25-2052 Special Education Teachers, Kindergarten and Elementary School	603	646	43	7%
11-9032 Education Administrators, Elementary and Secondary School	913	976	63	7%
25-9099 Education, Training, and Library Workers, All Other	126	146	20	16%
25-2051 Special Education Teachers, Preschool	24	30	6	25%
25-3011 Adult Basic and Secondary Ed and Literacy	220	245	25	11%
25-2059 Special Education Teachers, All Other	97	107	10	10%
25-3021 Self-Enrichment Education Teachers	2,303	2,508	205	9%
25-2011 Preschool Teachers, Except Special Education	1,936	2,107	171	9%

The Program also analyzes student success rates at transfer institutions anecdotally. Our four-year partners tell us yearly how well prepared our students are when they start their major coursework there.

Furthermore, the Program receives and analyzes student feedback data via graduate surveys when they are made available.

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

- a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

Program Degree Type	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	OCCC 5 Average	Minimum Standard	Diff
Pre-Education AS	38	26	21	12	32	25.8	5	20.8

- b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

Type	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	OCCC 5 Average	Min Standard	Difference
Pre-Education AS	517	416	459	519	490	480.2	25	455.2

4. Successful Course Completion

- a. Report the successful completion rates of all major courses in the program.

The Pre Education program is made almost entirely of General Education coursework. Thus, there is no major course data to report.

The data below indicates the success rates of all courses in the degree, however.

	2012	2013	2014	2015	2016
BIO-1114	68.4%	67.5%	66.9%	69.4%	73.8%
CHEM-1115	58.0%	59.8%	56.6%	58.4%	55.7%
COM-2213	69.5%	71.9%	72.%	71.3%	75.1%
ENGL-1113	57.7%	59.1%	62.2%	64.4%	66.2%
ENGL-1213	66.7%	68.6%	71.8%	72.1%	73.7%
ENGL-2123	68.6%	65.0%	69.3%	77.0%	83.0%
GEOG-2603	70.5%	70.0%	73.6%	72.2%	75.8%
HIST-1483	51.9%	62.0%	67.6%	66.0%	67.2%
HIST-1493	66.9%	71.1%	72.5%	73.5%	73.7%
MATH-1503	78.5%	83.0%	80.7%	80.5%	85.8%
MATH-1513	61.5%	61.4%	63.3%	67.6%	66.0%
MATH-2013	68.4%	72.2%	73.2%	73.0%	73.3%
MATH-2023	73.0%	80.6%	87.8%	65.1%	87.8%
MATH-2213	96.9%	97.1%	83.3%	84.6%	100.0%
PHYS-1014	60.4%	64.0%	70.5%	81.3%	75.0%
POLSC-1113	61.7%	64.1%	71.6%	74.6%	75.0%
SOC-1113	68.3%	62.8%	71.3%	69.6%	71.9%

- b. Report the successful completion rates of all general education courses in the program.

2012	2013	2014	2015	2016
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BIO-1114	68.4%	67.5%	66.9%	69.4%	73.8%
CHEM-1115	58.0%	59.8%	56.6%	58.4%	55.7%
COM-2213	69.5%	71.9%	72 %	71.3%	75.1%
ENGL-1113	57.7%	59.1%	62.2%	64.4%	66.2%
ENGL-1213	66.7%	68.6%	71.8%	72.1%	73.7%
ENGL-2123	68.6%	65.0%	69.3%	77.0%	83.0%
GEOG-2603	70.5%	70.0%	73.6%	72.2%	75.8%
HIST-1483	51.9%	62.0%	67.6%	66.0%	67.2%
HIST-1493	66.9%	71.1%	72.5%	73.5%	73.7%
MATH-1503	78.5%	83.0%	80.7%	80.5%	85.8%
MATH-1513	61.5%	61.4%	63.3%	67.6%	66.0%
MATH-2013	68.4%	72.2%	73.2%	73.0%	73.3%
MATH-2023	73.0%	80.6%	87.8%	65.1%	87.8%
MATH-2213	96.9%	97.1%	83.3%	84.6%	100.0%
PHYS-1014	60.4%	64.0%	70.5%	81.3%	75.0%
POLSC-1113	61.7%	64.1%	71.6%	74.6%	75.0%
SOC-1113	68.3%	62.8%	71.3%	69.6%	71.9%

c. Describe program student success initiatives.

Faculty Advisers who specialize in Pre-Education serve on special contract as advisors in the Advising Office to be available for incoming students who are interested in education degrees.

Program Faculty have created brochures about steps for successful transfer to the major transfer institutions and for how to prepare for the Oklahoma General Education test (a required test for students seeking admission into a 4-year program)

The Engl-1113 and Engl-1213 successfully went through a Title III redesign to increase the success rate of students in the courses. They join a host of other gateway classes that are part of the that are going or have gone through redesign.

d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

Students who met with the faculty advisors were given the correct information about the appropriate pathways to take when choosing a major. Formerly, students would self-declare as Pre-Education and find out toward the middle of their coursework that the degree didn't fit what they wanted to do (e.g. be a high school history teacher or work with third-grade students). However, the early contact and personal advising allowed them to see the differences between Pre-Education, secondary education and early childhood education pathways and to make better choices.

The brochures have been helpful for students who formerly didn't know about the OGET, know about how to take it, or know the requirements of 4-year schools in relation to the test and admission into their programs.

Already the success numbers for Engl-1113 are rising, which should impact the ability of students to do well on the OGET as well as to be better at teaching writing skills in their careers.

Because these success initiatives are only 2 years old, we plan to monitor the trend data related to success before determining other paths toward success. We are pragmatic in taking a long look at data before making changes, so we can determine the best way forward.

5. Other Quantitative Measures

- a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

1000 Level Courses Exclusive for the Major Number of Courses Taught

Program Degree FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Pre-Education AS 842	802	777	805	836

2000 Level Courses Exclusive for the Major Number of Courses Taught

Program Degree FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Pre-Education AS 127	119	113	115	104

All Level Courses Exclusive for the Major Number of Courses Taught

Program Degree FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Pre-Education AS 970	921	890	920	940

- b. Student credit hours by level generated in all major courses that make up the degree program for five years.

Pre-Education has no major courses; rather, the majority of the coursework are General Education courses.

- c. Direct instructional cost for the program for the review period.

Oklahoma City Community College (OCCC) 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 (LMS). We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education (GradeResults was discontinued during the assessment period). The cost of these initiatives and efforts totals \$42,196. The cost of 24-7 technology support for student and faculty support those working within the learning management system is \$70,500.00 (not including staff salaries 7:00-6:00). Students are provided support for the LMS and email usage via many online resources found on the online student resources page. They can also receive personal support for issues of increased complexity Monday- Friday 8:00 a.m.-5:00p.m.

Technology use in the classroom continues to expand to meet the needs of our students. 190 of our classrooms are equipped with permanent multimedia, additional equipment can be provided on an as needed basis to make every classroom a high-tech classroom. The cost incurred with this multiyear effort was \$1.55 Million. A classroom design committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation station, and moveable furniture. This committee's proposal was adopted and supported by the Academic Affairs' Deans and President's Cabinet. Through a multi-department effort a total of \$150,000 were spent to redesign three classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style. Faculty members are continuing to utilize student response systems, SmartBoards,

Geniusboards, interactive projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The use of iPads in the classroom is a new effort on campus and the cost thus far has only been \$50,000.00. 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, MoodleRooms. The CLT team has strategically worked to meet the needs of our 151 full-time faculty as well as the 460 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 instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

Years	2012	2013	2014	2015	2016	
Bio-1114	3616	3172	2576	3016	3368	5-year = 15748
Chem-1115	573	533	543	572	558	5-year = 2779
Com-2213	748	735	667	719	702	5-year = 3571
Engl-1113	2422	2263	2338	2559	2730	5-year = 12312
Engl-1213	2201	2058	2130	2280	2562	5-year = 11231
Engl-2123	214	156	147	184	225	5-year = 926
Geog-2603	735	666	487	601	581	5-year = 3070
Hist-1483	1021	972	985	959	1011	5-year = 4948
Hist-1493	2041	2008	1901	2016	2190	5-year = 10156
Math-1503	234	258	251	284	308	5-year = 1335
Math-1513	1418	1561	1540	1619	1729	5-year = 7867
Math-2013	391	436	429	463	442	5-year = 2161
Math-2023	46	50	36	28	36	5-year = 196
Math-2213	31	34	15	11	14	5-year = 105
Phys -1014	81	96	93	104	102	5-year = 476
POLCS-1113	2564	2397	2388	2698	2783	5-year = 12830
SOC-1113	1182	866	895	1009	1094	5-year = 5046
	2012 19518	2013 15882	2014 15489	2015 16860	2016 17909	
Five-year Combined Totals=85658						

e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

As the Pre Education program faculty span multiple divisions the following are the fulltime faculty who teach the

specialized courses in the curriculum:

Ernest Gobert, Marybeth McCauley, Dean Reusser, Dennis Anderson, Marion McCullar, Ronald Gray, Sherri Arthur, Makenna Green, Marsha Austin, Kay McIntire, George Risinger, Bruce Bailey, Betty Coleman, Daniel Bakewell, Linda Robinett, Julie Corff, Angela Cotner, Ken Harrelson, Janet Mitchell, Yongyao Zhou, Changjiang Zhu, Stephen Morrow, Markus Zindelo, Jennifer Beard, Steven Shore, Daniel Benton, Lynee Bloomberg, Carlota Hill, Christopher Oehrlein, Jennifer Smith, Kevin Eddings, Markus Smith, John Ehrhardt, Nina Smith, Brenda Breeding, Lori Farr, Randy Hopkins, Michael Snyder, Lisa Buckelew, Gwin Faulconer-Lippert, Paul Buckelew, Jon Inglett, Michael Franco, and Pamela Stout

Furthermore, we have more than 130 Adjunct Faculty who teach the coursework for the program. All have at least a Masters degree with 18 credit hours in the subject area. All adjuncts upon hire are assigned a mentor and they are assessed through a student feedback tool in an attempt to ensure they provide quality teaching.

f. If available, information about employment or advanced studies of graduates of the program over the past five years.

The program is solely a transfer program, so none of our majors go directly into employment in their field. A large number of college graduates were surveyed about attainment of their education goals. Results show that 88.6 percent were satisfied with their education and when they did go into their fields, 93.7 percent of employers were satisfied with program graduates.

g. If available, information about the success of students from this program who have transferred to another institution.

Transfer Student Performance

Type of Student	2012 GPA	2013 GPA	2014 GPA	2015 GPA	2016 GPA
UCO					
OCCC Transfer	2.9	2.8	2.9	2.9	2.9
All Undergraduates	2.8	3.0	2.9	2.9	3.0
OSU					
OCCC Transfer	3.0	3.1	3.0	3.1	3.2
All Undergraduates	3.0	3.1	3.0	3.0	3.0
OU					
OCCC Transfer	3.2	3.2	3.0	2.9	3.0
All Undergraduates	3.1	3.0	3.2	3.2	3.2

Source: UCO, OSU and OU

We have no specific information about the success of Pre-Education majors who transfer to other institutions. Although that has been a request for many years, the information requests are approved or denied by the receiving institutions. Anecdotally, we are told that transfer universities want our graduates, and institutions such as UCO and OCU are clamoring to work with us in 2+2 agreements.

6. Duplication and Demand

- a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

Since the last program review, we have had 408 students declare Pre Education as their majors. Of them an average of 32 (yearly) has graduated with the degree. This is not to say that students don't seek an education degree. Rather a number of them likely transfer degrees upon realizing they want to teach secondary education (high school) or pre-elementary (pre-school, kindergarten, etc).

- b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

Not Applicable as Pre-Education is a transfer only degree

- c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

Not Applicable as Pre-Education is a transfer only degree

- d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

Not Applicable as Pre-Education is a transfer only degree

- e. The process of program review should address meeting demands through alternative forms of delivery.

Moreover, to facilitate their success every campus and online course has a Moodle course provided to the instructor and students. Therefore, all Pre-Education students have access to and utilize the college's LMS. Along the same line, the Center for Learning and Teaching has facilitated a master course and universal design approach to develop courses which offer several options to students who cannot attend on-campus courses. Those options are online courses, and web-enhanced courses.

7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

There is no exact data about how much federal monies were awarded to Pre-Education majors though financial aid or scholarship, but it is reasonable given the students who are declared as Pre-Education that 249 students were awarded between \$1000-\$2000 apiece. If true, then the amount of federal dollars provided is \$240,000-\$498,000. Furthermore, because the students in the program are taking mostly general education classes, they would be often using the Communications Lab, Mathematics lab, Library services and computer lab, and the required laboratory equipment for their respective science classes. Furthermore, a high majority of Pre-Education students utilize the Moodle LMS for their courses and most use guided instruction through McGraw Hill and Pearson publishers such as Connect, My Math Lab, My Psychology Lab, and many others. Those fees are paid by students though materials costs and fees.

Moreover, to facilitate their success every campus and online course has a Moodle course provided to the instructor and students. Therefore, all Pre-Education students have access to and utilize the college's LMS. Along the same line, the Center for Learning and Teaching has facilitated a master course and universal design approach to develop courses which offer several options to students who cannot attend on-campus courses. Those options are online courses, and web-

enhanced courses. In addition to providing access the CLT assists faculty in their utilization of technology to enhance student learning by providing software and technology training.

Aside from technology and labs, there are more than 52 fulltime faculty who facilitate the learning for Pre-Education students. They work at a ratio of 25-1 for most courses and up to 40-1 for others (often social science or other science courses). The low ratio is helpful in ensuring teaching and learning is happening rather than lecturing and passive listening. Additionally, department faculty continues to engage in improving online and in class learning by seeking the latest research and further developing technological expertise as well as the effective implementation of collaborative learning. Since the last program review, faculty has developed several new online course offerings making course work more available to meet the needs of our student population.

When one does a cost analysis about the use of resources per student in the program, one should be pleased that so much is being allocated toward their successful achievement of their educational goals. However, there should be some concern that while so much is offered to these program students (as well as to OCCC students) the return on the investment is not higher. Annually, the financial and resource investment spent on student success (Financial Aid, Institutional Grants, lab operating and other fees, LMS support, etc) is more than \$2,674,778 (non-financial aid for all students) + \$373,500 (median financial aid award over 5 years for Pre-Education majors) (based on figures from the most current budget report and financial aid).

The monetary return on investment is a note of concern, especially when budgets are tight and we have only a five-year average of 32 students graduating in the program (total graduating is 129 however).

Approximate college resource (financial) investment (\$13,374,000 approx. 5-year total)

Approximate college headcount 18-20,000 yearly = (90,000-100,000 total 5-year headcount)

480 students in Pre Ed program (five-year average)

129 students graduated in 5 years: 32 five-year average

\$71,040 total cost paid to graduate 129 Pre Ed students in 5 years.

Overall an examination shows that all resources allocated to toward the college's mission of Student Success and Graduate success. Only more analysis and program refinement should be sought to do more with the resources that are available so that more students who choose Pre-Education earn an Associates Degree, and especially, graduate with their intended degree.

IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

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

- The degree does graduate a respectable number of students overall, which is about average the amount when compared to many OCCC degrees, but this is an area we wish to strengthen.
- Degree program faculty regularly examine and undergo best practices for teaching, online teaching training and studies related to collaborative learning, flipped classrooms and hybrid teaching styles.
- Ours is one of few programs that allow students to change between majors without losing many, if any, credits, if they determine they don't want to be teachers.
- Numbers offered by Institutional Effectiveness show that our graduates are at the same academic level or higher than natives at receiving institutions.
- The pre-ed program has many partnerships and 2-plus-2 agreements with transfer institutions.
- The program meets many of its outcomes, and almost all if only General Education artifacts are measured.
- Many of the courses making up the degree have undergone or are undergoing Title III course redesign to enhance learning and retention.
- The program works well with the GET office which provides transfer tours for Pre-Education majors.
- The program provides specific Pre-Education advisors in Advising and also provides more than 15 faculty advisors.

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

- There is a high number of students who select Pre-Education as their major but do not complete the program. In fact, about 1/3 of the students who graduate with a Humanities degree, and 11 percent who go into history, start their OCCC programs as Pre-Education.
- There is little actual data about why these students are not completing this program.
- The success data is contradictory so it is difficult to determine exactly if the program is successful.
- The course success data seems low in some areas, which could put a student at a disadvantage in passing the OGET (Oklahoma General Education Test) for teachers.
- There appears to be a lack of feedback from the Pre-Education graduates about the program.
- The program is comprised of mostly general education courses taught by general education faculty across disciplines yet there is not much communication across Divisions about how our joint efforts work toward the same goal. Thus, the program review group sees areas lacking in communication about cross-discipline program needs.
- There is a mixed level of understanding among Pre-Education advisors in English and Humanities than would be optimal. Everyone in the Division advises the program majors; however, not everyone has the same working knowledge.
- Recommendations from previous review periods have not been addressed.

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

Because of the high number of students who do not complete the program, we plan to:

- Seek connection with another national organization for Pre-Education majors to join while on campus (a campus organization) to replace the FTO.
- Examine providing teaching workshops. Since we do not have education courses specifically, develop a teaching and

learning workshop designed to help students in the pre-ed program learn about teaching itself.

- Begin a collaboration with the Professional Mentoring program to find a mentor for Pre-Education majors.
- Develop more 2+2 agreements with other schools and update them or promote them more.
- Because the data we use to assess the program is conflicted and sometimes contradictory, we plan to:
- Evaluate the program completion/success data collection -- conflicting data, so what is the best way to blend the data.
- Determine a way to assess the Pre-Education majors who have at least 30 credit hours as other programs do.
- Develop a way to connect better with our students through social media, such as a Facebook page.
- Designate a way to better communicate to all Pre-Education advisors about the program and about changes happening in relation to the profession and requirements at transfer institutions.
- Systematically work every year toward meeting these recommendations and goals.

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

- Work with advising to enhance communication and collaboration to help students understand specific information about the very different education degree options available to students, as well as the differences and the possible career options relative to each.
- Update the Academic Planning software to give more information to students about what courses to take for what degree at what college/university.
- Provide mentoring for Pre-Education Majors.
- Allow Pre-Education majors to earn community service hours by volunteering in area schools.
- Seek out and offer a university level Pre-Education related course on our campus.
- Support the development of a certificate in teaching methods.

Appendix

Program Curriculum

Program Requirements

Minimum Required Hours

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Support Courses		
Prefix & Number	Course Title	Credit Hours
MATH 1503	Contemporary Mathematics -or	
MATH 1513	College Algebra for Bus., Life Sciences & Social Sciences -or	
MATH 2013	Introduction to Statistics	3
ENGL 2123	Introduction to Literature	3
	Faculty Guided Electives	15-16
	MATH 2023, MATH 2213, GEOL 1064, PHYS 1114	
	CHEM 1115, ASTR 1514, HIST 1483/1493	
	SPAN 1115, SPAN 1225, FREN 1115, FREN 1225	
	GRMN 1115, GRMN 1225	

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL 1001	Success in College and Life	3

6/6/12