

**Eastern Oklahoma State College
Pre-Elementary Education
Program Review Summary
April 2019**

3.7 Academic Program Review

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

The mission of Eastern Oklahoma State College is to provide high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected, ever-changing world. Eastern Oklahoma State College will be a recognized as a model institution and leader in academic quality and cultural enrichment, promoting student success, collaborative learning, creative and forward thinking, and community responsiveness. The core values of Eastern Oklahoma State College is that through personalized education we believe in providing individualized services leading our students to achieve their academic goals in a welcoming and safe environment, and we will provide support to students in and out of the classroom so that they receive a full college experience with diverse opportunities. Another core value is community and civic engagement, so we believe that educated citizens are necessary for a healthy, democratic society, and that free and open expression and an appreciation for diversity are cornerstones of higher education, and we believe in economic and environmental sustainability and the importance of enriching the intellectual, artistic, economic, and social resources of our communities. We at Eastern Oklahoma State College also believe in the inherent value of intellectual pursuit for both personal and professional growth, as well as the need to prepare students for 21st century professions, and that a knowledge-centered institution is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

- Students will need a 2.5 GPA to be admitted into an accredited Education program
- Students’ grades in each required and recommended elective will be part of the measurements, as well as demonstrated writing and research ability as shown on papers and projects.
- Each student is required to meet the state required 4 X 12 program (12 hours of Language Arts, 12 hours of Science, 12 hours of Mathematics, and 12 hours of Behavioral and Social Sciences), while maintaining a “C” average.

A. Centrality of the Program to the Institution’s Mission: *(Institution’s response/rationale should follow each criteria of this policy; (Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each standard.)*

The A.A. in Pre-Elementary Education is designed to outline the freshman and sophomore years of study for students who plan to transfer to a university to seek a degree in teacher education with certification for Pre–K through grade six. The requirements are set for this major by the Oklahoma Regents for Higher Education. The student who completes this program at Eastern with a 2.5 GPA or better may expect to be admitted to teacher training programs at regional or comprehensive universities.

Important note: Certain sophomore–level courses in teacher education must be offered by a university with a teacher certification program and not by a two–year college. The student should consult an advisor about opportunities to take these courses while at Eastern from a four year university.

Special Notes for Elementary Education:

Preparation for Student Teaching:

In order to be prepared to enter student teaching immediately upon completion of the A.A., students are strongly advised to consider taking the appropriate teacher education (EDUC) courses from a university while they are still enrolled at Eastern. This will include Foundations of Education and a field experience course at all universities and one other supporting course that may vary by university. The courses can be arranged through other universities. Students should consult an advisor for details.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

The primary goals and objectives of the Pre-Elementary Education (A.A.) program is to provide an enhanced two-year curriculum which will build a strong academic base in reading, writing, speaking, math, science, social science, humanities, and critical thinking skills. Students successfully completing the Pre-Elementary Education Program at Eastern should have a high competency level in the following areas upon completion of the Associate of Arts Degree:

- **Communication:** Students will employ effective written and oral communication skills in order to convey clear and organized information to target audiences.
- **Critical Thinking:** Students will practice analytical and evaluative thinking with a view toward continuous improvement.
- **Information & Technology Literacy:** Students will legally and ethically retrieve and utilize information competently using critical evaluation and discipline-appropriate technology to meet a variety of professional and personal needs.
- **Quantitative & Scientific Reasoning:** Students will apply appropriate mathematical and scientific concepts and processes in order to interpret data and solve problems based on verifiable evidence.
- **Culture, Global Awareness, and Social Responsibility:** Students will recognize the beliefs, behaviors, and values of diverse cultures from a global perspective. Students will recognize the value of meaningful civic and scholarly activities.

B.2. Quality Indicators (including Higher Learning Commission issues):

- Students will need a 2.5 GPA to be admitted into an accredited Education program
- General Education assessments: Communication, Critical Thinking, Information & Technology Literacy, Quantitative & Scientific Reasoning, and Culture, Global Awareness and Social Responsibility

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2014-2015	47	4
2015-2016	36	3
2016-2017	34	2
2017-2018	22	1
2018-2019	7	Not available

B.4. Other Quantitative Measures:

b.4.a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

The Pre-Elementary Education program is very similar to the General Studies (A.A.) program with two courses which are exclusive (see below).

The only courses exclusive to the Pre-Elementary Education program are MATH 2213, Finite Mathematics; and MATH 2223, Geometry for Elementary Education.

b.4.b. Student credit hours by level generated in all major courses that make up the degree program for five years:

As few courses (other than the two listed above) are exclusive to the Elementary Education degree program, it is not possible to track credit hours in program-required courses for these majors.

b.4.c. Direct instructional costs for the program for the review period:

N/A—all courses contribute to the general education core for all other degree programs as well.

b.4.d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

All 48 hours in the 4 X 12 program are all part of the general education component.

b.4.e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
Coursework for the elementary education degree is supported in four of the six academic divisions as these courses serve as general education electives as well.	Faculty who teach in the six divisions supporting general education have master's degrees and some have bachelor's degrees (working toward a master's degree).	All faculty have appropriate credentials either with a master's degree in the teaching field or a master's degree in a related field with 18 graduate-level credit hours in the teaching field. Five faculty members have PhDs.

- b.4.f.** If available, information about employment or advanced studies of graduates of the program over the past five years:

The Pre-Elementary Education degree is intended for transfer so graduates of the Associate in Arts Degree in Pre-Elementary Education are not tracked for employment; however, according to the U.S. Bureau of Labor Statistics, elementary education teachers with a bachelor's degree can earn a median salary of \$35,000 to \$54,999, and long-range projections suggest 50,000 or more new/replacement jobs will be created in the field within the next ten years.

- b.4.g.** If available, information about the success of students from this program who have transferred to another institution:

This information is not available.

B.5. Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

With the student demand and labor market projected for elementary education teachers, the program serves a need within the region with no unnecessary duplication.

- b.5a.** Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

There has been a decrease in both the headcount and number of graduates. Since the program closely parallels the General Studies program, the largest degree program at Eastern, many students opt to enroll in it instead.

- b.5b.** Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Each year through the Department of Education in Oklahoma over 2000 new teachers are placed throughout the state.

- b.5c.** Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

N/A

b5d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Teaching is one of the greatest contributions that a person can make to his or her community and state. Teaching takes a lot of sacrifice, motivation, and dedicated hours with minimal monetary compensation.

b5e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

Eastern Oklahoma State College offers a majority of classes during the day, but also offers online classes and evening courses for the non-traditional student.

B.6. Effective Use of Resources:

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.

Financial support – The primary source of funding for this program is through state appropriations and tuition/fees.

Library collection – The Easter library contains a very adequate permanent collection of resource materials to support the study and research of Pre-Elementary Education majors. The librarian has been very supportive and proactive in making regular additions to the collection. A further resource in the library is the access to national databases in support of the program. In addition, the library subscribes to a number of periodicals of special interest and value to the students within the program.

Equipment – The addition of smartboards, interactive television equipment, laptop computers, and distance learning (Zoom) software has greatly enhanced the engagement of student learning.

Support Services – Services include custodial, physical plant, campus security, food service, bookstore, business office, counselors, financial aid, public information, office of prospective students, student services, academic affairs, audio-visual services, and the office of the president.

Technology- The program uses various areas of technology. We use multi-media presentations to supplement classroom instruction. We also use online supported instruction. We offer several courses by interactive television between three Eastern campuses and a multitude of high schools in our local area.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Continue to have yearly meetings with the regional universities to keep our degree plan current for transfer purposes.	Implement each spring semester	Spring 2020
Train faculty and counselors on each campus to increase the number of Elementary Education advisors.	Have faculty and counselors train with established elementary education advisors during the fall enrollment period	Fall 2019
Work with Colleges of Education to offer beginning education courses vis distance learning.	Schedule meetings with each institution to craft an agreement or memorandum of understanding of course offerings and schedules	Spring 2020
Dedicated budget line item to update recruiting pamphlets, teaching resources for the classroom, faculty development, end-of-program survey instrument	Summer 2019 – develop a budget for Pre-Elementary Education with faculty and administration.	Fall 2019

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	25%	25%	25%
Reorganize program	Organize a committee of 5-6 faculty and counselors to look at updating recruiting pamphlets, scheduling school visits, hosting a facebook page, etc.	Eastern Oklahoma State College	All campuses

Department/
Program Head _____
(Signature)

Date _____

Dean _____
(Signature)

Date _____