Northern Oklahoma College
Associate of Arts in Elementary Education (021)
June 2018 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 Northern Oklahoma College, the State's oldest community college, is a multi-campus, land-grant institution that provides 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.
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> The core values of Northern Oklahoma College are 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.
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> We at Northern Oklahoma 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 the 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.
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> The alignment of the Associate of Arts degree in Education (Elementary Option) with the institutional mission is discussed below.

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:

For all degree programs, NOC evaluates general education and program learning outcomes each year. Program objectives and outcomes for the A.A. in Education (Elementary Option) are reviewed annually through embedded assessments in program courses. The last full program review for the program occurred in 2013. The 2013 review noted that we do not have faculty designated as "Elementary Education Faculty" as NOC does not offer courses designated with an EDUC prefix. NOC does participate in 2 + 2 articulation meetings with partner institutions to ensure students are guided on the best pathway for transfer.

Since the last review, the following changes have been made to improve retention and graduation rates:

- In 2015-2016, all degree programs were reviewed to reduce required hours as close as possible to the 60 hours needed for an associate degree. As a result, the Curriculum Committee voted to remove the requirement for two physical education activity hours that had been required for all NOC degrees but were not transferrable. Health and Wellness and First Aid classes were encouraged as replacements; both of these courses are listed on Elementary Education degree sheets for most partner transfer institutions.

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

The Elementary Education degree at Northern Oklahoma College is a transfer degree that prepares students for teacher education programs and gives students the opportunity to have and create life-changing experiences for themselves and the students that they will eventually teach in their communities in a connected, ever changing world.

B. Vitality of the Program:
B.1.Program Objectives and Goals:

At the completion of an AA degree in Elementary Education, the graduate will be able to:
- Appraise reading and communications through the use of critical thinking skills.
- Evaluate communication skills that include but are not limited to effective organization of writing, effective sentences in communications, and standard conventions of formal written English usage in the United States.
- Select mathematical critical thinking skills that involve data interpretation and analysis, patterns and problem solving, and applied problems using a combination of mathematical skills.
- Evaluate mathematical computation skills that include solving word problems involving integers, fractions, decimals, and units of measurement; graphing and solving algebraic equations; and problem solving with geometric figures.
- Appraise and analyze major scientific principles, comparing visual and performing from different periods and cultures, critiquing literature from different periods and cultures, and evaluating major historical, political, and social developments that have shaped United States history and culture.

- Prepare an organized, developed composition in edited English in response to instructions regarding content, purpose and audience.

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

- Students are required to have 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 Social Sciences), while maintaining a "C" average.

B.3 Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count/Graduates				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Elementary Education	139/41	155/38	172/43	170/38	137/33

Note: Numbers include reverse transfer.

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

There are no classes that are exclusive to Elementary Education; however, students are directed into the general education electives that will best meet the 4 by 12 requirements. Articulation agreements with partner institutions also guide advisement for electives, such as First Aid and Health, Education, and Wellness.

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

While the program courses recommended for the Elementary Education degree program are not exclusive to that degree, three math courses are offered because of the degree and few students take these courses as electives if they are not education majors. Those courses are noted below with credit hour production.

Course Number	Course Name	Hours Generated				
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
MATH 1233	Probability & Stat	51	36	42	18	18
MATH 2233	Elementary Math Structures	81	39	45	42	48
MATH 2243	Geometric Structures	78	54	54	24	24
Total		**210**	**129**	**141**	**84**	**90**

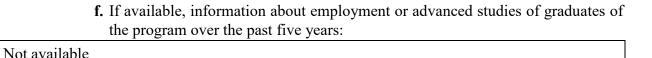**c.** Direct instructional costs for the program for the review period:

N/A—all courses offered for the Elementary Education degree also contribute to the general education core for all other degree programs. Courses listed in the 4 X 12 are taught by faculty designated as science, math, English, and social science faculty, and all classes are open to other majors enrolling. Excluding faculty who teach only program courses in other disciplines (e.g. Accounting, Criminal Justice, Digital Media, Nursing), NOC has 79 full-time faculty who teach some general education coursework. The average salary for these faculty members is $48,702. With fringe benefits added (at approximately $21,916) and an expected teaching load of 30 credit hours per year, each 3 credit hour course costs $7,062 to offer.

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.

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 7 of the 8 academic divisions as these courses serve as general education electives as well.	Of the 79 fte faculty who teach in the 7 divisions supporting general education, all have master's degrees and a minimum of 18 graduate credit hours in their teaching fields.	

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

Not available

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

While NOC has requested transfer data from partner institutions, we have been unable to get this information broken out by major. Our MOU with OSU has yielded the most data, including reports that NOC students graduate at a significantly higher rate than other transfer students (e.g. 72.7% vs. 57.8% in the 2010-2011 cohort).

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.

B.5. Duplication and Demand Issues:

Address Duplication:

NOC serves regions in the areas of Garfield, Kay, and Payne counties. In our partnership with Oklahoma State University, our targeted mission is to serve those students inadmissible to Oklahoma State, avoiding duplication of efforts.

Address Demand:

Elementary education is one of the top 4 enrolled majors at NOC.

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

According to the Oklahoma Employment Security Commission website on labor market and occupational trends, the ten-year outlook for elementary education teachers reflects a 7.4% increase with 1,280 projected openings.

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

Labor market information supports that there will be a growing need for education majors, particularly if Oklahoma continues to be outpaced by other states on starting salaries. With a bachelor's degree, an elementary education instructor can anticipate an average salary of $38,420.

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

N/A

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

As educators prepare all students for the workforce, the benefit of well-prepared education majors is immeasurable. An educated workforce also contributes to drawing new businesses to a community.

B.5.e. 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:

All courses for the elementary education degree can be taken through interactive television and/or distance education to ensure access at all NOC locations. The math education courses are not currently offered online; however, all other required general education courses are, and if students complete their general education math requirement, they can opt to take the other math education courses at the bachelor-granting institution to complete an elementary ed. associate degree entirely online.

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.

General education courses are shared across the NOC locations to ensure access and that classes with lower enrollment are still allowed to be offered through the combined enrollment. Students at all locations have access to library collections through electronic search tools. Computer labs are maintained for all majors. The instructional designer has an institution-wide role, offering support to faculty at all NOC locations, and support services for students are offered at all sites with electronic access ensuring efficiency in shared resources (e.g. Tutor.com, online tools for "Ask an Advisor," "Ask a Financial Advisor," and "Ask a Librarian."

*Low Producing Program Reviews follow a different format and template.

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
No changes are recommended for the program at this time although retention and graduation rates will continue to be monitored for all majors.		

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Maintain program at current level			Continue to review retention and graduation rates per major.

Department/Program Head___(Interdisiplinary)_____

VPAA_____Date_____
         (Signature)