Northern Oklahoma College
Elementary Education 021

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.

Northern Oklahoma 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 Northern Oklahoma 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 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.

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 Social Sciences), while maintaining a "C" average.
- The number of graduates (176) that went on to a 4-year institution is 143.

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

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.

    The Elementary Education degree at Northern Oklahoma College is a transfer degree that prepares students for teacher education programs and gives the 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.
- Appraising and analyzing 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.
- Preparing 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 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.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2007-2008	184 (168)	37
2008-2009	154 (80)	51
2009-2010	185 (127)	30
2010-2011	184 (126)	49
2011-2012	171 (109)	34
	*Unduplicated head count in parentheses	

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.

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

As no courses are exclusive to the Elementary Education degree program, it is not possible to track credit hours in program-required courses for these majors.

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.

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 83 fte faculty who teach in the 7 divisions supporting general education, 80 have master's degrees and 3 have bachelor's degrees.	

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

The Elementary Education degree is intended for transfer so graduates of the Associate in Arts Degree in 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

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

Out of the 610 unduplicated majors in the last 5 years, 201 have graduated.

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:

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

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

The Elementary Education major is the third largest major at Northern Oklahoma College. In 2008-2012, 610 chose to major in Elementary Education.

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:

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

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:

Teaching is one of the biggest contributions that a person can make to their community and state. Teaching takes a lot of hours with small monetary compensation.

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:

We offer a majority of our classes during the day, but also offer 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.

At this time, we do not have anyone that is designated as "Elementary Education Faculty," but we do have advisors on all three campuses that specialize in advising Elementary Education Students.

*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
Continue to have yearly meetings with the regional universities to keep our degree current.	Implement each spring semester	Spring 2014
Train other faculty on each campus to increase the number of Elementary Education advisors.	Have one faculty member train with the elementary advisors during the fall enrollment period.	Spring 2014

Summary of Recommendations:

	Department	School/College	Institutional

Possible Recommendations:			
Expand program (# of students)	10%	10%	10%