

Academic Program Review Summary Pre Education (#054)

Rose State College

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I. Rose State College Mission

As a public and open admission institution that grants associate degrees, Rose State College provides higher education programs and services intended to foster lifelong learning for a diverse population.

II. Centrality to Institutional Mission

One of the curricular functions of Rose State College is to prepare students for academic transfer. The Pre-Education Associate in Arts degree contributes to the College's stated mission in its ability to provide students with the necessary skills and knowledge for successful transfer and advanced study at four-year institutions.

III. Program Objectives and Goals

The Pre-Education Associate in Arts (AA) degree requires 62 credit hours and provides a foundation of general education coursework necessary for transfer into a teacher education program at a four-year college or university. The Oklahoma State Regents for Higher Education (OSRHE) requires that students seeking certification in Elementary Education, Special Education, or Early Childhood Education complete 12 credit hours across four of the following subject areas: mathematics, science, language arts, and social studies – commonly referred to as the “4x12 requirement.” Additionally, the general education focus of the degree prepares students to take the Oklahoma General Education Test (OGET), which is necessary for admission to a Teacher Education Program at a four-year institution.

IV. Quality Indicators

The *Higher Learning Commission Resource Guide*, April 2019, included a compiled list of standards and indicators of institutional quality. Specifically, the Pre-Education degree aligns with HLC's Criterion Three: *Teaching and Learning: Quality, Resources, and Support*, and Criterion Four: *Teaching and Learning – Evaluation and Improvement*, as indicated below:

- I. Criterion Three: *Teaching and Learning: Quality, Resources, and Support*
 - a) The institution's degree programs are appropriate to higher education.
 - i. The degree provides a foundation of general education coursework necessary for transfer into a Teacher Education program (Elementary Education, Special Education, or Early Childhood Education) at a four-year college or university.
 - b) The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
 - i. The general education requirements at Rose State College consist of designated courses which, as a total group, focus on emotional, intellectual, physical, and social aspects of learning and development. These courses are intended to provide a base from which a student may function efficiently in a contemporary, multicultural environment.
 - c) As part of the Oklahoma State System for Higher Education, Rose State College includes a general education component in all its degree programs in agreement

with and in support of the philosophy of general education expressed in the following policy from the Oklahoma State Regents for Higher Education:

- ii. General education, with its foundation in the liberal arts and the implementation of new disciplines not traditionally associated with liberal studies, seeks to provide the college student of today with an education (beyond the foundation stage attained in elementary and secondary school) which moves the individual beyond a narrow self-orientation into a position of grasping educational knowledge and experience that is significant for the individual to function adequately in his or her relationship to the larger community.
 - d) The institution has the faculty and staff needed for effective, high-quality programs and student services.
 - i. The Social Sciences Division ensures that quality full-time and adjunct faculty members are retained to teach the General Education courses that encompass much of this degree program's substance.
 - ii. All full-time and adjunct faculty members in the Social Sciences Division hold at least a master's degree in their field, usually with additional practical experience or teaching experiences across various domains and modalities.
- II. Criterion Four: Teaching and Learning – Evaluation and Improvement
- a) The institution demonstrates responsibility for the quality of its educational programs.
 - i. Institutional and Division policies provide faculty with the tools of instruction, guidance, feedback, and assessment materials designed to enhance the quality of courses offered and instructional practices.
 - ii. The annual evaluation of full-time and adjunct faculty by administrators and colleagues improves the effectiveness of educational programs at Rose State College.
 - b) The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
 - i. RSC maintains a vigilant watch of all faculty, curriculum, and the health of its programs. Annual personnel evaluations, peer evaluations, and student evaluations provide faculty with consistent feedback on their classroom performance. Social Sciences requires that Division Course Syllabi be kept up to date and available to all faculty in order to standardize and streamline course preparation. Additionally, programs meet at least once per semester to assess data given to them by RSC related to enrollment, completion rates, and majors. That leads to dialogue among colleagues as to how programs might be strengthened.
 - ii. The data gleaned from these processes is transmitted to various college committees, such as the RSC Assessment Committee and the RSC Planning Committee, to aid in developing and strengthening academic and co-curricular programs on campus.

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

a. From the 2013-14 Program Review:

- i. "Present challenges include those that are common to community colleges in general, such as student retention and persistence, and graduation rates."
 1. Attempts to increase the number of Pre-Education majors and transfer them to four-year institutions remains an ongoing process. Generally, the Division has worked diligently to recruit students at campus events designed for high school juniors and seniors. Also, program literature has been augmented and made available to campus liaisons who travel to Oklahoma school districts for student informational sessions. Finally, relationships between Division administrators and recruiters from area universities has led to a significant increase in recruiting visits by them to RSC.
- ii. "A challenge specific to the Pre-Education degree is that students do not follow a specific course sequence, and since there are no major specific courses, students may feel less connected to their major."
 1. Division administrators and academic advisors continually reach out to four-year institutions in an effort to assess what courses RSC offers that would benefit students transferring in the Elementary Education, Special Education, and/or Early Childhood Education emphases. This led to clear "Transfer Tracks" to many universities that are included on degree sheets and program informational bulletins that students use to enroll and track their academic progress while attending RSC.
 2. This challenge has also been addressed through other, intentional activities to support Pre-Education majors, such as the revival of the TEACH club, Division information sessions offered by four-year recruiters, and RSC-sponsored campus tours to frequent transfer destinations.
- iii. "A major concern for Pre-Education majors is that the current Oklahoma employment market for Elementary Education majors is saturated. However, this could change in the near future with the number of projected retirements."
 1. Statewide teacher shortages continued unabated from the time of the last program review, which has resulted in continued demand for teachers. Rose State College provides students cost-effective means to complete general education coursework necessary to transfer to a teacher education program.
- iv. "Rose State College administrators must continue working with the administration of transfer schools to ensure articulation of all transfer credits. This is especially a concern for Pre-Education majors."
 1. Particularly for a degree such as Pre-Education, which is designed specifically for transfer, relationships and communication between

Rose State College and receiving institutions are vital for articulation agreements and enhanced transfer support. The addition of faculty members in Education programs has expanded the relationships and communications between Rose State College and four-year institutions.

- v. “The inability of two-year colleges to teach education courses puts education majors at a disadvantage since they don’t receive information on the educational environment that is necessary to make career choices.”
 - 1. This is still a challenge, as state accreditation regulations prevent two-year colleges from providing teacher education courses. However, increased relationships and discussion with four-year institutions may result in four-year institutions offering teacher education courses on Rose State College’s campus, thereby providing students an opportunity to complete some major requirements on the Rose State College campus.

C) Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

- a. Due to accreditation regulations, Rose State College does not offer Teacher Education courses; however, the Science and Math Division offers three MATH courses designed specifically for education majors.
 - i. **MATH 2013 Structures of Math:** An introduction to the structure, operations and properties of number systems, including ordering and rudimentary number theory through the set of real numbers. The course is specifically designed to help prospective teachers gain an understanding of the underlying concepts of elementary mathematics and teaching strategies.
 - ii. **MATH 2023 Foundations of Geometry and Measurement:** An introduction to geometry and measurement fundamentals including shapes, congruence, similarity, geometric transformations and problem solving. The course is designed to give prospective elementary teachers an understanding of the basic mathematical concepts, and also an understanding of the teaching strategies used with elementary students.
 - iii. **MATH 2033 Analysis of Data and Chance:** This course is an introduction to the theory of statistics and its applications including graphical representation of data, descriptive statistics, basic probability, binomial and normal distributions, the distribution of the sampling mean, confidence intervals, hypothesis testing, regression, and correlation. Statistical applications in the field of education will be emphasized.

b. Five-year enrollments for specialized MATH courses

	2015	2016	2017	2018	2019	Totals
MATH 2013: Structures of Math	3 sections 46 students	3 sections, 45 students	3 sections, 33 students	2 sections, 16 students	3 sections, 34 students	14 sections 174 students
MATH 2023: Foundations of Geometry and Measurement	2 sections 26 students	2 sections 25 students	2 sections 30 students	2 sections 17 students	2 sections 35 students	10 sections 133 students
MATH 2033: Analysis of Data and Chance	1 section 9 students	2 sections 25 students	2 sections 24 students	2 sections 15 students	2 sections 21 students	9 sections 94 students

D) Direct instructional costs for the program for the review period

- a. Curricular requirements for the degree are comprised of general education courses already in the College's course inventory. As such, these programs are cost-effective since they require little additional expense in human resources, equipment, or facilities.

E) Productivity for Most Recent 5 Years – Majors and Graduates

	2015	2016	2017	2018	2019	Totals
Number of majors enrolled	150	143	143	142	137	715
Number of Graduates	16	19	22	6	11	74
Transferred to 4-year institution						654 of 715 majors located in Clearinghouse. 287 of 654 transferred, which was 43% of the majors. Almost 82% of transferred majors graduated from transfer school.

F) A roster of faculty members, faculty credentials and faculty credential institution(s).

Rebecca Burkala, Math Professor MA, University of Montana Courses taught: MATH 2013, MATH 2033
Joetta Gatliff, Professor of Family Services & Child Development M.Ed., Lesley University BA, Central Washington University Courses taught: EDUC 1103, ORI 1101
Kristin Hommel-Miller, Professor of Family Services & Child Development MBA, Oklahoma City University Courses taught: EDUC 1103
Linda Tucker, Math Professor M.S., Texas Woman's University Courses taught: MATH 2023

G) Duplication and Demand

- a. **Duplication:** N/A
- b. **Demand:** Statewide teacher shortages result in continued demand for teachers. Rose State College provides cost-effective means for students to complete general education coursework necessary to transfer to a teacher education program.

H) Strengths and Weaknesses

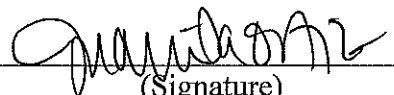
- a. *Strengths:* Access and affordability make community colleges an attractive and viable educational option for many students. In addition, curricular requirements for the education degree are in alignment with requirements at four-year institutions, thus preparing students for transfer. Statewide teacher shortages result in continued demand for teachers and Rose State College provides students cost-effective means for completing necessary coursework to transfer to a teacher education program. Relationships and communication between Rose State College and receiving institutions result in opportunities for articulation agreements and enhanced transfer support.
- b. *Weaknesses:* Present challenges include not having the ability to offer educational theory or practical classes for the RSC Pre-Education program, which precludes graduates from developing relationships with school districts and community educators at an earlier juncture of their educational journey. This challenge is not likely to evaporate in the future, as state accreditation policies preclude community colleges from offering such courses. A potential remedy might be expanding the existing partnerships between RSC and four-year institutions to offer some education classes at RSC, providing our students with the ability to earn major credits while still enrolled here. Additionally, these contacts would streamline student transfers and raise the visibility of the RSC Pre-Education program.

I) Institutional Program Recommendations

Recommendations	Implementation Plan	Target Date
Expand program	<p>Work with Student Services to recruit potential students from local school districts.</p> <p>Increase awareness of the program in the community.</p> <p>Continue to cultivate relationships and establish articulation agreements with transfer institutions.</p> <p>Communicate with students about transfer articulation agreements between Rose and four-year institutions.</p> <p>Explore the possibility for universities to offer professional education classes on Rose State College campus to introduce the student to the field of education.</p> <p>Develop opportunities for students in pre-service degrees to gain experience working with school-age students through tutoring and mentoring in local school districts.</p> <p>Develop OGET preparation workshop to prepare students for the exam.</p>	Ongoing
Increase number of graduates	<p>Work closely with students to provide advisement, mentoring, and transfer assistance and encourage completion of Associate Degree prior to transfer.</p> <p>Increase campus and community presence of TEACH club activities and membership to cultivate a sense of community among students and expose students to opportunities related to their intended field.</p>	Ongoing

Department/
Program Head 
(Signature)

Date 1-30-2020

Dean 
(Signature)

Date 1/30/2020