



# Academic Program Review Report

Elementary Education, B.S.

2018-2019

# Executive Summary

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| <p><b>Institution Name:</b> Oklahoma Panhandle State University</p> <p><b>Program Name and State Regents Code:</b> Elementary Education BS 009</p> <p><b>Date of Review:</b> November 6, 2018                      <b>Recommended Date of Next Review:</b> Fall 2023</p>  |   |
| <p><b>Centrality to Institutional Mission:</b></p> <p>The program of Elementary Education follows the Oklahoma Panhandle State University mission of “Rooted in “Progress through Knowledge,” OPSU is committed to promoting excellence in the preparation of students for success in a global community.” This is done through its goals, which align to the primary points of “progress through knowledge... in a global community” with a focus on oral and written communication, analytical and quantitative reasoning, and social responsibility and cultural awareness.</p>  |   |
| <p><b>Program Objectives and Goals:</b></p> <p>Goal 1: Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages</p> <p>Student Learning Objectives:</p> <ol style="list-style-type: none"> <li>1) Students will be able to demonstrate an ability to communicate effectively in a written form.</li> <li>2) Students will be able to demonstrate an ability to communicate effectively in an oral form.</li> <li>3) Students will be able to demonstrate an ability to communicate effectively in a professional written form.</li> </ol> <p>Goal 2: Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information</p> <p>Student Learning Objectives:</p> <ol style="list-style-type: none"> <li>1) Students will be able to demonstrate and apply Analytical and Quantitative Reasoning: by analyzing, assimilation, and applying information.</li> </ol> <p>Goal 3: Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community</p> <p>Student Learning Objectives:</p> <ol style="list-style-type: none"> <li>1) The students will be able to demonstrate Social Responsibility and Cultural Awareness by being aware and an active participant in the global, dynamic community.</li> </ol> |   |
| <p><b>Quality Indicators:</b></p>   | <p>Student benchmarks were met in 83% of student learning objectives at the time of the Program Review. The other 17% of student learning objectives have been revised to include opportunities for workshops for students to improve their benchmark completion.</p> <p>Student Evaluations show high rated professors and a highly satisfied quality of information learned.</p> <p>Learning environments for the student are becoming more effective. Faculty in the department participated in a campus wide evaluation of the learning management system; the digital learning space of D2L was reevaluated Summer 2018 and found to still be a great fit for our students and their learning.</p> <p>The Elementary Education program is externally accredited by CAEP and is up to date with OEQA.</p> |
| <p><b>Productivity for Most Recent 5 Years:</b></p>   | <p><b>Number of Degrees:</b> 44, average: 8.8</p> <p><b>Number of Majors:</b> 261, average: 52.2</p>  |

|  |   |                |                |  |                |
|--|---|----------------|----------------|--|----------------|
| <b>Other Quantitative Measures:</b>        | Number of Courses for Major: 19<br>Student Credit Hours in Major: 64<br>2017/2018 Direct Instructional Costs: \$323,240   |                |                |  |                |
|  | Faculty Member  | Credential     |                | Institution  |                |
|  | Barbara Mallard   | MEd            |                | Northeastern State University  |                |
|  | Jerry Mihelic   | EdD            |                | Oral Roberts University  |                |
|  | Teri Mora   | MEd            |                | University of Central Oklahoma   |                |
|  | Shelley Worm  | MA             |                | Adams State College  |                |
|  | Cheng-Hsien Wu  | PhD            |                | West Virginia University   |                |
|  | Number of FTE faculty in specialized courses: 3   |                |                |  |                |
|  |   | Year 1 (14/15) | Year 2 (15/16) | Year 3 (16/17)   | Year 4 (17/18) |
|  | Employed (if known)   | 8              | 5              | 12   | 11             |
| Licensed (if known)<br>Includes KS, OK, TX | 8   | 5              | 12             | 10 ** One graduate employed as long-term sub. Does not require license |                |
| <b>Duplication and Demand</b>              | Elementary Education is one of the top 100 most critical occupations according to Oklahoma Works<br>The closest university with a comparable program is Northwestern Oklahoma State University.   |                |                |  |                |
| <b>Effective Use of Resources</b>          | 2017/2018 Cost to operate program per student credit hour: \$269.34<br>Faculty/student ratio for 2017/2018: 1/7.4   |                |                |  |                |
| <b>Strengths and Weaknesses</b>            | Strengths include highly qualified instructors, all instructors including adjunct have 18 graduate hours or more in education, National and State Accreditation renewed on April 2017, nationally recognized ACEI program (Elementary Education) Fall 2014, and record enrollment increase.<br>Weaknesses include need for another full time faculty member if program continues to grow. |                |                |  |                |
| <b>Recommendations</b>                     | Maintain at current level<br>If program continues to grow due to new scholarship opportunities, hire new faculty.   |                |                |  |                |

# Analysis and Assessment



## PROGRAM REVIEW

**Program:** Elementary Education, B.S.

**Mission:** Because of the diversity and variance of American society today, the School of Education believes it is important that teacher candidates receive a general education background that will help prepare them to live, work, and thrive as professional educators within the myriad of global classroom challenges. The School of Education further believes that the professional education curriculum should produce discriminating and efficient professional educators capable of understanding and maintaining excellence, integrity, inclusion, service, and sustainability in the global community in which they live.

### **Last Cycle's Goals and Learning Objectives:**

| <b>Goal 1- Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.</b>    |   |  |   |
|--|---|--|---|
| <b>Student Learning Outcome(s)</b>   | <b>Courses where Assessed</b>   | <b>Results</b>                         | <b>Changes Made</b>   |
| 1. Students will be able to demonstrate an ability to communicate effectively in a written form.                       | Not assessed in a course- Licensure Test: OGET score on constructive response section                             | No, the benchmark was not met.         | Provide a workshop for students regarding how to write to a constructive response question. Form sub groups for analysis for students taking Comp here or at another school. Look at constructive response scores on other certification test. Ordered study material for available for student checkout. |
| 2. Students will be able to demonstrate an ability to communicate effectively in an oral form. (Presentation Projects) | EDUC 4323<br>EDUC 3333<br>EDUC 4313   | Yes, benchmark was met in all classes. | Department discussion regarding which measures to keep and new measures to add reflected in proposed student learning outcomes for next cycle.  |
| 3. Students will be able to demonstrate an ability to communicate effectively in a professional written form.          | Research Paper Grade in EDUC 4313 scored with a rubric<br>Reading Autobiography in EDUC 3313 scored with a rubric | Yes, benchmark was met in all classes. | Department discussion regarding which measures to keep and new measures to add reflected in proposed student learning outcomes for next cycle.  |

| <b>Goal 2- Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.</b>          |  |                         |  |
|--|--|-------------------------|--|
| <b>Student Learning Outcome(s)</b>   | <b>Courses where Assessed</b>  | <b>Results</b>          | <b>Changes Made</b>  |
| 1. Students will be able to demonstrate and apply Analytical and Quantitative Reasoning: by analyzing, assimilating, and applying information. | Case Study assignment in EDUC 3253 score with a rubric<br>Test Score Analysis assignment in EDUC 4433 score with a rubric<br>Not assessed in course- Department Assessment:<br>overall score of 2 on a 3-point rubric for the Teacher Work Sample Report | Yes, benchmark was met. | Department discussion regarding which measures to keep and new measures to add reflected in proposed student learning outcomes for next cycle. |

| <b>Goal 3- Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.</b>                                  |   |  |  |
|--|---|--|--|
| <b>Student Learning Outcome(s)</b>   | <b>Courses where Assessed</b>   | <b>Results</b>   | <b>Changes Made</b>  |
| 1. The students will be able to demonstrate Social Responsibility and Cultural Awareness by being aware and an active participant in the global, dynamic community | Lesson Plan in EDUC 4323 integrating the Global community<br>Overall Grade in EDUC 3223<br>Education of the Exceptional Child<br>Overall Grade in EDUC 2233<br>Diversity in Education | Yes, Benchmark was met but concern regarding overall grade % in EDUC 2233. | Inform advisors that this is an unrestricted education class and not recommended for humanities. For students taking class as humanities, adjust assignments for the students' major. Research for any pre and post diversity rating scales. Department discussion regarding which measures to keep and new measures to add reflected in proposed student learning outcomes for next cycle |

### Data Trends

|  | Year 1 | Year 2 | Year 3 | Year 4   |
|--|--------|--------|--------|--|
| <b>Enrolled</b>                                    | 65     | 60     | 50     | 57   |
| <b>Graduated</b>                                   | 8      | 5      | 12     | 11   |
| <b>Employed (if known)</b>                         | 8      | 5      | 12     | 11   |
| <b>Licensed (if known)<br/>Includes KS, OK, TX</b> | 8      | 5      | 12     | 10 ** One graduate employed as long-term sub. Does not require license |

### Critical Thinking Questions:

1. What are the strengths and opportunities of the program?  
**Strengths of the program include**  
**A) Highly qualified instructors, all instructors including adjunct have 18 graduate hours or more in education.**  
**B) Program has small class sizes.**  
**C) Personal contact with student from department advisors and instructors.**  
**D) Instructors committed to student success.**
2. What are the weaknesses of the program?  
**A) Need for another full time faculty member if program continues to grow. The program is increasing in number and depth in working with traditional and alternative certification. This has increased faculty loads in advising, teaching, and department assessments for national and state accreditation.**
3. How is the program marketed? Is the marketing effective?  
**A) All members of the department attend recruitment events at local high schools.**  
**B) All members of the department contact future candidates for the program through email, text, and phone.**  
**C) All members of the department are working with local community colleges with transferring students to OPSU**  
**D) All members of the department distributes marking material to future candidates.**
4. How does this program meet social, cultural, technological, scientific, and economic needs in the world?  
**A) Through course work, seminars, and education club activities this goal is met.**  
**B) This goal is integrated into the programs CAEP accreditation.**
5. Does the program have low enrollment courses? Should they continue to be offered? Why or why not?  
**A) Due to the increased in enrollment in the program, there are no low enrollment courses.**  
**B) Due to a rotation schedule of class for fall and spring, there are no low enrollment courses.**

6. In courses with DFW rates of higher than 20%, what challenges are there for the students? What changes can be made to improve the DFW rate?  
**A) This does not apply to the program.**
7. Is the benchmark for non-major students taking courses in this program assessed appropriately?  
**A) Non-majors taking courses are assessed in the same manner as majors.**  
**B) A form is on file for non-majors taking restricted courses for tracking.**
8. How is student feedback informing program or course changes?  
**A) Student course evaluations are analyzed by all faculty.**  
**B) Surveys are given out to student teachers finishing the program.**  
**C) Students serve on the Teacher Education Council.**
9. What are the qualifications of the program faculty for teaching in this program?  
**A) All faculty possess masters of education degrees including at least 18 hours in graduate education courses.**  
**B) All faculty have prior or current public school experience.**  
**C) 4 out of the 5 faculty members in the program hold current teaching certificates for the public education.**
10. How are teaching assignments determined?  
**A) They are determined by a collaborative effort within the program.**  
**B) They are determined by expertise.**
11. How are adjunct faculty supported and mentored?  
**A) These faculty members are included in all department emails as well as invited to all department meetings.**  
**B) Adjunct faculty are given old syllabus and all current information on hand related to the course.**  
**C) The department chair is available to adjunct faculty through emails, text, and personal visits.**
12. What are the significant accomplishments this program has? How can more be encouraged?  
**A) National and State Accreditation renewed on April 2017.**  
**B) Nationally recognized ACEI program (Elementary Education) Fall 2014.**  
**C) Graduates continue to higher degrees and leadership positions.**  
**D) One graduate was a Representative in the Kansas State House.**  
**E) Record enrollment increase.**  
**F) State award winning education club.**
13. What resources are needed by this program to assist in improving student learning? i.e. library, information technology resources, services, etc.  
**A) Continue with library resources such as curriculum collection, ERIC search data base, Learning Express Library.**  
**B) Funding to assist students with the cost of state licensure test.**  
**C) Build the TWSR Assessment into possible courses.**  
**D) Training on Bright Space (D2L) for transfer students.**  
**E) Continue services in academic tutoring for general education classes.**

**Proposed Student Learning Outcomes for the next Cycle:**

|                                      | <b>Goal 1- Oral and Written Communication:</b><br>Communicate effectively using written, oral, and symbolic languages.   | <b>Goal 2- Analytical and Quantitative Reasoning:</b> Read and think critically by analyzing, assimilating, and applying information.                 | <b>Goal 3- Social Responsibility and Cultural Awareness:</b><br>Be an aware and active participant in the global, dynamic community.                                      |
|--------------------------------------|--|---|---|
| <b>Student Learning Objective(s)</b> | <p>1. Students will be able to demonstrate an ability to communicate effectively in a written form.</p> <p>2. Students will be able to demonstrate an ability to communicate effectively in an oral form.<br/>(Presentation Projects)</p> <p>3. Students will be able to demonstrate an ability to communicate effectively in a professional written form.</p> | <p>1. Students will be able to demonstrate and apply Analytical and Quantitative Reasoning: by analyzing, assimilating, and applying information.</p> | <p>1. The students will be able to demonstrate Social Responsibility and Cultural Awareness by being aware and an active participant in the global, dynamic community</p> |
| <b>Courses where Assessed</b>        | <p>1. None- State Licensure Test: OGET</p> <p>2. a) EDUC 4333 –Ed. Tech Presentation<br/>b) None- 1<sup>st</sup> portfolio review interview</p> <p>3. a) None-August Experience Paper during student teaching experience<br/>b) None-Sate Licensure Test: OPTE</p>   | <p>a) EDUC 3253<br/>b) EDUC 4313</p>  | <p>a) EDUC 3223<br/>b) EDUC 4313<br/>c) EDUC 2233</p>   |



|                  |  |   |  |
|------------------|--|---|--|
| <b>Benchmark</b> | <p>1. 80% of the students will score at least 240 out of 300 on the constructive response section of the OGET.</p> <p>2. a) 80% of the students will score at least a C on the presentation<br/>b) 80% of the students will score at least and overall score of 2 out of 3 on interview</p> <p>3. a) 80 % of the students will score 2 out 3 overall<br/>b) 80% of the students will score 240 out of 300 on each of the three constructive response questions on the OPTE</p> | <p>a) 80% of the students will score at least a C on the Information Reading Inventory (IRI) assignment.<br/>b) 80% of the students will score at least a C on the guided questions assignment.</p> | <p>a) 805 of the students will score at least a C on the Special Education Interview Reflection Assignment<br/>b) 80% of the students will score at least a C on the Field Trip Related Research Paper<br/>c) 80 % of the students will score acceptable on a cultural awareness rating scale (in development by department)</p> |
|------------------|--|---|--|

## Program Review Recommendations

The recommendation is to maintain the program at its current level. If program continues to grow due to new scholarship opportunities, hire new faculty.