



Academic Program Review Report

General Studies, A.A.

2018-2019

Effective Use of Resources	2017/2018 Cost to operate program per student credit hour: \$278.74 Faculty/student ratio for 2017/2018: 1/1.8
Strengths and Weaknesses	Strengths include curriculum of the Associate in General Studies degree is closely aligned with the General Education core requirements offered at Oklahoma Panhandle State University, and provides a degree for students who must postpone completion of a higher degree. Weaknesses include a lack of compliance with State Regent policy, a challenge to assess due to the many unrelated options, and a lack of oversight for the degree.
Recommendations	Suspend program for 3 years due to increase of subject-specific associates degrees for students to matriculate into

Analysis and Assessment



PROGRAM REVIEW

Program: General Studies, A.A.

Mission The mission of the Associate of Arts – General Studies degree at OPSU is to allow students to receive an associate degree in an academic field in one of the following fields: Humanities, Communications, or Social Studies, which then prepares them for matriculation to their chosen baccalaureate program.

NOTE: The Associate of Arts in General Studies is currently not in compliance with Oklahoma State Regents for Higher Education’s policy. The current A. A. in General Studies’ areas of emphasis will be eliminated and disseminated to the appropriate department for the development of subject-specific Associate’s degrees, e.g., A.A. in English, A.A. in History, etc. The preliminary phases of development are commencing Fall 2018 with projected implementation in Fall 2019.

Last Cycle’s Goals and Learning Objectives:

Goal 1- Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.			
Student Learning Outcome(s)	Courses where Assessed	Results	Changes Made
Read critically and express ideas clearly, logically, and persuasively in standard written English	ENGL 1213	Aggregate assessment data for the last 4 years is not available for activities conducted by the English faculty.	Regroup and implement assessment activity that allows for faculty turnover situations; keep data in a readily accessible, centralized location, perhaps the P: drive.

Goal 2- Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.

Student Learning Outcome(s)	Courses where Assessed	Results	Changes Made
Apply mathematics as a language	MATH 1473 MATH 1513 MATH 1715	A standardized benchmark was not set; faculty simply analyzed how many percentage points on average the students' increased the score on their Post Test compared to their Pre Test average scores.	Expanded assessment activities to include the new Modeling and Stats course and the three new co-requisite Plus courses; deleted MATH 1715 from assessment activities since it is not currently offered. Redesigned all Pre Tests and Post Tests to reflect the content of the pathways courses. We set a consistent benchmark of "75% of students show improvement at a rate of 50% increase from pretest to posttest."
Apply biological and physical science principles to the natural world	BIOL 1304 CHEM 1135 EASC 1014	Aggregate data not available for assessment activities conducted by science faculty.	Standardized benchmarks and reporting procedures should be utilized by all science faculty, so data makes sense and can affect change as needed Propose splitting the biological science and the physical science into two separate SLOs

Goal 3- Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.

Student Learning Outcome(s)	Courses where Assessed	Results	Changes Made
Interpret relationships of the creative processes, aesthetic principles, and historic	HUM 1533	A consistent benchmark was not set to analyze Pre/Post Test results, nor was aggregate data	Set standardized benchmarks and reporting procedures for all faculty who teach humanities courses;

traditions of one or more of the humanities		available from the last 4 years' assessment activities.	keep data in a readily accessible, centralized location, perhaps the P: drive.
Identify the principles of history and culture of the United States	HIST 1313 or HIST 1323	A uniform benchmark was set to analyze Pre/Post Test results. However, aggregate data collected is unavailable from the last 4 years' assessment activities due to faculty turnover.	Restructure standardized benchmarks; implement assessment reporting procedures that allow for faculty turnover; keep data in a readily accessible, centralized location or multiple locations, such as the P: drive.
Identify the principles of government, politics, and political organizations	POLS 1013	It is unknown if a uniform benchmark was set to analyze Pre/Post Test results. Aggregate data is unavailable from the last 4 years' assessment activities.	Set benchmark for POLS 1013; implement assessment reporting procedure that allows for faculty turnover situations; keep data in a readily accessible, centralized location, perhaps the P: drive.
Recognize the ideas and principles that influence human thought and behavior	PSYC 1113, SOC 1113, or CJ 1013	It is unknown if a uniform benchmark was set to analyze Pre/Post Test results. Aggregate data is unavailable from the last 4 years' assessment activities.	Set a standardized benchmark for the three social science courses; implement a uniform reporting procedure that allows for faculty turnover situations; keep data in a readily accessible, centralized location, perhaps the P: drive.
Identify the economic principles that affect macroeconomics	ECON 2013	A standardized benchmark was not set to analyze Pre/Post Test results, nor was aggregate data available from the last 4 years' assessment activities.	Set a standardized benchmark; implement assessment reporting procedure; keep data in a readily accessible, centralized location, perhaps the P: drive.

Data Trends

	Year 1	Year 2	Year 3	Year 4
Enrolled	9	13	30	44
Graduated	6	7	12	9

Critical Thinking Questions:

1. What are the strengths and opportunities of the program?
The program serves a wide variety of majors; therefore, AA General Studies degree requirements were readily met by the students.
2. What are the weaknesses of the program?
The AA in General Studies with the various areas of emphases existed without the presence of at least 50% common core coursework. Therefore, one major weakness of the program is it was not compliant with State Regent's policy. In addition, this lack of a common core or coursework meant assessment was a challenge, to say the least. Also, in the past, every student deemed not "college ready" and needing developmental coursework offered by the University College was either assigned a major of AS - General Studies or AA - General Studies. In other words, it was a "catch-all" degree. This decision was misleading because the number of majors in a Bachelor's degree program was drastically reduced by not allowing a developmental student the ability to formally declare their chosen major until developmental coursework was complete. At times, the skewing of the number of majors may have required a program to submit a low productivity report. Subject-specific programs will help alleviate this problem.
3. How is the program marketed? Is the marketing effective?
The program has not been marketed, as far as I am aware. Instead, past practices included automatically piping students into the program if they required any developmental coursework from the (now defunct) University College. This deficiency can be remedied once subject-specific AA degrees are implemented in Fall 2019.
4. How does this program meet social, cultural, technological, scientific, and economic needs in the world?
The Student Learning Outcomes address these needs. If students meet the set benchmarks, one may assume they have the tools necessary to someday, somehow meet the social, cultural, technological, scientific, and economic needs in the world. The breadth of this AA General Studies degree affects the depth (or lack thereof) that students can experience in any one given area. Therefore, it is difficult, if not impossible, to know precisely how these needs are met. Quantifiable, measurable

goals and objectives within subject-specific AA programs can alleviate this problem somewhat.

5. Does the program have low enrollment courses? Should they continue to be offered? Why or why not?

There are no low enrollment courses. All courses, as set forth in the existing plan, satisfy general education requirements. Thus, low enrollment is not an issue.

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?

For example, in ENGL 1113 Freshman Composition I, the challenges that exist are not unique to OPSU, including a lack of student motivation, coupled with an inability or unpreparedness to write at a rigorous, robust, and accurate level. Also, OPSU boasts a sizeable percentage of our diverse student body to be English Language Learners. While that is a positive for our university, it could likely present a challenge for those students enrolled in an English composition class. In order to combat some of these issues, a co-requisite model, 5-hour course, ENGL 1115 Freshman Composition Plus, has been implemented at scale to offer students just-in-time remediation, as well as a more immersive class experience. The results of this implementation, and the adjustments made, will be available for the next program review

7. Is the benchmark for non-major students taking courses in this program assessed appropriately?

This question is not applicable to the AA in General Studies. This is because (1) the courses assessed are primarily General Education courses, and (2) the lack of the required common core across the multiple area emphasis options, does not allow for the implementation of benchmark assessments found in traditional subject-focused programs.

8. How is student feedback informing program or course changes?

Course evaluations are collected, evaluated, and disseminated to faculty and their dean. Discourse and reflection takes place and may possibly yield change, but is not always appropriate. For example, Music majors complaints about a math course requirement does not mean math courses will or can be deleted from their curriculum.

9. What are the qualifications of the program faculty for teaching in this program?

A Master's degree in the subject area is required; a terminal degree is preferred.

10. How are teaching assignments determined?

Teaching assignments arise out of a combination of qualifications, demand and availability. As OPSU is a small institution, the faculty available to teach General Education courses is limited.

11. How are adjunct faculty supported and mentored?

Across most disciplines, the Department Chair and/or a veteran faculty member mentor and assist adjunct faculty to ensure congruence and continuity occur in the survey courses. This is not only informally encouraged, but is formally stated through the departmentally-defined course Student

Learning Outcomes or Course Objectives and Goals. It remains an area that demands greater attention.

12. What are the significant accomplishments this program has? How can more be encouraged?

It was a program that allowed for flexibility of emphasis for the individual student. Unfortunately, this was done at the expense of meeting Regents requirements for Associate’s degree compliance. Subject-focused AA programs will maintain the strengths of the approach while addressing the compliance issues.

13. What resources are needed by this program to assist in improving student learning? i.e. library, information technology resources, services, etc.

The re-vamped and compliant AA subject-focused programs will require support from administration to ensure all assessment components, benchmarks, reporting procedures, etc., address the required goals and objectives of said programs.

Proposed Student Learning Outcomes for the next Cycle:

NOTE: This section represents a general approach to the future of AA programs at OPSU. As the new programs will be degree-specific, these proposals are subject to change as academic requirements warrant and/or consultation of faculty who teach the core courses.

	Goal 1- Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.	Goal 2- Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.	Goal 3- Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.
Student Learning Objective(s)	Read critically and express ideas clearly, logically, and persuasively in standard written English	Apply mathematics as a language	Interpret relationships of the creative processes, aesthetic principles, and historic traditions of one or more of the humanities
Courses where Assessed	ENGL 1113 or ENGL 1115 and ENGL 1213	MATH 1473, MATH 1475, MATH 1513, MATH 1525, MATH 1523, OR MATH 1525	ART 1533, HUM 1533, HUM 2113, HUM 2333, HUM 2413, HUM 2563, HIST 2213, HIST 2223

Benchmark	Faculty who teach ENGL courses shall determine future assessment activity and benchmark	75% of students show improvement at a rate of 50% increase from pretest to posttest	Faculty who teach HUM courses shall determine future assessment activity and benchmark
Student Learning Objective(s)	Express ideas clearly and logically using symbolic languages	Apply biological science principles to the natural world	Identify the principles of history and culture of the United States
Courses where Assessed	MATH 1473, MATH 1475, MATH 1513, MATH 1525, MATH 1523, OR MATH 1525	BIOL 1304	HIST 1313 or HIST 1323
Benchmark	75% of students sampled earn a 5/8 or better on the Mathematical Notation scoring rubric	75% of students show improvement at a rate of 50% increase from pretest to posttest	Faculty who teach HIST courses are currently revising assessment activities and benchmarks
Student Learning Objective(s)		Apply physical science principles to the natural world	Identify the principles of government, politics, and political organizations
Courses where Assessed		CHEM 1135, EASC 1014, OR PHYS 2014	POLS 1013
Benchmark		75% of students show improvement at a rate of 50% increase from pretest to posttest	Faculty who teach POLS 1013 courses shall determine future assessment activity and benchmark
Student Learning Objective(s)			Recognize the ideas and principles that influence human thought and behavior
Courses where Assessed			PSYC 1113, SOC 1113, or CJ 1013

Program Review Recommendations

Suspend program for 3 years due to increase of subject-specific associates degrees for students to matriculate into and true general studies option available with the A.S. in General Studies.