



# Academic Program Review Report

General Studies, A.S.

2018-2019

# Executive Summary

<p><b>Institution Name:</b> Oklahoma Panhandle State University  <b>Program Name and State Regents Code:</b> General Studies AS 051  <b>List Any Options:</b> Education, Health and Physical Education, Mathematics/Physics,  Biology/Chemistry/Earth Science, Psychology</p>	
<p><b>Date of Review:</b> November 6, 2018 <span style="float: right;"><b>Recommended Date of Next Review:</b> Fall 2023</span></p>	
<p><b>Centrality to Institutional Mission:</b>  The program of General Studies 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>  Goal 1: Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages  Student Learning Objectives:  1) Read critically and express ideas clearly, logically, and persuasively in standard written English.  Goal 2: Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information  Student Learning Objectives:  1) Apply mathematics as a language  2) Apply biological and physical science principles to the natural world.  Goal 3: Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community  Student Learning Objectives:  1) Interpret relationships of the creative processes, aesthetic principles, and historic traditions of one or more of the humanities  2) Identify the principles of history and culture of the United States  3) Identify the principles of government, politics, and political organizations  4) Recognize the ideas and principles that influence human thought and behavior  5) Identify the economic principles that affect macroeconomics</p>	
<b>Quality Indicators:</b>	<p>Student benchmarks changed over the time period of the previous review  Student Evaluations show low confidence in Math and English courses. As a result, supports have been increased in the Academic Resource Center to assist students. 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>
<b>Productivity for Most Recent 5 Years:</b>	<p><b>Number of Degrees:</b> 275, average: 55  <b>Number of Majors:</b> 1137, average: 227.4</p>
<b>Other Quantitative Measures:</b>	<p>Number of Courses for Major: 14  Student Credit Hours in Major: 64  2017/2018 Direct Instructional Costs: \$0, All costs are covered through other programs  Supporting Credit Hour Production: 64</p>

<b>Duplication and Demand</b>	The Associates in General Studies program is in place to assist students in their matriculation into any baccalaureate program. The closest university with a comparable program is Oklahoma Wesleyan University.
<b>Effective Use of Resources</b>	2017/2018 Cost to operate program per student credit hour: \$276.20 Faculty/student ratio for 2017/2018: 1/7.1
<b>Strengths and Weaknesses</b>	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.
<b>Recommendations</b>	Reorganize program by deleting options Reduce program enrollment by enrolling students into subject-specific degrees Reduce hours of associate to 60 to bring degree into Complete College America compliance Change general education requirements to match other programs for consistency

# Analysis and Assessment



## PROGRAM REVIEW

**Program:** General Studies, A.S.

**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 Associates of Science in General Studies is currently not in compliance with Oklahoma State Regents for Higher Education’s policy. The current A.S. in General Studies areas of emphasis will be eliminated, because they lacked a common set of core courses. Various departments across campus will develop subject-specific Associates of Science degrees, e.g., A.S. in Mathematics. The initial phases of development in the departments are commencing fall 2018 with a projected implementation occurring 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	Expanded assessment activities to include the new Modeling and Stats course and the three new co-requisite Plus courses; deleted MATH 1715 from assessment

		compared to their Pre Test average scores.	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

<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>
Interpret relationships of the creative processes, aesthetic principles, and historic traditions of one or more of the humanities	HUM 1533 HUM 2113	A consistent benchmark was not set to analyze Pre/Post Test results, nor was aggregate data available from the last 4 years' assessment activities.	Set standardized benchmarks and reporting procedures for all faculty who teach humanities courses; 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
<b>Enrolled</b>	290	262	236	149
<b>Graduated</b>	57	43	49	67

**Critical Thinking Questions:**

1. What are the strengths and opportunities of the program?  
The program serves a wide variety of majors; therefore, AS General Studies degree requirements were readily met by the students.

2. What are the weaknesses of the program?

The A.S. 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. Also, in the past, I understand that every student deemed not "college ready" and needing developmental coursework offered by the University College was either assigned a major of A.S. General Studies or A.A. General Studies. This was misleading because the number of majors in a Bachelor's degree granting 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.

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 offered by the University College.

4. How does this program meet social, cultural, technological, scientific, and economic needs in the world?

The Student Learning Outcomes address these needs, at least on a superficial level. 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 AS General Studies degree impacts 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; perhaps indirect, anecdotal evidence is the only way to assess this.

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

There should be no low enrollment courses. All courses satisfy general education requirements, therefore have, on average, medium to very large enrollments.

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 not unique to OPSU consist of 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, the language barrier likely presents a challenge for those students enrolled in an English composition class. 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.

To address high DFW rates in Math 1513 College Algebra and/or Math 1473 Quantitative Reasoning, math faculty have created and implemented a new Math 1523 Modeling and Basic Statistics course, to better serve students by providing a general education math course comprised of content that is more relevant to their chosen degree. In addition to the implementation of the three different gateway math pathways courses, we created and implemented three different 5-hour, co-requisite model, Plus courses. The content in Math 1475 Quantitative Reasoning Plus, Math 1515 College

Algebra Plus, and Math 1525 Modeling and Basic Statistics Plus is the same as in their 3-hour counterparts but supply the just-in-time developmental supports and immersive mathematics experience we believe will lead to increased student success.

7. Is the benchmark for non-major students taking courses in this program assessed appropriately?  
I don't believe this question is applicable to the A.S. in General Studies, which is solely comprised of some type of makeup of non-majors in every course assessed. In these survey classes, majors and non-majors are one-in-the-same.
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 take place and may possibly yield program and/or course content change. Not always, though. For example, just because Music majors may complain about being required to take a math course does not mean math courses can be deleted from their curriculum. Former student feedback, on the other hand, is an invaluable asset. Our recent graduates and their experiences in the workforce or graduate school provide the most applicable and current picture of how their undergraduate coursework did or did not prepare them adequately for their present role. Although there is not a formal, global method to gather this information, I understand a plan is beginning to take shape so we can better track our former students.
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?  
Whoever draws the short straw teaches the survey course or courses. Seriously though, teaching assignments usually occur organically out of habit, taking into consideration the number of qualified and/or effective faculty a particular department has available to teach a certain course or courses.
11. How are adjunct faculty supported and mentored?  
Across most disciplines, it is understood the Department Chair and/or a veteran faculty member mentor and assist adjunct faculty to ensure congruence and continuity occur in the survey courses. Course equivalency among different faculty members teaching the same course is not only informally encouraged but is formally stated through the departmentally-defined Student Learning Outcomes or Course Objectives and Goals.
12. What are the significant accomplishments this program has? How can more be encouraged?  
We have enjoyed a relatively large number of graduates.
13. What resources are needed by this program to assist in improving student learning? i.e. library, information technology resources, services, etc.  
For the A.S. in General Studies program assessment to be useful, support/directives from administration may be necessary to ensure all faculty who teach the general education courses are willing and reliable participants in designing and carrying out assessment activities, setting appropriate benchmarks, adhering to reporting procedures in a timely manner, and using the results to make change. A lot of professional development in assessment is needed.  
I believe there should be a single, centralized location where requests for assessment data come from and faculty report directly back to. Since the courses assessed in the program come from all three of the different Colleges, it will be futile to expect all faculty report to a Dean. There is no



“teeth” in that; it’s too easy for a faculty member not in that Dean’s College ignore the request for data.

I.T.-wise, using Google Forms or a standard Excel 365 spreadsheet created by and disseminated from a centralized location to collect results would be ideal. Gathering the data from all sources in a timely manner would be easier, and the components of the assessment data that faculty are expected to report would be better understood by all parties involved.

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

**NOTE: This section represents a general approach to the future of AS 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.**

	<b>Goal 1- Oral and Written Communication:</b> 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> Be an aware and active participant in the global, dynamic community.
<b>Student Learning Objective(s)</b>	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
<b>Courses where Assessed</b>	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
<b>Benchmark</b>	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
<b>Student Learning Objective(s)</b>	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

<b>Courses where Assessed</b>	MATH 1473, MATH 1475, MATH 1513, MATH 1525, MATH 1523, OR MATH 1525	BIOL 1304	HIST 1313 or HIST 1323
<b>Benchmark</b>	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
<b>Student Learning Objective(s)</b>		Apply physical science principles to the natural world	Identify the principles of government, politics, and political organizations
<b>Courses where Assessed</b>		CHEM 1135, EASC 1014, OR PHYS 2014	POLS 1013
<b>Benchmark</b>		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
<b>Student Learning Objective(s)</b>			Recognize the ideas and principles that influence human thought and behavior
<b>Courses where Assessed</b>			PSYC 1113, SOC 1113, or CJ 1013
<b>Benchmark</b>			Faculty who teach PSYC, SOC, and CJ courses shall determine future assessment activity and benchmark

## Program Review Recommendations

Reorganize program by deleting options. Reduce program enrollment by enrolling students into subject-specific degrees. Reduce hours of associate to 60 to bring degree into Complete College America compliance. Change general education requirements to match other programs for consistency.