

Oklahoma City Community College

Program Review Self Study Year: 2013-2014

Division of English and Humanities

Associate in Science/Arts in Diversified Studies (010)

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I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

The following concerns were identified in the program review conducted in FY 2009 and each one addressed:

1. Training and Incentive for Advisors: Even though the Diversified Studies program has existed for many years, there are still a great many faculty and advisors who do not understand its role and/or how to advise students appropriately in the program, whether from lack of training or a lack of interest in advising students.

Recommendation made: Provide training for faculty and others who are identified as advisors for Diversified Studies, and, in the case of faculty, provide some incentive, perhaps. Of course, there has to be some tracking or follow up to ensure that students are receiving appropriate academic advisement.

What happened: Faculty members who advise in Diversified Studies had access to some training on a voluntary basis. The Multi-Divisional Program Coordinator held training sessions each semester during Prep and Planning Week. In addition, faculty members

can voluntarily work in Academic Advising under special contract during the summers.

2. Changes in Student Services: Planning for changes in the current organization of services and activities that directly impact the Diversified Studies program. In many cases, areas such as Advising and Career Services, Financial Aid, and Records and Graduation (all out of the Enrollment and Student Services area of the college) are reorganized or they change their processes for doing things which directly or indirectly affect how faculty advisors and students complete the steps from admission to graduation. While many of these changes can seem rather minor, they should be communicated to all faculty and other so that they are aware of these changes.

Recommendation made: Whenever there are changes being discussed, ask for input from interested faculty and then when decisions are made, communicate those effectively so that everyone is informed of changes in the ways things are done.

What happened: There is now a streamlined version of the Diversified Studies degree plan contract that is completed in Academic Advising. Because of this, any changes made in Academic Advising are less likely to negatively affect the Diversified Studies program.

3. Assignment of Faculty Advisors: At the time, the majority of Diversified Studies plans were drawn up by academic advisors in the Advising and Career Services area, with some plans completed by the Multi-Divisional programs coordinator. The plan then went to the Multi-Divisional programs coordinator for review and approval. The Dean of Arts and Humanities received the plan and then sent requests to the director of Language Arts or another division's dean, based on the students stated educational goals. This assignment process took up to several weeks many times. The primary method of communication with the student/advisee was through mail.

Recommendation made: The process for the assignment of faculty advisors could be streamlined, relying less on paperwork and more online and email contact. Students should keep their address up to date and should be contacted through email that they have been assigned a faculty advisor.

What happened: This process has been greatly improved with the contracts now being completed in Academic Advising. Students in Diversified Studies now receive an email from the English and Humanities division secretary.

4. Currency of Faculty Advisee Lists: Datatel and MineOnline have made it easier for faculty to obtain information such as degree checks, transcripts, and transfer evaluation for students. Advisee listings for faculty lack some basic information and contain some outdated information as well. All faculty should be able to access relevant information, but, in many cases, some faculty do not have the same levels of access as others.

Recommendation made: Levels of access should be made the same for all faculty, including information such as transfer evaluation, program evaluations, and transcripts. If the MineOnline system is not replaced, someone needs to see ways to add certain components. The following types of information would be helpful: a column on the

advisee list to show each student's major, a column on the list or notation whether a student has finished a degree, and listing a student's assigned advisor on the program evaluation instead of the information being located outside the program evaluation on the student's profile.

What happened: No changes have been made in this area.

5. Administrative assistance for the coordinator of Multi-Divisional Programs: the coordinator of Multi-Divisional programs could have helped with the assignment of advisors, notification of students, and organization of Diversified Studies contracts.

Recommendation made: a part-time administrative assistant could free the Multi-Divisional Program coordinator more time to spend with advising faculty, advising students personally, and attending to other responsibilities related to Multi-Divisional Programs

What happened: There was no administrative assistant hired. The changes in contract completion reduced the amount of work for the Multi-Divisional Program coordinator; however, the Multi-Divisional Program coordinator position no longer exists. Diversified Studies currently has no program coordinator nor does it have any faculty members receiving release time to oversee the program.

6. Assessment: Program assessment continues to be a concern because Diversified Studies is such an individualized curriculum pattern that the only learning outcomes that can be directly assessed are those associated with General Education. Over the last five years, the assessment of General Education has been ever changing and a general lack of clear data provided little information on which to base any decisions relevant to the Diversified Studies program.

Recommendation made: The current General Education committee is working hard to identify clear learning outcomes for General Education which can be fairly evaluated. Information relevant to assessment must be communicated to the coordinator of Multi-Divisional Programs and other interested parties in a timely manner in order to provide effective reports and update assessment plans each year.

What happened: The General Education assessment data results are being communicated more effectively throughout the college.

II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

"The value of a college education is not simply getting into college or enrolling for the first time. The real value is realized in getting an education and completing a degree."

Dr. Paul Sechrist

The Diversified Studies program has many strengths. Any student at the college who wants to earn an associate degree to enter into the job market, who wants to be accepted into one of OCCC's competitive programs, or who wants to eventually finish a four-degree at a university can major in and graduate with a Diversified Studies degree. Because of this degree's broad applicability, more current and future students should be aware of its many benefits.

Oklahoma City Community College's Roadmap 2018 emphasizes three goals. The Diversified Studies program is uniquely positioned to help the college reach these goals of 1) increasing the number of graduates by fifty percent, 2) increasing academic achievement among low-income, first-generation, and some racial and ethnic groups, and, 3) doubling annual giving to support student scholarships, community events, and the endowment. Diversified Studies offers the best opportunity for students who think they have been away from college for too long to finish, for those who have not been successful in college, and also for those who wish to continue at a four-year institution. The success of this program will naturally attract community support and enhance donorship.

This program review suggests specific areas for improvement. These include raising awareness among students and faculty about the degree, changing the name of the program to a more appealing and precise label, and redistributing and repackaging the program either by moving Diversified Studies out of one division or by tracking the number of graduates and success initiatives by division.

Implementing these changes will raise awareness of the Diversified Studies many strengths and will assist with the college's goal of helping students complete a degree.

III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

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

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

The Diversified Studies program addresses each of the following college ENDS statements:

- # Student Preparation: Our students are prepared to succeed in college.
- # Student Success: Our students achieve their individual educational aspirations.
- # Graduate Success: Our graduates succeed at four-year institutions and/or in their careers.

The program also relates to the college mission: OCCC provides the people of Oklahoma and our community with broad access to certificates of mastery, associate degrees, community education, and cultural programs of exceptional quality, empowering our students to achieve their educational goals and our community to thrive in an increasingly global society.

B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. List Program Objectives and Goals

Student Learning Outcomes

Upon completion of an Associate of Arts and Associate of Science in Diversified Studies, students will demonstrate that they have met the learning competencies in General Education. The General Education learning outcomes are undergoing some revision, but they include the following:

- o Mathematical methods --to demonstrate analytical reasoning and logic skills by using mathematical methods and tools
- o Scientific methodology --to demonstrate critical thinking by using scientific methodology
- o Social institutions --to demonstrate an understanding of the function of major social institutions
- o Writing --to demonstrate effective writing and public speaking skills
- o Public speaking skills --to demonstrate effective writing and public speaking skills
- o Global communities --to demonstrate an understanding of the ideas, events, and values that

have shaped global communities

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

n/a

Well-defined the criteria for measurement and how the criteria were used in the program.

n/a

The evaluation, results, and recommendations based on the criteria used.

n/a

The General Education Core

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

- I. Human Heritage, Culture, Values
- II. Public Speaking
- III. Writing
- IV. Social Institutions
- V. Mathematical Methods
- VI. Critical Thinking

Strategy:

The General Education Committee will create six interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 35 hours of General Education Courses from OCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

General Education Assessment Plan

Objective:

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Method:

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect artifacts already designed and administered by our professional faculty at OCCC.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

Program Response to General Education Assessment Data

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has six general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, values and beliefs; writing; public speaking; mathematical methods; social institutions; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

The Diversified Studies program is located in the English and Humanities Division. Faculty members from that division submit artifacts to both the Humanities program and to the General Education Assessment Committee.

Below is data for the previous five years. Within that time period, a focused effort has been made to raise both the level of participation by faculty as well as raise the level of competency of students in various General Education categories. Each year, based on general education data, recommendations are made to faculty members. For example, to raise the level of competency for public speaking, faculty members received tips for incorporating public speaking in all courses. By addressing these skills in numerous general education courses, faculty members reinforce to students that the general education outcomes are important to not only individual courses but also to the broader educational goals each student should have.

Five Year Data

Social Institutions

Outcome: Demonstrate an understanding of the function of major social institutions

Goal: 70% of students will score at least a 3 out of 4 on the Social Institutions Rubric

Data:

FY 09--9% (1 out of 11 students) is proficient in Social Institutions Outcome based on Social Institutions Rubric.

FY 10--80% (53 out of 66) met the requirements of the evaluation rubric.

FY 11--74% (67 out of 91) met the requirements of the evaluation rubric.

FY 12--71% (37 out of 52) met the requirements of the evaluation rubric.

FY 13--73% (30 out of 41) met the requirements of the evaluation rubric.

Writing

Outcome: Demonstrate effective writing skills.

Goal: 70% of the students will score a 3 out of 5 on the Writing Rubric.

Artifacts: 101 artifacts were evaluated.

Data:

FY 09--82% (83 out of 101) of the students are proficient in writing skills.

FY10 --90% (94 out of 105 essays) met requirements of the evaluation rubric.

FY11 --89% (89 out of 100 essays) met requirements of the evaluation rubric.

FY12 --83% (99 out of 119 essays) met requirements of the evaluation rubric.

FY13 --93% (88 out of 95 essays) met requirements of the evaluation rubric.

Mathematical Methods

Outcome: Demonstrate analytical reasoning and logic skills by using mathematical methods and tools.

Goal: 70% of the students will exhibit proficiency (at least a 3 out of 5) on the Mathematical Method Rubric.

Data:

FY 09--93.5% (72 out of 77) are proficient in Mathematical Properties

FY 09--96% (74 out of 77) are proficient in Application of Mathematical Properties/Calculations

FY 10--92% (97 out of 105) met the requirements for Mathematical Properties.

FY 10--81% (84 out of 104) met the requirements for Mathematical Applications.

FY 11--91% (90 out of 99) met the requirements for Mathematical Properties.

FY 11--84% (83 out of 99) met the requirements for Mathematical Applications.

FY 12-- 74% met the requirements for Mathematical Methods

FY 13- 72% (70.3 out of 98) met the requirements for Mathematical Methods

Critical Thinking - Science (formerly Science Methodology)

Outcome: The student will demonstrate critical thinking by using scientific methodology.

Goal: 70% of students will score proficiency on the Scientific Methodology Rubric.

Data:

FY09--89% (17/19) of the students scored proficiency in drawing reasonable conclusions.

FY09--100% (19 out of 19) scored proficiency in supporting conclusions logically and communicating them effectively.

FY 10--84% (57 out of 68) met the requirements for critical thinking in Science

FY 11--78% (51 out of 65) met the requirements for critical thinking in Science

FY 12--71% (68 out of 96) met the requirements for critical thinking in Science

FY 13--73% (96 out of 132) met the requirements for critical thinking/science

FY 13--82% (61 out of 74) met the requirements for critical thinking/nonscience

Public Speaking

Outcome: Demonstrate effective public speaking skills.

Goal: 70% of the students will score a 14 or higher on the Public Speaking Rubric.

Data:

FY09--61% (28 out of 46) students scored a 14 or higher on the Public Speaking Rubric.

FY10--61% (28 out of 46 speeches) met the requirements of the evaluation rubric.

FY11--69% (44 out of 64 speeches) met the requirements of the evaluation rubric.

FY12--81% (61 out of 75 speeches) met the requirements of the evaluation rubric.

FY13--77% (62 out of 81 speeches) met the requirements of the evaluation rubric.

Human Heritage, Culture, and Value

Outcome: Demonstrate an understanding of the ideas, events, and values that have shaped global communities.

Goal: 70% of the students will achieve proficiency on the Human Heritage, Culture, and Value Rubric.

Data:

FY 09--71% (37 out of 52) of the students achieved proficiency according to the Human Heritage, Culture, and Value Rubric.

FY 10-- 70% (68 out of 97 artifacts) met the requirements of the evaluation rubric.

FY 11-- 69% (61 out of 88 artifacts) met the requirements of the evaluation rubric.

FY 12-- 84% (68 out of 81 artifacts) met the requirements of the evaluation rubric.

FY 13-- 74% (69 out of 93 artifacts) met the requirements of the evaluation rubric.

b. The program values and supports effective teaching.

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6th and 7th week for the first 8- week classes and the 14th and 15th week for the second 8-week courses and 16-week courses. The email will include the information to evaluate each course.

The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

The effective learning environment of any General Education course creates an effective learning environment for the Diversified Studies programs. The college has many success initiatives for gateway courses. For example, the Complete College OCCC grant funded the creation of capstone projects using iPads in the gateway courses Success in College and Life and English Composition One, as well as for Introduction to Philosophy, Introduction to Ethics, Folklore, and Mythology.

d. The program's learning resources support student learning and effective teaching.

Because the Diversified Studies program is a flexible alternative for students who plan to complete a baccalaureate degree, any particular student, with the help of a faculty advisor, may create a unique program of coursework. For this reason, the entire Library collection is considered to support the program and no one portion of the collection can be singled out for review.

Print and Online Resources

The Library's array of resources continues to grow and evolve. The collection includes regular books, ebooks, DVDs, streaming videos, article databases and a number of specialized online resources. All of the online resources are available to students--anytime, anyplace.

The Library continues to subscribe to a wide variety of excellent online article databases such as EbscoHost, as well as many print periodicals. With student and faculty preference for online resources, use of print periodicals has dropped notably and the librarians anticipate cancelling print subscriptions that are duplicated in our electronic resources in coming years.

After a couple of experiments, in 2010 *Films on Demand*, a streaming video service, was added and made available from the Library website. *Films on Demand* is multi-disciplinary. Its thousands of complete films as well as convenient short clips are searchable by discipline, topic and title. Feedback has been positive and integration into the online learning platform appears to be working.

Because the Library budget for materials acquisitions continues to be good, librarians are usually able to accommodate faculty requests for purchase. Typically faculty themselves make few requests and collection development occurs through the librarians.

And finally, if specific resources are not available in the Library or online, students have choices. The traditional option is our interlibrary loan service. Secondly, with the OK-SHARE program they now have privileges at other Oklahoma academic libraries. Bottom line, librarians make every effort to borrow or acquire what students need for success in their course work.

Instructional Resources

The value of excellent research collections, whether online or in print, depends also on whether or not students are aware of and have the skills to use them. Experience shows that typical students are not aware of resources available, but instead are “looking around on the Internet” with often very limited success. To help alleviate this librarians teach research skills.

Many students enroll in the one credit hour Success in College and Life course, in which they receive instruction in doing academic research. The librarians also teach class sessions in a wide variety of subject areas. Sessions are usually hands on, held either in the Library's instruction area or in the students' regular classroom. All kinds of permutations are available, depending on student needs and the expectations of a faculty member. And as always, librarians staffing the Library Assistance desk answer informal student questions and provide one-on-one instruction.

Another way to help students gain skills is found in the varied “how to find relevant and credible information sources” guides created by librarians. Since the previous program review the Library hired an Electronic Resources / Reference Librarian to strengthen student awareness of and skill in using Library online databases and other resources. Several online video tutorials have been created and the online Research Help module has been thoroughly revamped. These can be found from the Library web page or directly from the YouTube channel (<http://youtube.com/occclibrary>).

Overall, the Library has 76 computers for student research, online coursework, etc., and wireless access is available throughout the building. From the Library's web page students both on- and off-campus can use the catalog of books and DVD/videos, search for quality information in many online article databases, link to tutorials and make online requests.

Librarians are committed to supplying the right resources and helping students and faculty use them well. The Library has a strong budget and responds to faculty requests or suggestions about useful resources. Neither is expected to change.

The library is a great resource not only to students on an individual level but also for instructors on a course and program-wide level.

- e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

This review is specifically looking at what other institutions name their programs that are similar to Diversified Studies. See the recommendations section.

- f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The college receives and reviews data from the Oklahoma Employment Security Commission and

reviews data of the Oklahoma City five County Metro Area Job Statistics and Projections.

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

| Program | Degree Type | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 | OCCC 5-yr Ave. | Min. | Stan. Diff. |
|--------------|-------------|---------|---------|---------|---------|---------|----------------|------|-------------|
| Div. Studies | AA | 64 | 61 | 72 | 79 | 97 | 74.6 | 5 | 69.6 |
| | AS | 115 | 123 | 130 | 225 | 282 | 175 | 5 | 170 |

b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

| Program | Degree Type | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 | OCCC 5-Yr Ave. | Min. | Stand. Diff. |
|--------------|-------------|---------|---------|---------|---------|---------|----------------|------|--------------|
| Div. Studies | AA | 200 | 217 | 187 | 212 | 229 | 209 | 25 | 184 |
| | AS | 280 | 355 | 361 | 394 | 484 | 374.8 | 25 | 349.8 |

4. Successful Course Completion

a. Report the successful completion rates of all major courses in the program.

n/a

b. Report the successful completion rates of all general education courses in the program.

n/a

c. Describe program student success initiatives.

See the OCCC Complete College capstone project initiative in the Course and Faculty Evaluation section.

d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

The above-referenced initiative's results will be complete in 2014.



5. Other Quantitative Measures

- a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

n/a

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

n/a

- c. Direct instructional cost for the program for the review period:

Oklahoma City Community College (OCCC) offers online courses (computer based/Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$55,000.00. The cost of 24-7 technology support for student and faculty support those working within the learning management system is \$65,000.00.

Technology use in the classroom continues to expand to meet the needs of our students. 150 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort was \$1.22 Million. Faculty members are continuing to utilize student response systems, SmartBoards, slates and are implementing the use of iPads within the classroom. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The use of iPads in the classroom is a new effort on campus and the cost thus far has only been \$50,000.00. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, Moodlerooms. The CLT team has strategically worked to meet the needs of our 157 full-time faculty as well as the 500 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on the use of the college's LMS as well as the choosing of instructional technology to match learning objectives.

- d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

Since there are no courses specific to Diversified Studies, all credit hours generated support the general education component.

- e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

All faculty members who teach courses contributing to a Diversified Studies degree hold all appropriate degrees and credentials.

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

n/a

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

Transfer Student Performance

Target: Students who transfer to OU, OSU, or UCO will have a grade point average equal to or better than the grade point average in that institution.

| Transfer Student Performance | | | | | |
|------------------------------|----------|----------|----------|----------|----------|
| Type of Student | 2009/GPA | 2010/GPA | 2011/GPA | 2012/GPA | 2013/GPA |
| UCO | | | | | |
| OCCC Transfer | 3.0 | 2.9 | 2.9 | 2.9 | 2.8 |
| All Undergraduates | 2.9 | 2.9 | 2.8 | 2.8 | 3.0 |
| OSU | | | | | |
| OCCC Transfer | 3.0 | 3.1 | 3.0 | 3.0 | 3.1 |
| All Undergraduates | 2.9 | 3.0 | 3.0 | 3.0 | 3.1 |
| OU | | | | | |
| OCCC Transfer | 2.7 | N/A | 3.2 | 3.2 | 3.2 |
| All Undergraduates | 3.1 | N/A | 3.1 | 3.1 | 3.0 |

Source: UCO, OSU and OU

OCCC transfer students had a higher grade point average than the native students at OU, an equivalent GPA at OSU and slightly below UCO. Note: OU has provided us with this data for the current report for the first time in several years.

6. Duplication and Demand

- a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

Diversified Studies is the best degree option for many students because of transferability to other institutions. As more faculty members become involved in raising awareness within the student body and as the college raises awareness in the community, the demand for this degree will only increase.

b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

Many employers require a college degree as a minimum qualification for positions. In specific fields, the degree must, of course, be specific to the business or employment position. However, students who are applying for jobs requiring a non-specific college degree can benefit from the Diversified Studies program.

c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

n/a

d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

n/a

e. The process of program review should address meeting demands through alternative forms of delivery.

The college offers general education courses as well as core courses in a variety of formats including on-campus and online. There are also a variety of class times and times of the semester including 2-week, 4-week, 8-week, and 16-week formats. The Diversified Studies degree could be completed completely online and should be marketed as such.

7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. 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. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

n/a

IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

A. Describe the strengths of the program identified through this review.

The strength of the Diversified Studies program is that any student at the college who either wants to earn an associate degree to go into the job market, who wants to be accepted into one of OCCC's competitive programs, or who wants to eventually finish a four-degree at a university could major in and graduate with a Diversified Studies degree. Because of the broad applicability of this degree, more current and future students should be aware of its benefits, and all divisions should inform its faculty members about it.

B. Describe the concerns regarding the program that have been identified through this review.

1. Increase Faculty Involvement in General Education Assessment

Concern: Diversified Studies depends on General Education assessment. Faculty members may potentially submit hundred of artifacts, but the General Education assessment can only use a handful of them because of the number of students who meet the hourly requirement. Further, many faculty members receive requests from their colleagues to submit artifacts to programs in their divisions. They may believe that these are also used for General Education assessment. The EH division is now requiring faculty members to submit artifacts to the Humanities program and will automatically duplicate and send those artifacts to the General Education committee.

2. Increase Student Involvement in General Education Assessment

Concern: Remove faculty members' requirement to submit artifacts.

3. Provide More Consistency in Online Courses

Concern: The Higher Learning Commission as well as many faculty members and administrators recognize the need to provide more consistency in online courses. When the courses become more consistent, the Diversified Studies program can be marketed as a degree that could be exclusively completed online.

4. Educate Faculty Members about the Diversified Studies Program

Concern: The Diversified Studies program coordinator held informational sessions for faculty advisors and kept interested faculty members informed about changes. However, because Diversified Studies was in Arts and Humanities, only AH faculty members attended. Now with no program coordinator, there is no designated person to communicate changes even to English and Humanities faculty.

5. Change the Name of the Program

Concern: Although the name suggests to anyone in academia that Diversified Studies is a way to tailor a degree to fit the specific student, people from the community, current students, and potential students do not know what Diversified Studies means. A degree that could fit any student should be recognizable by name.

6. Move the Program out of English and Humanities to Increase Faculty Involvement

Concern: Even though all faculty members should be educated about the degree, the reality is that faculty members are concerned with their own divisions and not with degrees in other divisions. Another reality is that faculty advisors are not going to suggest that a student leave one of their programs (thus losing the graduation number attached with that student) to go to a program in another division.

7. Designate Faculty Advisors in Each Division as Diversified Studies Specialists.

Concern: The college is now too big to keep all Diversified Studies knowledge with one person or with one division. The dissolution of the Multi-Divisional Program coordinator position is a good time to redistribute or repackage and to educate others.

8. Track Graduate Numbers and Success Initiatives from each Division

Concern: Each division wants successful programs and wants to keep students in its division. Faculty members are, naturally, more focused on their own program majors. This prevents faculty members from learning about or suggesting Diversified Studies to students.

9. Remove Requirement for Faculty-Approved Support Electives

Concern: Currently the Catalog reads, "23 support credit hours must be approved by faculty advisor." Previously, the Multi-Divisional Program Coordinator was the primary faculty advisor and created the Diversified Studies contract for each student in that major. With the elimination of this position, the contract moved to Advising. Now, students can have any advisor (not just a faculty advisor) create the contract. However, the Catalog has not been modified to reflect this change in practice.

10. Create Campus and Community Wide Advertising Campaigns

Concern: Promoting Diversified Studies is the most efficient way to reach the goal of increasing the number of graduates at the college. Many students at our school and many people in the community who have some college already qualify to receive a Diversified Studies degree but do not realize it.

C. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

1. Increase Faculty Involvement in General Education Assessment

Recommendation: Educate faculty members in all divisions about the necessity to submit artifacts to both the General Education committee as well as to the individual programs. Identify specific students who meet the 35-hour requirement. As an example, the English and Humanities secretary sent a list of each student a particular faculty member teaches that can participate in General Education assessment. If faculty members in all divisions only submit artifacts from specific students, the likelihood of participation may increase.

2. Increase Student Involvement in General Education Assessment

Recommendation: As with course evaluations that are now directly sent to students, in the future, students should be identified and notified as having the requisite number of credit hours to participate in General Education assessment. Those students could voluntarily submit artifacts via

Moodle or through other online methods.

3. Provide More Consistency in Online Courses

Recommendation: The college should implement the recommendations of the Complete College Online Project Team to have mandatory faculty training for those teaching online classes, develop quality control measures in courses, provide work and support for instructional design, and provide Internet etiquette training for faculty and students.

4. Educate Faculty Members about the Diversified Studies Program

Recommendation: All faculty members are potential Diversified Studies degree advisors. This program should be discussed at all-faculty meetings as much as General Education artifacts are mentioned.

5. Change the Name of the Program

Recommendation: Change the name of the program to something recognizable as a general degree. Below is what other institutions are using for their general degree:

Eastern Oklahoma State College
General Studies program

Northwestern Oklahoma State University
General Studies

Oklahoma Baptist University
Undeclared Major

Oklahoma City University
Liberal Studies --Adult and Continuing Education major

Oklahoma State University
Liberal Studies

Oklahoma State University --Tulsa
Liberal Studies

Oklahoma Wesleyan University
General Studies

Redlands Community College
General Studies

Rose State College
Liberal Studies, general option

Tulsa Community College
Liberal Arts --University Transfer Degree

University of Central Oklahoma
General Studies

University of Oklahoma

Liberal Studies

6. Move the Program out of English and Humanities to Increase Faculty Involvement

Recommendation: Treat Diversified Studies as the unique program that it is by moving the program coordination to the General Education Committee or to another administrative area of Academic Affairs.

7. Designate Faculty Advisors in Each Division as Diversified Studies Specialists.

Recommendation: In the absence of moving the Diversified Studies program out of English and Humanities, all divisions should demonstrate consistent participation in faculty advising, including self-identifying a certain faculty member as a Diversified Studies advisor to educate other advisors in that division.

8. Track Graduate Numbers and Success Initiatives from each Division

Recommendation: Absent moving Diversified Studies out of the English and Humanities division, and to encourage more faculty members to suggest the Diversified Studies to students, the college should track students who were former majors of a certain division and became Diversified Studies majors. Further, each division could create and track success initiatives that support the General Education core.

9. Remove Requirement for Faculty-Approved Support Electives

Recommendation: Approval to remove the requirement is requested from the Curriculum Committee for faculty-approved support electives so that the Catalog will reflect the change in practice from requiring faculty approval to the more general advisor approval. Upon approval, the Catalog will reflect that Diversified Studies still requires support electives but that the support courses must be agreed upon and approved by either academic advisors or by faculty advisors.

10. Create Campus and Community Wide Advertising Campaigns

Recommendation: In conjunction with the Reach Higher goals and the specific goal of increasing the number of graduates by 50%, Diversified Studies should be promoted to students and to the community. Many students do not know what the degree is or how flexible it is. Educating students will allow many of them to change their major to Diversified Studies and graduate earlier than anticipated. Educating the community will bring more students to this college who have college credits earned at other institutions but who do not understand they can use those credits to count toward a degree like Diversified Studies.

D. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

Recommendations:

1. With the Diversified Studies program currently being housed in the English and Humanities Division, the English and Humanities Division should contact appropriate areas across campus in order to begin conversations regarding each of the Diversified Studies Program Review Faculty Recommendations.
2. To maintain the current name of the program as Diversified Studies. Faculty Recommendation #5 to Change the Name of the Program lists possible alternative names as General Studies or Liberal Studies. OCCC currently has a strong Liberal Studies Program and this program does

not have the same requirements or allow the same types of options that the OCCC Diversified Studies program offers. The Diversified Studies program title accurately identifies the intent and options available for this program.

3. To continue to house the Diversified Studies program in the Division of English and Humanities with input from Academic Advising and Enrollment Services. Along with development of a collaborative effort between these two areas in relation to the Diversified Studies Program and Program Review, Faculty representation from each of the Academic Divisions is needed to improve assessment and promotion of this program. The core General Education courses of English and Humanities are housed in the English and Humanities Division, however due to the diverse options of this Program, faculty representation and collaboration from all Academic Areas would be an asset.
4. To work with Public Relations and Advertising and a core team of faculty from each Division to better market and educate students and the community to the benefits this degree program has to offer.

Planned Actions to Implement Recommendations:

1. English and Humanities Division will present Diversified Studies Program Review Faculty Recommendation #1 to Increase Faculty Involvement in General Education Assessment to Academic Affairs Division Deans and General Education Institutional Committee Chair;
2. English and Humanities Division will present Diversified Studies Program Review Faculty Recommendation #2 to Increase Student Involvement in General Education Assessment to the Associate Vice President for Enrollment Services and General Education Committee Chair;
3. English and Humanities Division will present Diversified Studies Program Review Faculty Recommendation #3 to Provide More Consistency in Online Courses to Academic Affairs Division Deans and the Online Learning Institutional Committee Chair;
4. English and Humanities Division will present Diversified Studies Program Review Faculty Recommendation #4 to Educate Faculty Members about the Diversified Studies Program to Academic Affairs Division Deans;
5. English and Humanities Division will present Diversified Studies Program Review Faculty Recommendation #5 to Change the Name of the Program to the Associate Vice President for Enrollment Services and Director of Academic Advising and to the Academic Affairs Division Deans;
6. English and Humanities Division will present Diversified Studies Program Review Faculty Recommendation #6 Move the Program out of English and Humanities to the Associate Vice President for Enrollment Services and Director of Academic Advising and Associate Vice President of Academic Affairs;
7. English and Humanities Division will present Diversified Studies Program Review Faculty Recommendation #7 Designate Faculty Advisors in Each Division as Diversified Studies Specialists to Academic Affairs Division Deans and the Associate Vice President for Enrollment Services and Director of Academic Advising;
8. English and Humanities Division will present Diversified Studies Program Review Faculty Recommendation #8 Track Graduate Numbers and Success Initiatives from each Division to Academic Affairs Division Deans and Institutional Effectiveness.
9. English and Humanities Division will present Diversified Studies Program Review Faculty Recommendation #9 Remove requirement for faculty approved support electives to the

Academic Affairs Division Deans and to the Curriculum Committee.

10. English and Humanities Division will present Diversified Studies Program Review Faculty Recommendation #10 Create Campus and Community Wide Advertising Campaigns to the Academic Affairs Division Deans and Marketing and Public Relations Department.

