

Oklahoma City Community College

Program Review Self-Study Year: FY 2019	
Division of: Arts, English, and Humanities	
Enter Name and Number of Program:	Associate in Science in Diversified Studies (012)
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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.

<p>The AS.Diversified Studies has many strengths. Often used to meet specific academic needs, especially for adult college students or returning college students, AS. Diversified Studies at Oklahoma City Community College gives students the chance to create their own major. Whether a student needs a degree program that targets a specific job promotion or they want to blend areas of interest and talent into an associate degree, diversified studies is the right community college degree option. The diversified studies program, in fact, graduates the most college students each year from OCCC.</p> <p>Below is a summary of the F14 program review recommendations and how each was addressed.</p> <ol style="list-style-type: none">1. Increase Faculty Involvement in General Education Assessment<ul style="list-style-type: none">• Successful campus-wide efforts, such as discussions in division meetings, multiple outreach emails and testing of technology to streamline processes, have been, and continue to be, made to increase submissions of artifacts for the purpose of general education.2. Increase Student Involvement in General Education Assessment<ul style="list-style-type: none">• This change was not completed, but is beyond the scope of the diversified studies program faculty members.3. Provide More Consistency in Online Courses<ul style="list-style-type: none">• Much work has been done in this area, including mandatory faculty training for those teaching online classes, quality control measures in courses such as a specifying grading and email communication expectations in syllabi, and support for instructional design.4. Educate Faculty Members about the Diversified Studies Program<ul style="list-style-type: none">• While work needs to continue, several meetings were held with representatives from all academic divisions related to help educate faculty members about the diversified studies program.5. Change the Name of the Program<ul style="list-style-type: none">• After further consideration, this change was not moved forward.6. Move the Program out of English and Humanities to Increase Faculty Involvement<ul style="list-style-type: none">• After further consideration, this change was not moved forward.7. Designate Faculty Advisors in Each Division as Diversified Studies Specialists.
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- While representatives from each division met to discuss the diversified studies program Many changes are in progress
8. Track Graduate Numbers and Success Initiatives from each Division
 - Data was collected and reviewed at an administrative level. No substantive changes or tracking has occurred at the academic division level.
 9. Remove Requirement for Faculty-Approved Support Electives
 - Completed.
 10. Create Campus and Community Wide Advertising Campaigns
 - Several efforts were made to this end, including creation of a promotional video and on-going outreach to all AS.Diversified Studies majors.

Remaining mindful of previous data and corresponding recommendations, this program review identifies areas of concerns and provides recommendations for future enhancements.

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 AS. in Diversified Studies is a key contributor to meeting the College's big goal of increasing the number of students who complete a degree or certificate and the student success end statement related to students successfully completing their academic courses, persisting in college and earning certificates or degrees at OCCC.

After a thorough review of available data, this program review identified areas of concerns and recommendations for future enhancements of the AS. Diversified Studies program.

Identified areas of concern and corresponding recommendations for future enhancements include:

1. Student technology skills related to classroom tools, specifically the Microsoft Office Suite, need development.
 - Continue the expansion of the availability of 21st century classrooms, especially for SCL and ENGL1113 and related communications courses.
 - Explore the use of open source and/or digital texts in all general education courses.
2. Advisement model changes will affect the role of faculty members.
 - As the new model is implemented, it will be important to clarify the role faculty are to play in regard to both direct advisement of students and referral of students to campus resources.
3. Public speaking artifacts for general education assessment appear to be limited primarily to the public speaking course.
 - Consider inclusion of additional public speaking requirements in humanities and English courses.
4. There is little promotion of the diversified studies program as an online degree.
 - Promote the diversified studies program as an online degree to adult students.
 - Additional 2+2 agreements will aid in this promotional effort.

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 Associate of Science in Diversified Studies program addresses each of the following college ENDS and major initiatives as written in "Renewal, Change and Innovations" the institutional strategic plan for 2019-2023.

ENDS:

Access: Our community has broad access to valuable certificate and degree programs, and non-credit educational opportunities and events.

Student Success: Our students successfully complete their academic courses, persist in college and earn certificates or degrees at OCCC or another institution.

MAJOR INITIATIVES:

Complete College America
Proactive Student Success Interventions
Increasing Enrollment
Online Learning

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

Upon completion of the degree, students will demonstrate that they have met the learning competencies in General Education. Recently revised, there are currently five General Education outcomes assessed yearly. These are listed below:

- Human Heritage, Culture, and Institutions: Demonstrate an understanding of the ideas, events, and values that have helped shape global communities.
- Writing: Demonstrate effective writing skills.
- Mathematical Methods: Demonstrate analytical thinking by using mathematical methods and tools.
- Public Speaking: Demonstrate effective public speaking skills.
- Critical Thinking (Science and Non Science): Demonstrate the ability to think critically: to analyze, critique, and draw reasoned conclusions.

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 program 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.

The program is closely aligned to the general education core and the learning outcomes are directly linked and clearly stated in accordance with institutional policy and practice.

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

The program is closely aligned to the general education core and the measurements are directly linked and clearly stated in accordance with institutional policy and practice.

General education defined criteria is as follows:

- **Mathematical Methods:** A passing score consists of making a score of "competent" on mathematical properties, application of properties/calculations, and conclusion/evaluation. The goal is that 70% of the students pass.
- **Human Heritage, Culture, and Values:** A passing score consists of making a 1 or better on relevant categories on the Human Heritage, Cultures, and Values Rubric. The goal is that 70% of the students pass.
- **Writing:** A passing score consists of making a 1 or better for all four categories on the Writing Rubric. The goal is that 70% of the students pass.
- **Public Speaking:** A passing score consists of scoring 18 points or higher on the Public Speaking Rubric. The goal is that 70% of the students pass.
- **Critical Thinking (Science and Non Science):** A passing score consists of making a 3 or better on the Critical Thinking Rubric. The goal is that 70% of the students pass.

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

The two instruments or evaluation methods used in making recommendations are the General Education Assessment results and the annual graduate survey. The evaluation tools and results are generated using the scientific method and overseen by the Office of Institutional Effectiveness. Recommendations are based directly upon these results by a team of assigned full-time OCCC faculty members.

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.

Human Heritage, Culture, and Institutions

Public Speaking
Writing
Mathematical Methods
Critical Thinking

Strategy:

The General Education Committee will create five 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 OCCC. 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 pre-existing 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 five general education learning outcomes that expect all students to be proficient in upon graduation, they are: human heritage, culture, and institutions; writing; public speaking; mathematical methods; 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.

Upon completion of the degree, students will demonstrate that they have met the learning competencies in General Education. Recently revised, there are currently five General Education outcomes assessed yearly. These are listed below:

- Heritage, Culture, and Institutions: Demonstrate an understanding of the ideas, events, and values that have helped shape global communities.
- Writing: Demonstrate effective writing skills.

- **Mathematical Methods:** Demonstrate analytical thinking by using mathematical methods and tools.
- **Public Speaking:** Demonstrate effective public speaking skills.
- **Critical Thinking (Science and Non Science):** Demonstrate the ability to think critically: to analyze, critique, and draw reasoned conclusions.

The criteria for success in each area is as follows:

- **Mathematical Properties:** A passing score consists of making a 3 or better on the Mathematics Rubric. The goal is that 70% of the students pass.
- **Mathematical Applications:** A passing score consists of making a 3 or better on the Mathematics Rubric. The goal is that 70% of the students pass.
- **Human Heritage, Culture, and Values:** A passing score consists of making a 3 or better on the Human Heritage, Cultures, and Values Rubric. The goal is that 70% of the students pass.
- **Writing:** A passing score consists of making a 3 or better on the Writing Rubric. The goal is that 70% of the students pass.
- **Public Speaking:** A passing score consists of making a 3 or better on the Public Speaking Rubric. The goal is that 70% of the students pass.
- **Critical Thinking (Science and Non Science):** A passing score consists of making a 3 or better on the Public Speaking Rubric. The goal is that 70% of the students pass.

All areas, with the exception of math, were above the 70% threshold in FY18. The specific results for the five year period are as follows:

	2018	2017	2016	2015	2014
Human Heritage, Culture, and Institutions	90.5% (95/105)	71.5% (138/193)	73% (96/131)	76% (59/78)	74% (100/136)
Writing	86.9% (233/268)	92.8% (373/402)	94% (220/235)	99% (187/189)	87% (192/220)
Public Speaking	93.2% (82/88)	87.8% (72/82)	76% (69/91)	75% (69/92)	88% (71/81)
Math	69.5% (198/285)	62.1% (231/372)	61% (156/257)	63% (60/95)	75% (59/79)
Critical Thinking	82.4% (295/358)	76.9% (290/377)	77% (235/306)	75% (183/244)	77% (175/227)

Submission of artifacts is an important part of ensuring breadth and depth of data are available for this assessment process. The Arts, English and Humanities division submitted 65 artifacts for Human Heritage, 70 artifacts for Critical Thinking (Non-Science), 71 for Writing, 0 for Math, and 12 for Public Speaking in FY18.

In addition to general education assessment data. Graduate survey data is used to assess the diversified studies programs. In FY18, 84.8% or 370.5 of the 437 graduates in AS.Diversified Studies indicated they achieved their educational goal. This is a decline from 91.2% (514 of the 564 students surveyed) the previous fiscal year. Note the AA and AS in diversified studies were previously combined for reporting.

In addition, relating to the general education learning outcomes assessment. A new question was added to the graduate survey in FY18 regarding the graduates' beliefs as to whether they achieved

their general education goals. The results were as follows for AS degrees and on a Likert scale of 1-10, 10 being the strongest agreement.

AS in Diversified Studies Graduates

General Education Measures	2017 Average	
	All Grads	AS Diversified Studies Grads
Critical thinking	8.66	8.52
Understanding culture and social institutions	8.60	8.62
Mathematical methods	8.52	8.61
Public speaking	8.36	8.32
Writing	8.62	8.63

This assessment data is used in a variety of ways to improve the AS.Diversified Studies outcomes. Examples are as follows:

- Continue to monitor the mathematics area, especially in light of pending changes to the developmental and general education math program via the math pathways.
- Explore whether or not admissions can add “area of interest” in their application for those that select diversified studies so that outreach could be more targeted.
- Outreach to all Diversified Studies majors without a faculty advisor, providing information about enrollment and other related resources and processes critical to student success.
- Provide graduates and potential graduates in Diversified Studies with a link to a list of 2+2 agreements with area universities. Currently there are 2+2 agreements between the AA and AS in diversified studies at the following institutions in the areas listed:
 - University of Central Oklahoma
 - AA/AS Diversified Studies and BS General Studies,
 - AS Diversified Studies and BS Industrial Safety,
 - AA/AS Diversified Studies and BS Organizational Leadership
 - AA/AS Diversified Studies and BS Fashion Marketing
 - AA/AS Diversified Studies and BA-Applied Liberal Arts
 - University of Oklahoma:
 - AA Diversified Studies and BS Criminal Justice
 - AA or AS in Diversified Studies and BA in Administrative Leadership
 - AA or AS in Diversified Studies and BA in Liberal Studies
 - AA or AS in Diversified Studies and BA in Lifespan Care Administration

- 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 during the 14th and 15th week for the second 8-week/16-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 classroom environment is central to effective student learning. The college has many initiatives to bolster this environment. Examples include:

- 21st Century Classrooms – provide each student within a classroom with a computer to work individual or collaboratively with technology to enhance learning.
- Smart Boards – with the ability to provide students with visual, auditory and written information, Smart Board technology maximizes student learning styles.
- Hybrid courses – maximizing the flexibility of online courses with the benefit of working face-to-face with faculty members, the hybrid class offerings are being expanded to meet student demand.
- Cooperative Learning – Cooperative learning theory and other collaborative learning teaching pedagogies are learning environments proven to foster student success and are emphasized in many general education courses.
- Outreach – each semester faculty advisors outreach to all diversified studies majors in an effort to provide students with an awareness of campus support resources, policies and other information relevant to student success.
- Office 365 - Office 365 Education Student Advantage is a collection of services that allows students to collaborate and share schoolwork. It is available for free to active students at OCCC. The services include Office Online (Word, PowerPoint, Excel, and OneNote), 1TB of OneDrive storage, as well as the latest edition of the full Office software suite on up to 5 PCs or Macs for free.
- Campus Labs – general and specialized labs are available to students to provide the necessary learning support. Labs and similar support resources include: Accounting Lab, Art Labs, Biological Sciences Center, Business Lab, Ceramics/Mosaics Lab, Child Development Workroom, Digital Media Lab, Editing Lab, Engineering Lab, Library, Math Lab, Music Lab, Music Library, Newswriting Lab (Pioneer), Nursing Campus Clinical Laboratory, Photography Lab, Physical Science Center, Soundstage and Equipment Room, Speech Lab, Student Computer Center, Testing Center, World Languages and Cultures Center and the Writing Center
- Virtual Services – In addition to many support resources available to student face-to-face, virtual resources are also available to students from anywhere at any time. These services include: Virtual Learning Center, Echo, Turn It In, Personalized Learning Designer within Moodle, My Math Lab, Starfish, and Academic Planning.

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

Instruction and Reference

Reference librarians provide instruction and reference assistance to OCCC students. Librarian staffing is currently at 3.5 FTE. An additional position is vacant and one is anticipated to be filled this fall. Librarian staffing when all positions are filled is 4.5 FTE. Many students receive hands on instruction for using library resources and selecting and evaluating sources as part of the required Success in College and Life course. Additional instruction is also provided to a variety of other classes, with a focus on the appropriate resources for that discipline or a specified assignment.

Librarians are available at the Library Assistance Desk 40 hours per week. Students may also request additional research help outside those hours. Video tutorials and LibGuides on the Library's website supplement instruction by providing guidance for students who are off campus.

Online and Print Resources

Librarians select and purchase a robust and broad collection of resources to support the overall OCCC curriculum. For Diversified Studies, students can expect to find resources covering any number of topics across multiple disciplines. Librarians use professional resources such as Choice, Publishers Weekly and Booklist to select materials based on dependable reviews. The collection is weeded periodically to maintain currency. Ebooks are also purchased to provide alternative formats and as options for off campus access.

Course textbooks are available at the Library Circulation Desk for in-library use. Textbooks are available for all General Education courses, as well as most other courses taught at OCCC.

Some print periodicals have been retained, though electronic periodicals make up the bulk of the periodical collection. Students can utilize EBSCOhost to find credible, peer-reviewed articles. The multidisciplinary databases MasterFILE Premier and Academic Search Premier offer a wide range of topics and fields of study that would support Diversified Studies. Students can also utilize many other database options within EBSCOhost to find resources supporting Diversified Studies, as well as general education courses. For additional access to coverage of current issues and events, students can also access Opposing Viewpoints and CQ Researcher.

Streaming academic and scholarly videos are available through Films on Demand, and documentary and feature films are offered through Swank Digital Campus. Both resources are utilized on and off campus by both faculty and students. Another tool is ImageQuest, a database of millions of copyright-cleared images for student and faculty projects and presentations.

The Library also strives to support the professional development of faculty. The book collection is updated with materials on teaching, learning, classroom technology and curriculum development. Additionally, the Education Source and Professional Development Collection databases, available via EBSCOhost, provides faculty access to periodical literature on teaching.

In summary, the Library supports this program comprehensively and appropriately.

- 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.

Currently there are 2+2 agreements between the AA and AS in diversified studies at the following institutions in the areas listed:

University of Central Oklahoma

- AA/AS Diversified Studies and BS General Studies,
- AS Diversified Studies and BS Industrial Safety,
- AA/AS Diversified Studies and BS Organizational Leadership
- AA/AS Diversified Studies and BS Fashion Marketing
- AA/AS Diversified Studies and BA-Applied Liberal Arts

University of Oklahoma:

- AA Diversified Studies and BS Criminal Justice
- AA or AS in Diversified Studies and BA in Administrative Leadership

- AA or AS in Diversified Studies and BA in Liberal Studies
- AA or AS in Diversified Studies and BA in Lifespan Care Administration

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

Each year OCCC graduates are surveyed to determine if they are working in the field or transferred to another educational institution. Of those graduates who indicate that they are working in a field and their position is directly or somewhat related to their OCCC education, then they are asked permission to contact their supervisor to complete a survey. Supervisors are requested to answer the survey based on the specific graduate's performance. The most recent survey was completed in 2017. The response rate was 70.6% or 75 completed surveys of the 106 surveys that were sent.

Top Five Performance Ratings

The top five performance ratings provided a wide variety of skills with reading topping the list at a 4.80 average on a five-point scale. All five of these averages increased from previous administration of the survey.

Question	Average
Reading—understands and interprets written information	4.80
Team work – contributes to group efforts	4.80
Client service – works to satisfy clients' expectations	4.77
Cultural diversity – understanding of differing culture and values and works with people from different backgrounds	4.73
Listening – uses active listening skills	4.69

Bottom Five Performance Ratings

The lowest performance rating was conflict resolution which was considerably high based on a five-point scale. Although these were the bottom five performance ratings, all five of these ratings increased from last year.

Question	Average
Conflict resolution—recognizes and resolves conflicts	4.30
Leadership – takes initiative and has vision	4.33
Consensus building – assists other to see all sides of an issue to reach agreement	4.43
Negotiating – works toward agreement on issues	4.48
Critical Thinking – recognizes problems, generates new ideas, organizes, and takes action	4.51

The overall supervisor rating of the graduate's educational preparedness for the position was quite high with 98.7% indicating excellent or good. None of the employers checked lacking some skills or totally lacking. The overall average was 4.64 on a five-point scale.

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)

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Program	Degree Type	FY 14	FY 15	FY 16	FY 17	FY 18	OCCC Five Year Average	Minimum Standard
Diversified Studies Associate in Science	AS.DS	535	660	628	438	409	534	5

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

Program	Degree Type	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	OCCC Five Year Average	Minimum Standard
Diversified Studies Associate in Science	AS.DS	49	100	142	114	118	104.6	25

4. Successful Course Completion

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

The following data represent course success in major courses completed by graduates. Successful Completion is defined as receiving an A, B, C or S in a given Fiscal Year Term. Percentages represent the amount of students receiving a successful grade as compared to all course enrollments with grades. Enrollments indicate the number of enrollments with resulting successful grade per fiscal year in each course.

Success Percentages

Course	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
ENGL-1113 *	62.2%	64.4%	66.2%	67.2%	67.5%
ENGL-1213 *	71.8%	72.1%	73.7%	75.1%	73.6%
HIST-1483 *	67.6%	66.0%	67.2%	72.7%	70.0%
HIST-1493 *	72.5%	73.5%	73.7%	75.3%	76.5%
MATH-1503 *	80.7%	80.5%	85.8%	78.8%	80.3%
MATH-1513 *	63.3%	67.6%	66.0%	68.6%	65.4%
MATH-2013 *	73.2%	73.0%	73.3%	75.4%	70.3%
POLSC-1113 *	71.6%	74.6%	75.0%	74.7%	76.7%
BIO-1023 *	65.4%	65.0%	66.9%	68.1%	70.7%
BIO-1314	59.0%	60.5%	62.4%	56.3%	39.9%
BIO-1414	78.4%	78.8%	80.6%	71.9%	70.9%
BIO-2125 *	86.7%	86.7%	83.5%	86.6%	85.7%
CHEM-1115 *	56.6%	58.4%	55.7%	56.8%	57.6%
HUM-1113 *	78.9%	77.0%	82.9%	83.6%	80.1%
HUM-2143 *	75.2%	75.9%	75.7%	75.3%	74.1%
PSY-1113 *	61.1%	68.3%	69.3%	71.6%	68.7%

Successful Enrollments

Course	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
ENGL-1113 *	2,338	2,559	2,730	2,694	2,696
ENGL-1213 *	2,130	2,280	2,562	2,612	2,519
HIST-1483 *	985	959	1,011	1,031	917
HIST-1493 *	1,901	2,016	2,190	1,991	1,993
MATH-1503 *	251	284	308	245	256
MATH-1513 *	1,540	1,619	1,729	1,705	1,521
MATH-2013 *	429	463	442	478	448
POLSC-1113 *	2,388	2,698	2,783	2,886	2,760
BIO-1023 *	1,177	1,243	1,264	1,255	1,329
BIO-1314	764	777	796	786	536
BIO-1414	520	557	590	573	478
BIO-2125 *	502	497	477	529	457
CHEM-1115 *	543	572	558	583	533
HUM-1113 *	684	681	733	762	643
HUM-2143 *	746	848	988	947	764
PSY-1113 *	1,711	1,973	2,050	2,026	1,927

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

Given the diversified studies program is rooted in the general education core. Success rates for general education courses are those listed in 4.a.

c. Describe program student success initiatives.

A number of on-going initiatives are cross-functionally implemented with the goal of increasing student success inside and outside the classroom. Examples of these initiatives Include:

- VIRTUAL SERVICES – In addition to many support resources available to student face-to-face, virtual resources are also available to students from anywhere at any time. Highlighted among the newest initiatives is the Virtual Learning Center. Embedded within the learning management system, this service provides students with resources, instructional videos, checklists and much more. It is a one stop shop for all student's transition, personal and academic needs.
- TITLE III GRANT – A multi-year, federal grant has provided the necessary funding to implement a number of student success initiatives, the highlights of which are the implementation of the academic planning software and the redesign of many gateway and general education courses.
- ENTRY LEVEL COURSE REDESIGN – In addition to course re-design done under the TITLE III grant, two additional courses have been added or changes to improve student success. This includes a complete redesign of the SCL1001: Success in College and Life course and the addition of the one hour lab companion course for ENGL1113. The latter aids students in getting the necessary additional assistance needed in writing skills, without

the delay caused by traditional development coursework. Additionally, alternative placement paths, such as high school GPA have been used with high success.

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

In addition to continuing many of the on-going student success initiatives previously listed, the following are resources, outreach efforts and initiatives planned for the future to increase student success:

- HUB STATION – 6 seat computer hub stations have been located throughout campus, allowing students to collaborate through technology. Additional training is planned and an exploration of ways to maximize this resources is to begin.
- FACULTY TRAINING in ONLINE LEARNING – While mandatory training has been implemented for faculty teaching in the online environment. As technology evolves and demand for online courses continues to increase, additional training will be considered.
- TEACHING COMPUTING TECHNOLOGIES – While students are effective users of mobile technology, there remains a gap in computing technology skills. This must be considered as technologies in the classroom continue to increase.
- OPEN SOURCE TEXTS – As higher education costs increase, open source textbooks will be reviewed for consideration and use to help bring high quality instructional materials to student at low or no costs, thus increasing access to education.
- COURSE FORMATS – Hybrid, online and 8-week course formats continue to grow in popularity. Moving forward these must be considered in building the schedule each semester.

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:

Courses that comprise the diversified studies program are drawn largely from the general education core. Further the program allows for students to individually select major and support courses that best meet their individual educational needs. See 4a, 4b and 5d for additional information.

- b. Student credit hours by level generated in all major courses that make up the degree program for five (5) years.

Courses that comprise the diversified studies program are drawn largely from the general education core. Further the program allows for students to individually select major and support courses that best meet their individual educational needs. See 4a, 4b and 5d for additional information.

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

Technology use in the classroom continues to expand to meet the needs of our students. 190 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 \$1.55 Million. A faculty committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation station, and moveable furniture. This committee's proposal was adopted and supported by the Academic Affairs'

Deans and President's Cabinet. Through a multi-department effort a total of \$400,000 were spent to redesign 8 classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style.

Faculty members are continuing to utilize student response software, interactive whiteboards and projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. 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 144 full-time faculty as well as the 428 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, email, or in person. The consultations focus on instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

OCCC has begun providing informal collaborative learning spaces for our students called "Huddle Stations". Currently there are eleven of these highly utilized spaces and have spent approximately \$4000 per space for a total of \$44,000.

- 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.

General Ed Courses – Number of Credits		
Program	Degree	FY 2018
Diversified Studies 1	AA, AS	46
Workplace Writing and Communications 2	C	18
Gen Ed Course Credit Hours Generated		
Program	Degree	FY 2018
Diversified Studies 1	AA, AS	84,068
Workplace Writing and Communications 2	C	6,522
1 Fourteen courses are included from the General Education curriculum 2 Six courses are included from the General Education curriculum		

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

Other Quantitative Measures: Faculty Roster within courses of a program.

A list of faculty names for FY 2018 within the courses of a program.

Yellow cells indicate faculty members that taught one or more specialized courses (2000 level).

Program	Degree Type	Name of Faculty
Diversified Studies	AA, AS	Adams, Thomas
		Agbor, Humphrey
		Alger, Jean
		Allen, Jennifer
		Anderson, Frank
		Anderson, Jeffrey
		Andriotis, Alyssa
		Anglin, Carlotta
		Aria, Mehdi
		Arthur, Sherri
		Bailey, Bruce
		Bailey, Daniel
		Bailey, Kristy
		Bakewell, Daniel
		Balkis, Mona
		Ball, Alan
		Bannister, Lori
		Bates, Rachel
		Benton, Daniel
		Bloomberg, Lynette
		Bockus, Gordon
		Bodine Al-Sharif, Mary
		Bowlby, David
		Boyle, Michael
		Breeding, Brenda
		Buckelew, Lisa
		Buckelew, Paul
		Burns, Joshua
Buss, Jared		
Callaway, Charles		

		Campbell, Joe	
		Carlisle, Jeffrey	
		Carr, Rachel	
		Carter, Matthew	
		Chalaire, Mary	
		Chappell, Helen	
		Chilton, Tiffaney	
		Clanton, Janet	
		Clayton, Anne	
		Cole, Michelle	
		Coleman, Betty	
		Comer, Linda	
		Cook, Bruce	
		Cornelius, Anita	
		Cotner, Angela	
		Cuneo, Jennifer	
		Daneshfar, Jamal	
		Daubenspeck, Gregory	
		Davis, Melissa	
		Deberry, Stephanie	
		Delozier, J	
		Dobry, Betty	
		Duke, Dale	
		Dwyer, Kelly	
		Eddings, Kevin	
		Ehrhardt, John	
		Elix, Jerry	
		Farr, Lori	
		Featherston, Jamie	
		Ferguson, Craig	
		Ferree, Beverly	
		Fillmore, Jennifer	
		Finney, David	
		Franco, Michael	
		Freeman, Dathan	
		Gable, Twyla	
		Gallamore, Monica	
		Gardner, Glenn	

		Giammario, Mark
		Gillis, Jennifer
		Glencross, Dana
		Gobert, Ernest
		Goodner, Lillian
		Gray, Ronald
		Green, Makenna
		Gunter, Devon
		Hall, Tayler
		Hancock, Hugh
		Hanks, Sarah
		Harris, Erick
		Harris, Ragan
		Harvey, Rickey
		Hasan, Mohammed
		Hayes, Stephanie
		Helaire, Belema
		Helsley, Jack
		Hinds, Lee
		Hinton, Sue
		Holden-Moses, Philip
		Holman, Thomas
		Hopkins, Randy
		Horne, Thomas
		House, Anetra
		Hovda, Virginia
		Howard, Stuart
		Hughes, David
		Ingllett, Jon
		Jackson, Robert
		Jacobs, Courtney
		Jamison, John
		Jewell-Fleming, Sheri
		Johnson, Stacy
		Jones, Alan
		Jones, Leslie
		Karl, Erin
		Kim, Yuthika

		Knapp, Adam	
		Kornell, Jennifer	
		Kymes, Tonya	
		Lawson, April	
		Leaf, Beau	
		Lowrey, L	
		Loza Hoyos, Oscar	
		Malmstrom, Jay	
		Malmstrom, Priscilla	
		Maphet, Howard	
		Martin, Jennifer	
		Matveev, Alexander	
		McCauley, Marybeth	
		McCullar, Marion	
		McIntire, Kay	
		McKee, Candie	
		McLean, Matthew	
		McLoed, Garth	
		McMurray, John	
		McNair-Moore, Danielle	
		Mirll, Molly	
		Mitchell, Deja	
		Mitchell, Janet	
		Mongold, Gerald	
		Morrow, Stephen	
		Mullens, Susan	
		Naukam, Rebecca	
		Nazworth, Melody	
		Nelson, Jacob	
		Noerdlinger, Johannah	
		Nourmohammadi, Issa	
		Oates, Charles	
		Oehrlein, Christopher	
		Ozoya, Emminette	
		Padgham, Shanna	
		Paniccia, Clare	
		Park, Kimberly	
		Parks, Gregory	

		Passek, Dana	
		Patel, Vineet	
		Petermann, David	
		Pham, Trang	
		Provine, Jeffrey	
		Rahm, Shay	
		Rajaratnam, Meera	
		Ramirez, Raul	
		Ray, Sherry	
		Reed, Jeri	
		Reusser, Dean	
		Rho, Ku	
		Risinger, George	
		Roberts, Hayden	
		Robertson, Claudette	
		Robinett, Linda	
		Robison, Charles	
		Rodriguez, Maritza	
		Rollins, Joshua	
		Rose, Kira	
		Rudat, Todd	
		Scott-Downer, Melissa	
		Senter, Robyn	
		Sheldon, Jeffrey	
		Shivers, Lathonya	
		Shore, Steven	
		Slayton, Bonner	
		Smith, Dakota	
		Smith, Markus	
		Smith, Nina	
		Smith, Shea	
		Snyder, Michael	
		Solomon, Mitchell	
		St Clare, Lisa	
		Stacey, Emily	
		Stepien, Jared	
		Stewart, Mark	
		Stone, Jerri	

		Stout, Pamela	
		Susanto, Louis	
		Teeman, Justin	
		Tessneer, Kandice	
		Tilahun, Yonathan	
		Tollison, Robert	
		Tomson, Brandon	
		Tran, Quan	
		Tse, Key	
		Turner, Mary	
		Vahlberg, Courtney	
		Vanden Brook, Nathaniel	
		Vangilder, Frank	
		Vaughn, Debra	
		Vo, Nhanh	
		Vollmer, Mary	
		Walker, April	
		Wallo, Beth	
		Warner, Stacie	
		Webber, Clayton	
		Wedel, Steven	
		Whisenhunt, Teresa	
		Williams, Kelly	
		Wilson, Cory	
		Winn, Mary	
		Winterrowd, Kristin	
		Winwood, Charles	
		Wise, Bertha	
		Wise, Craig	
		Wyant-Seelig, Michelle	
		Yeager, Matthew	
		Young, Jared	
		Zhu, Changjiang	
		Zindelo, Markus	

f. If available, information about employment or advanced studies of graduates of the program over the past five (5) years.

Continuing Education – From Graduate Survey Results

Six hundred and thirty seven of the survey forms indicated that graduates continued their education. Those attending college were primarily full-time (74.1%). On a ten-point scale with 1 being not satisfied and 10 being very satisfied the overall level of satisfaction of graduates who indicated OCCC prepared them for their continuing education was 8.94. Thirty-nine (6.6%) of the 588 graduates who attended college had difficulty transferring their credits. The top five transfer colleges remains relatively consistent with previous years.

Name of Institution	Number		
	2015	2016	2017
University of Oklahoma	258	225	180
University of Central Oklahoma	215	245	170
Oklahoma City Community College	25	107	86
Southwest Oklahoma State University	22	39	40
Oklahoma State University	35	46	35

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

Successful Transfer Experience – From Graduate Survey			
To what extent are you satisfied with the preparation you received at OCCC in relation to its usefulness in continuing your education?	Total	AAS/Cert	AA/AS
Average 2015	8.62	8.29	8.69
Average 2016	8.70	8.56	8.73
Average 2017	8.94	9.00	8.92

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	2013 GPA	2014 GPA	2015 GPA	2016 GPA	2017 GPA
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UCO

OCCC Transfer	2.8	2.9	2.9	2.9	2.9
All Undergraduates	3.0	2.9	2.9	3.0	2.8

OSU

OCCC Transfer	3.1	3.0	3.1	3.2	3.2
All Undergraduates	3.1	3.0	3.0	3.0	3.0

OU

OCCC Transfer	3.2	3.0	2.9	3.0	3.0
All Undergraduates	3.0	3.2	3.2	3.2	3.2

Source: UCO, OSU and OU

OCCC transfer students at UCO and OSU had a higher GPA than their native students. OCCC transfer students were slightly below the total undergraduate population GPA at OU.

6. Duplication and Demand

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

Demand for the diversified program continues to increase based on continued growth in enrollments and graduation data.

- 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 the position. Based on graduate and transfer data, as well as the employer survey and 2+2 agreements, the diversified studies remains in demand by students and employers.

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

Not applicable to programs being reviewed.

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

Not applicable to programs being reviewed.

- 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 terms within the semester including 2-week, 4-week, 8-week, 16-week formats. The diversified studies degree could be completed 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.

The diversified studies program is directly connected to the general education core coursework. Key resources in support of the diversified studies program, as well as other institutional programs include:

- Over 20 academic labs.
- Library
- Office of Student Support Services
- Trio Student Support Services
- Academic Mentorship Program
- Computing Hubs
- Continued increases in access to computer classrooms
- Virtual Learning Center

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 diversified studies program meets students where they are. The diversified studies degree program is attractive to students for a variety of reasons, some of which include:

- Allows for students with multiple credits from military experience to other institutions of higher education to graduate quicker than other more narrow degree paths.
- Allows students pursuing AAS degrees in health professions to also earn the necessary general education core, opening the door to pursue a bachelor's degree in the future.

- Allows students to adapt their major courses to their individual goals, as in the instance the student's transfer plans are unique and require a degree path different from what is offered in other programs.
- Allows students unsure of a specific degree path to explore multiple subjects.

These strengths are evidenced by several key pieces of data, including:

- Success rates for general education core classes.
- Satisfied and successful graduates.
- High number of annual graduates.
- Faculty engaged in general education assessment, course re-designs, and student outreach efforts.

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

1. Student technology skills related to classroom tools, specifically the Microsoft Office Suite, need development.
1. Advisement model changes will affect the role of faculty members.
2. Public speaking artifacts for general education assessment appear to be limited primarily to the public speaking course.
3. There is little promotion of the diversified studies program as an online degree.

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

1. Student technology skills related to classroom tools, specifically the Microsoft Office Suite, need development.
 - Continue the expansion of the availability of 21st century classrooms, especially for SCL and ENGL1113 and related communications courses.
 - Explore the use of open source and/or digital texts in all general education courses.
2. Advisement model changes will affect the role of faculty members.
 - As the new model is implemented, it will be important to clarify the role faculty are to play in regard to both direct advisement of students and referral of students to campus resources.
3. Public speaking artifacts for general education assessment appear to be limited primarily to the public speaking course.
 - Consider inclusion of additional public speaking requirements in humanities and English courses.
4. There is little promotion of the diversified studies program as an online degree.
 - Promote the diversified studies program as an online degree to adult students.
 - Additional 2+2 agreements will aid in this promotional effort.

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

Below are action items discussed during the institutional program review meeting held 4-22-19:

- Meet with the Director of Admissions and Director of Marketing and Public Relations about publicizing the diversified studies degree. Specifically:
 - Opportunities for corporate partnerships where individual writing courses may be of value to employees.
 - Diversified Studies and a completely online degree.
 - A flexible degree path (using already completed coursework and military credit) for adult students working full-time.
 - As a pathway to a bachelor's degree.
- Continue discussion, working with the Center for Learning and Teaching as needed, about curriculum in courses as we explore the expansion of 8-week, online and hybrid course format options.
- Identify novice and expert training needs related to classroom and online teaching pedagogy.
- Continue discussion, working with the Center for Learning and Teaching as needed, about technology tools to enhance online and classroom learning environments.
- While several classes have already begun using open source texts, continue to review use of open source materials in place of traditional high cost textbooks as appropriate.

APPENDIX

Program Curriculum: AS. Diversified Studies

Program Requirements: AS.Diversified Studies

Minimum Required Hours: 61

Major Courses		
Prefix & Number	Course Title	Credit Hours

General Education Courses		
Prefix & Number	Course Title	Credit Hours
ENGL 1113	English Composition 1	3
BIO	Biological Science	3-4
HIST 1483	U.S. History to 1877 OR	3
HIST 1493	U.S. History 1877 to present	3
MATH 1503	Contemporary Math OR	3
MATH 1513	College Algebra for Business, Life Sciences and Social Sciences OR	3
MATH 2013	Introduction to Statistics	3
GEN ED Elective	General Education Elective	9
HUM	Humanities Elective	6
PHYS	Any Physical Science	3-4
POLSC 1113	American Federal Government	3
ENGL 1213	English Composition 2	3

Support Courses		
Prefix & Number	Course Title	Credit Hours
Elective	Elective	23

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL 1001	Success in College and Life	1