

Northern Oklahoma College
Arts & Sciences 027
Five-Year Program Review
Completed May 2013

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

The mission of Northern Oklahoma College, the State's oldest community college, is a multi-campus, land-grant institution that provides high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected, ever-changing world.

Northern Oklahoma College will be recognized as a model institution and leader in academic quality and cultural enrichment, promoting student success, collaborative learning, creative and forward thinking, and community responsiveness.

The core values of Northern Oklahoma College are that through personalized education we believe in providing individualized services leading our students to achieve their academic goals in a welcoming and safe environment, and we will provide support to students in and out of the classroom so that they receive a full college experience with diverse opportunities. Another core value is community and civic engagement, so we believe that educated citizens are necessary for a healthy, democratic society, and that free and open expression and an appreciation for diversity are cornerstones of higher education, and we believe in economic and environmental sustainability and the importance of enriching the intellectual, artistic, economic, and social resources of our communities.

We at Northern Oklahoma College also believe in the inherent value of intellectual pursuit for both personal and professional growth, as well as the need to prepare students for the 21st century professions, and that a knowledge-centered institution is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

- Students' grades in each required and recommended course will be part of the evaluation, as well as demonstrating writing and research ability as shown on papers and in projects.

- CAAP exams are used for evaluation of all graduates.

- A General Education Competency grid tracks competencies expected of all Northern graduates and links each competency to a required course in the general education sequence for assessment. Faculty in the related general education course review the assessment data each fall for the prior year and make recommendations for changes needed in curriculum and/or measurements to insure the majority of graduates continue to meet benchmarks.

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

The Arts and Science degree at Northern Oklahoma College is a transfer degree that provides students the ability to have a liberal arts degree that is high quality, accessible and affordable. This degree allows students to become life-long learners as students can build on coursework in completing a baccalaureate degree and/or in entering professional programs.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

- Students after completion of the Arts and Science degree will be able to:
1. Integrate critical thinking into academic areas;
 2. Perform communication through critical reading and analysis, writing, and technology;
 3. Evaluate societal awareness in historical and political situations, in diversity issues in multicultural society, and in the needs of various communities;
 4. Articulate mathematical and scientific reasoning by data analysis and interpretation, problem solving and environmental awareness;
 5. Examine quality of life through personal finance, wellness, fitness and nutrition.

B.2 Quality Indicators (including Higher Learning Commission issues):

- Students’ grades in each required and recommended course will be part of the evaluation, as well as demonstrating writing and research ability as shown on papers and in projects.
- To measure the effectiveness of general education courses, assessment data is pulled from 14 areas of competencies. Assessment measures are embedded in required general education courses, including CS 1113 Computer Concepts, HIST 1483 or 1493, American History Before and Since 1865, ENGL 1113 Composition I, ENGL 1213 Composition II, ORNT 1101 Freshman Orientation, and one of three required math courses, MATH 1483, 1493, or 1513.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2006-2007	2120*	117
2007-2008	1655	155
2008-2009	1468	133
2010-2011	1523	200
2011-2012	1401	167

*Fall 2007 numbers reflect the addition of continuing students. Numbers for Fall 2008, 2009, 2010, and 2011 show unduplicated additions only; 8167 majors were counted for the Arts and Science-General Studies option over the past five years.

B.4. Other Quantitative Measures:

- a.** Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

There are no program courses specific only to the Arts and Science degree.

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

Not applicable as all courses in this degree program contribute to all degree programs offered at Northern through the general education core

c. Direct instructional costs for the program for the review period:

Not applicable—Courses supporting the Arts of Science degree in Arts and Science-General Studies Option also support all degree programs through the general education core.

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

NA

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
Faculty in 7 of 8 divisions teach general education coursework.	Of the 83 fte faculty who teach in the 7 divisions supporting general education, 80 have master's degrees and 3 have bachelor's degrees.	

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:

As one indication of student success, Northern also receives annual reports of transfer students' performance in the NOC-Gateway program in Stillwater through the Memo of Understanding. In the last two years, this report has indicated that the retention rate of NOC transfer students is greater than the first year at OSU retention rate of other transfer students for each of the years studied indicating that NOC graduates are well prepared for continued success at the four-year institution.

B.5. Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

B.5. Duplication and Demand Issues:

Address Demand:

This degree is in high demand for students, as it is the degree that is used for undeclared major. It is also used for students who are transferring to other colleges, and this degree will take care of their general education component.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

As noted in data reported to IPEDS, 177 of the 835 degrees awarded from Northern in the 2011-2012 academic year were for general studies majors.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

This degree enables students to declare that they have an associate's degree when applying for various employment, which according to recent College Study Board data increases earning potential by 13%.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

N/A

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

The students that pursue this degree know that they want a “general education, liberal arts” degree. The general education core contributes to a well-educated populace through an emphasis on critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life awareness—the five general competency areas addressed in Northern’s assessment of general education.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

Most of the required general education courses are offered ITV and in the evening, and a student would be able to complete general education requirements by taking online courses solely with guidance in selection of electives.

B.6. Effective Use of Resources:

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.

At this time, no faculty members are designated exclusively as “Arts and Science Faculty,” but Northern does have advisors on all three of its campuses that specialize in advising Arts and Science Students. In addition, seven of the eight academic divisions offer coursework contributing to the general education core.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
<ul style="list-style-type: none"> To designate more Arts and Science advisors 	Fall 2014	Spring 2015

<ul style="list-style-type: none"> To encourage students to declare a “true” major within 30 hours for better direction in appropriate prerequisites 	Fall 2014	Spring 2015
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Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Reduce program in size or scope	Increase the ratio of majors to graduates	Increase the ratio of majors to graduates	Increase the ratio of majors to graduates