

Program Review Summary Liberal Studies (047)

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

The Associate in Arts in Liberal Studies degree is comprised of three emphases: General Studies, Cultural Studies, and Philosophy. Each is unique in what it offers to students seeking an associate's degree that will transfer to a four-year college or university meeting Rose State College's mission to prepare students for life-long learning for a diverse population.

The General Studies emphasis provides a broad foundation for students who may be uncertain of their career paths. Students are exposed to a variety of disciplines that will help them as they explore their future careers. Furthermore, this degree is valuable to students who plan to explore a career in a discipline for which Rose State College does not offer a degree.

The Cultural Studies emphasis is an interdisciplinary approach to increasing knowledge and awareness of modern global society and events. The goal of the Cultural Studies emphasis is to prepare students to transfer to a four-year college or university to pursue a baccalaureate degree in applied liberal arts, humanities, international/global studies, letters, literary and cultural studies, or public policy. Students completing a degree with the Cultural Studies emphasis will have an understanding of the world's social and political systems, along with an appreciation of the diversity of human culture.

One goal of the Philosophy emphasis is to prepare students to transfer to a four-year college or university to pursue a degree in philosophy. However, this degree program also provides excellent preparation for students who plan to pursue further education in the areas of law, ministry, or any graduate program requiring a strong background in critical thinking and the history of ideas.

The General Studies emphasis can be completed online and many of the courses in the Philosophy and Cultural Studies emphases can be taken online as well.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

The five-year goals from the previous program review included:

- Refine the process of correctly coding each student so as to appropriately note his/her major and educational objective. Advisement of student has improved so that students are appropriately placed into the correct major. Students who do not desire a degree are no longer placed into this degree.
- Begin rotating faculty visits to the receiving institutions to build a closer transfer relationship. We have worked to develop relationships and articulation agreements with the University of Central Oklahoma and the University Of Oklahoma College Of Liberal Studies.
- To increase the number of online-courses currently offered. We have increased the number of online courses within the last five years. We have also created an accelerated plan of study for General Studies that can be taken entirely online.
- Other goals were specific to the arts-based options that were part of the degree program. These are now part of a new degree program, A.A. in Fine Arts, that began in the fall 2015.

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

Cultural Studies and Philosophy began in 2014-2015 as options. They were changed to emphases beginning 2015-2016. Prior to 2015-2016, there were also options in Aviation Alliance, Music, Theatre, Musical Theatre, Music Engineering and Industry, Photography, and Art within the Liberal Studies degree. All but Aviation Alliance are now emphases within the new Associate in Arts in Fine Arts degree program. The Aviation Alliance option is now an emphasis under the Associate in Arts in Enterprise Development.

We have also created a capstone course for General Studies and Cultural Studies majors and a capstone course for Philosophy majors that will allow us to better assess how well students have met the program objectives and to assess the program as a whole. Based on the program objectives for the General Studies emphasis, it now includes a speech and a philosophy requirement. The speech requirement has been added to help students achieve the objective of effective communication. The philosophy requirement is included to help students develop their critical thinking skills.

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

Rose State College's mission is to provide higher education programs and services intended to foster lifelong learning for a diverse population. The Liberal Studies program meets this mission by providing students with a transfer degree that is a foundation for additional learning in a variety of fields.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

The Associate in Arts in Liberal Studies degree is comprised of three emphases: General Studies, Cultural Studies, and Philosophy. Each is unique in what it offers to students seeking an associate's degree that will transfer to a four-year college or university.

The General Studies emphasis provides a broad foundation for students who may be uncertain of their career paths. Students are exposed to a variety of disciplines that will help them as they explore their future careers. Furthermore, this degree is valuable to students who plan to explore a career in a discipline for which Rose State College does not offer a degree.

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The General Studies emphasis can be completed online and many of the courses in the Philosophy and Cultural Studies emphases can be taken online as well.

Each emphasis has its own unique objectives, but they are interrelated. The A.A. degree in Liberal Studies is a transfer program that is not intended to be a terminal degree. All three emphases will allow students to transfer into a variety of programs at the four-year college or university. Broadly, these emphases provide students with the opportunity to think critically, to communicate well in writing and orally, and to explore other cultures and ideas.

Graduates of the General Studies emphasis will be able to do the following:

- Demonstrate effective writing and communication skills;
- Apply analytical and critical thinking to a variety of situations and problems;
- Pursue careers in entry level government, education, business, and other similar fields through multidisciplinary preparation;
- Determine self-chosen academic and career goals; and
- Demonstrate a basic foundation of knowledge in English, humanities, fine arts, social sciences, natural sciences, and business appropriate for students transferring to a four-year institution.

Graduates of the Cultural Studies emphasis will be able to do the following:

- Comprehend diverse global perspectives and values;
- Acknowledge that different groups have different perspectives on the same issues and occurrences;
- Function more effectively as members of an increasingly multicultural society;
- See the world through multiple perspectives of diverse people;
- Recognize the commonalities all humans share;
- Develop an appreciation of the diversity of human culture; and
- Appreciate values, customs, and social systems of various cultures.

Graduates of the Philosophy emphasis will be able to do the following:

- Employ the philosophical principles of rational thought to construct logical, insightful, clear and effective arguments;
- Combine analytical skills and philosophical ideology to evaluate the complex discourse of others;
- Use knowledge of philosophical theories to analyze contemporary problems in areas such as metaphysics, epistemology, ethics, social and political theory, and religion;
- Demonstrate understanding of the history of ideas and intellectual movements in Western culture and how those ideas fit into a larger global framework of philosophical movements; and
- Use the critical thinking and logic skills integral to philosophy to more openly explore the worldviews of others in order to construct a more meaningful worldview for themselves.

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

- The quality of this program is established first and foremost by the excellence of its faculty. Evaluation procedures are in place to ensure that faculty are of the highest caliber and that high-quality teaching is their main purpose.
- Students in each emphasis now must complete a capstone course that is designed to allow student the opportunity to demonstrate that they have met the program objectives listed above.
- The plans of study for each of these emphases are continually reviewed to ensure that the course requirements meet the needs of the students and the programs to which students may transfer.

B.3. Minimum Productivity Indicators:**NUMBER OF MAJORS**

	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015
General Studies	483	393	379	281	275
Cultural Studies*	N/A	N/A	N/A	0	5
Philosophy*	N/A	N/A	N/A	0	4

* Cultural Studies and Philosophy are emphases that were approved to begin in fall 2014.

NUMBER OF GRADUATES

Our data shows the number of graduates in the General Studies emphasis has improved and is strong when compared to the number of majors.

	2011	2012	2013	2014	2015	FIVE- YEAR AVERAGE
General Studies	176	204	217	221	251	214
Cultural Studies	N/A	N/A	N/A	N/A	0	0
Philosophy	N/A	N/A	N/A	N/A	0	0

Beginning fall 2015, students majoring in all three emphases must complete a capstone course. The capstone courses are designed to assess students' ability to synthesize what they have learned during the program of study. These courses also serve as program assessments of the liberal studies program.

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:

HUM 2501 Liberal Studies Capstone and PHIL 2502 Philosophy Capstone are the only courses taught exclusively for this degree. PHIL 2502 was first offered in fall 2014 and has had no enrollment yet. HUM 2501 was first offered in fall 2015 with one student enrolled.

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

COURSE	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015
HUM 2413 (CS)	n/a	n/a	n/a	n/a	6
HUM 2423 (CS)	n/a	n/a	n/a	13	12
SPCH 1213 (GS)	862	825	739	630	535
PHIL 1103 (PHIL)	267	253	211	185	174
PHIL 1203 (PHIL)				7	0
PHIL 1223 (PHIL)	n/a	n/a	n/a	n/a	19
PHIL 2103 (PHIL)			15	14	0
PHIL 2113 (PHIL)				12	20
PHIL 2203 (PHIL)	34	37	11	30	22
PHIL 2303 (PHIL)		35	48	37	46

CS (Cultural Studies), GS (General Studies), PHIL (Philosophy)

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

There is no direct cost for this program as the courses required with the exception of the capstone courses are offered to all students and can be used in most other programs to meet degree or general education requirements.

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

Cultural Studies – 37 of 38 required credit hours can be used in other programs or for general education.
 General Studies – 27 of 28 required credit hours can be used in other programs or for general education.
 Philosophy – 21 of 23 required credit hours can be used in other programs or for general education.

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
Antoinette Castillo (Philosophy)	MA MEd	University of Oklahoma University of Central Oklahoma
Guy Crain (Philosophy)	MA	University of Oklahoma
Edmund Gert (General Studies)	MEd	University of Central Oklahoma
Lori Morrow (CS)	MA, MEd	University of Central Oklahoma
Sherri Mussatto (CS)	MA	University of Central Oklahoma

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

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

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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 Duplication:**Address Demand:*

The high number of students majoring and graduating with the degree indicate that students want this degree. This degree allows students the opportunity to gain skills that are useful in a variety of fields while preparing them to continue their study.

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

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:

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

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

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:

Students can complete this program on campus, online, or with a combination of these two. This degree also meets the needs of our incarcerated student population.

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.

This degree program requires very little monetary support. The courses required within these degrees (with the exception of the capstone courses) are taken by students campus-wide in a variety of degree programs.

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
To explore the possibility of creating a new emphasis in Leadership.	Communicate with the community to see if there is a need for a leadership emphasis. Develop additional courses and a plan of study for this program.	2020
To better assess the liberal studies program by means of the capstone courses to inform decisions about changes in the program and its emphases.	An internal committee will look at students' portfolios and evaluate what objectives have been met and what are not. This committee will review the program requirements and make recommendations for changes.	2018
To ensure that online courses are offered to allow students to complete the degree on the accelerated timeline.	Schedule courses strategically. Discuss with first-time enrollment office the accelerated timeline and have them refer interested student to the Humanities Academic Advisor.	2015
To increase the number of majors and graduates in the Cultural Studies and Philosophy emphases.	Work with the marketing department to feature these emphases.	2017

To develop articulation agreements for the Philosophy emphasis.	Send philosophy faculty and Humanities Advisor to meet with departments at UCO and OU.	2016
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Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Maintain program at current level		Humanities Division	Rose State College

Department/
Program Head


(Signature)

Date

12-1-15

Dean


(Signature)

Date

Dec. 1, 2015