

Program Review Executive Summary Template

Institution Name: Rose State College Program Name and State Regents Code: 018 List Any Options: None Date of Review: 11/12/2021 Recommended Date of Next Review: 2026	
Centrality to Institutional Mission: The Associate in Arts degree in English supports Rose State College's mission to prepare students for life-long learning for a diverse population.	
Program Objectives and Goals: RSC English courses help students meet several important objectives. First, the RSC English Program, which terminates in an Associate of Arts degree, provides comprehensive lower division courses for students who plan to transfer to four-year colleges or universities to pursue a baccalaureate degree. In addition, the English Capstone course, which is required in the final semester of an English degree, is designed to highlight an individual's strengths and identify weaknesses in the required elements of study for English majors. Thus, the program provides ample support for each student's efforts to address and eliminate any deficiencies, ensuring that the student will master all necessary knowledge and skills for success in subsequent English studies.	
Quality Indicators Such As: <ul style="list-style-type: none"> – Student Learning Outcomes – Effective Teaching – Effective Learning Environments – External Curricular Evaluation – Capacity to Meet Needs and Expectations of Constituencies 	<ul style="list-style-type: none"> • 16 full-time professors teach English, 21 have master's degrees, and two have Ph.Ds. The number of adjunct faculty varies with semester, but averages approximately 80. Their academic credentials and teaching experience are similar to that of full-time faculty. • 5 full time and 2 adjunct English professors have won Excellence in Teaching awards since the last review. • A portfolio-based capstone course ensures students are prepared for baccalaureate work.
Productivity for Most Recent 5 Years	Number of Degrees: <u>44</u> Number of Majors: <u>377</u>

Other Quantitative Measures Such As: <ul style="list-style-type: none"> – Number of Courses for Major – Student Credit Hour in Major – Direct Instructional Costs – Roster of faculty members including the number of FTE faculty in the specialized courses within the curriculum – If available, information about the success of students from this program who have transferred to another institution 	<ul style="list-style-type: none"> • 14 courses are taught for this major. • 219 credit hours were generated in the major. • The college incurred only 55 additional credit hours of direct instructional cost for this degree. • 13 Full-Time professors support this degree while also teaching composition and humanities classes as general education requirements for degrees across campus. • 35 students have transferred this degree to 4-year institutions. Of those students, 10 have completed additional degrees.
Duplication and Demand	<ul style="list-style-type: none"> • None
Effective Use of Resources	<ul style="list-style-type: none"> • This program has actually added resources to the college by the faculty's creation of free textbooks for every course offered within the degree and for all the English Composition and skill building courses that support degrees across campus.
Strengths and Weaknesses	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> • Very high full-time faculty ratio compared to adjunct faculty. • Academic strength is maintained through unique Capstone structure. • Mentoring program is strong even though informal. • Strong attention is paid to providing resources and appropriate scheduling for our College's particular student population <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> • More diversity needed among full-time tenured faculty to parallel our students. • Effectiveness of program once students graduate is not well monitored. • Mentoring system needs to be institutionalized and tracked.
Recommendations	<ul style="list-style-type: none"> • Ensure students graduate with an English degree in a timely manner. • Track student graduation and employment data. • Align curriculum with the new campus cultural diversity initiative. • Increase the number of majors and graduates in the English program.

Program Review Report

3.7 Academic Program Review

A thorough internal or external program review addressing all criteria in policy should be possible within a comprehensive report of ten or fewer pages. This 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.** Please provide an executive summary of this review using the Program Review Executive Summary Template.

Institution Name: Rose State College

Program Name and State Regents Code: Associate of Arts in English Program #018

List Program Options: N/A

List Embedded Certificates included in this review: N/A

Previous Review

Date (Year) of Last Review 2017

1. Summarize key findings from previous internal and/or external reviews of this program.

The faculty had five long-term goals in the previous review:

1. **To explore the possibility of curriculum-sharing with other programs (2020 Target Date)**
2. **Track student graduation and employment data (2017)**
3. **To ensure that online courses are offered to allow students to complete the degree on the accelerated time. Work further to integrate adjunct faculty to provide resources to retain quality adjuncts (2015)**
4. **To increase the number of majors and graduates in the English program.**
5. **To continue the English mentoring program to ensure student success.**

2. What developments and actions have taken place since the last review?

1. No curriculum sharing has been added since the last review; however, recently the Social Sciences and Humanities Division were combined to form the Liberal Arts and Sciences Division. This integration makes cross-curriculum work much easier. Degrees are currently undergoing assessment to allow for easier curriculum sharing. For example, Native American Literature and Native American History may be offered during the same semester for an immersive student experience.
2. Some student graduation data is available for this report, but no measures have been taken to add to what is available since the last report; more can be done in this area.

3. All English majors can complete an English degree completely online, except for the Capstone course, which can be completed through synchronous Zoom. The program is designed to be completed in four semesters, and a course of recommended study is published each year. Students are aware of course rotation in the course catalog.
4. The graduation rate has increased 63% since the last review. Since the last review, the number of majors has increased 61% since the last review.
5. The mentoring program has been fairly successful. Each English major has the option to participate in the mentoring program. Students communicate with their mentors regarding assignments and career planning.

Current Review

Date (Year) of Current Review 2021

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.5 as directed below).*

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

The Associate in Arts degree in English supports Rose State College's mission to prepare students for life-long learning for a diverse population.

Rose State College English composition courses have content structured to ensure students learn the value of diverse backgrounds and perspectives, civility, and collegiality.

In addition, the Rose State College English Program offers instruction and guidance for English majors to aid in evaluating literary texts in formats ranging from traditional to film and online, emphasizing critical analysis and developing strong academic and creative writing skills. Through the study of literature, students gain a better understanding of themselves, the culture in which they live, and the world around them.

The goal of an English degree is to prepare students to transfer to a four-year college or university to pursue a degree in English. However, this degree program also provides excellent preparation for students who plan to pursue further education in the areas of law, journalism, or any graduate program requiring a strong background in critical thinking.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

RSC English courses help students meet several important objectives. First, the RSC English Program, which terminates in an Associate of Arts degree, provides comprehensive lower division courses for students who plan to transfer to four-year colleges or universities to pursue a baccalaureate degree. In addition, the English Capstone course, which is required in the final semester of an English degree, is designed to highlight an individual's strengths and identify weaknesses in the required elements of study for English majors. Thus, the program provides ample support for each student's efforts to address and eliminate any deficiencies,

ensuring that the student will master all necessary knowledge and skills for success in subsequent English studies.

The RSC English program also serves many students who are pursuing English degrees at other institutions and who come to RSC to take only one or two courses. Finally, English courses meet specific cross-curriculum needs of students in the RSC service area through fulfilling the Humanities requirement for other degree programs and helping students improve their critical thinking and communications skills in those programs.

Graduates from the English program will be able to do the following:

- Engage in critical reading of a variety of literary genres; recognize, understand, and explain various literary elements of texts.
- Demonstrate knowledge of British and American key authors, works, and literary periods; relate texts to the cultural, historical, and social context in which they were produced.
- Analyze and interpret texts based on both original ideas and literary theory.
- Write well-organized, thesis-driven literary argument papers; support ideas with explicit reasoning and textual evidence.
- Conduct research, evaluate secondary sources, and cite literary evidence using accurate MLA conventions.
- Demonstrate the ability to use complex language in a variety of contexts, both written and spoken.
- Examine how language and literature shapes one's world view and deepens one's personal insights
- Exhibit a basic general foundation of English, history, government, science, math, and liberal arts appropriate for students transferring to a four-year institution.

B.2. Quality Indicators (including Higher Learning Commission criteria and requirements):

- A well-qualified, committed faculty is the core strength of any teaching institution, and RSC's faculty is exemplary in these areas. The full-time Humanities sub-Division has 24 full-time faculty members, including the dean and associate dean, both of whom have teaching requirements. Of these, 16 teach English, 21 have master's degrees, and two have Ph.Ds. 5 of the 13 English professors have won Excellence in Teaching awards since the last review. In addition, RSC has an extremely well-qualified adjunct English faculty. The number of adjunct faculty varies with semester, but averages approximately 80. Their academic credentials and teaching experience are similar to that of full-time faculty. Two adjunct faculty have received the Excellence in Teaching Award since the last review.
- Students must complete a capstone course that is designed to allow students the opportunity to demonstrate that they have met the program objectives listed in B.1 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:

Time Frame (e.g.: 5-year span)	Enrollment	Graduates
FY 21	57	<u>14</u>
FY 20	78	<u>8</u>
FY 19	74	<u>6</u>
FY 18	84	<u>8</u>
FY 17	84	<u>8</u>
Total	377	44

The significant discrepancy between the number of students who declare themselves as English majors and the number who actually complete the English Program stems from two factors. First, many students from neighboring four-year institutions come to RSC to pick up one or two courses that are unavailable at their primary institutions in the semesters they need to take them. Secondly, RSC students often feel comfortable transferring to four-year programs without completing degree requirements, most frequently to avoid commutes to two separate institutions or to move more rapidly through their course of study. Encouraging this latter trend is RSC's success at preparing them well for successful early transfer.

B.4. Other Quantitative Measures:

- b.4.a.** Number and enrollment of courses taught exclusively for the major for each of the last five years:

List or attach list of courses

Only one course is taught exclusively for this degree	2017	2018	2019	2020	2021
ENGL 2503 English Capstone	9	11	12	14	11

- b.4.b.** Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for five years:

All major courses in this degree plan are 2000 level.

COURSE	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
ENGL 2113	40	36	51	65	62
ENGL 2213	63	24	34	33	35
ENGL 2223	31	31	31	24	33
ENGL 2313	25	24	18	23	6
ENGL 2323	25	37	21	24	20
ENGL 2503	9	11	12	14	11
ENGL 2033	16	14	11	13	13
ENGL 2133	41	22	30	7	20
ENGL 2153	0	10	8	10	9
ENGL 2233	17	11	0	23	0
ENGL 2243	0	24	9	0	0
ENGL 2253	0	0	7	8	10
ENGL 2413	0	12	0	0	0
ENGL 2423	0	0	0	8	0

b.4.c. Direct instructional costs for the program during the review period:

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

b.4.d. The number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates:

24 of 27 required credit hours can be used in other programs or for general education.

b.4.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
Janice Andrews	MEd	University of Central Oklahoma
Kelly Bailey	MA MEd	University of Central Oklahoma
Kevin Caliendo	MA PhD	University of Oklahoma Loyola University
Julie Dill	MFA	Oklahoma City University
Rebecca Ewing	MA	Oklahoma City University
Corey Fitzgerald	MA	St. Cloud University
Kristin Hahn	MA	University of Central Oklahoma

Kristen Kirkman	MA	University of Central Oklahoma
Marcus Mallard	MA, MS	University of Central Oklahoma
Lori Morrow	MA, MEd	University of Central Oklahoma
Sherri Mussatto	MA	University of Central Oklahoma
Lacey Veazey-Danial	MEd	Delta State University

Add more rows if needed

b.4.f. If available, information about employment or advanced studies of graduates of the program over the past five years:

N/A

b.4.g. If available, information about the success of students from this program who transferred to other institutions:

ENGL Graduates Transferred	
5-year history. Summer 2016 through Spring 2021	
44 graduates from AA program sent to Clearinghouse.	
35 students found at other institutions. (All were 4-year institutions.)	
Row Labels	Number Students
EAST CENTRAL UNIVERSITY	1
MID AMERICA CHRISTIAN UNIVERSITY	1
UNIVERSITY OF CENTRAL OKLAHOMA	22
UNIVERSITY OF OKLAHOMA	9
COLUMBIA COLLEGE ADULT8WK UNDERGRAD (MO)	1
NORTHWEST UNIVERSITY (WA)	1
Grand Total	35
10 of 35 students found with additional degrees.	

BA IN ADMIN LEADERSHIP	ADMINISTRATIVE LEADERSHIP
BA IN INFORMATION STUDIES	INFORMATION STUDIES ACCEL BA
BACHELOR OF ARTS	ENGLISH
BACHELOR OF ARTS	ENGLISH
BACHELOR OF ARTS	ENGLISH-CREATIVE WRITING
BACHELOR OF ARTS	ENGLISH-CREATIVE WRITING
BACHELOR OF ARTS	MASS COMM-PROFESSIONAL MEDIA
BACHELOR OF ARTS IN EDUCATION	ENGLISH EDUCATION
BACHELOR OF ARTS IN EDUCATION	ENGLISH EDUCATION
BS IN EDUCATION	LANGUAGE ARTS EDUCATION

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 constituents 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.

Address Duplication: None

Address Demand: While the student numbers could be larger, the number of graduates has doubled in the last ten years. 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. Describe demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

Not measured for this review.

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

Employers consistently cite oral and written communication as invaluable work skills. The English program is designed to develop these skills. Also, students who graduate with English degrees are in demand in the workplace. According to the Bureau of Labor and Statistics, the employment of postsecondary English teachers is expected to grow 12% from 2012 to 2030, faster than the average for all occupations.

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

- Professors in the Humanities Division continued to offer a free English as a Second Language (ESL) program in response to the needs of RSC students. They expanded it to fulfill the needs of the community.
- The division received a \$100,000 grant from the National Endowment for the Humanities that supports a visiting professor in the Liberal Arts division program and Writing Lab assistance at local high schools. These visits allow professors to help high school students prepare for college courses. Also, high school teachers work with professors to improve curriculum.

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

- In all composition courses, transformative learning is a primary objective to help students become more thoughtful active citizens.
- Professors led 3 study abroad trips with both students and members of the community.
- Trixie Walther and Julie Dill held Poetry at Rose, a poetry reading featuring a local poet and faculty readers. Members of the community are invited. (2016-20)
- Professors Julie Dill and Becky Ewing created a book club for students in 2020.
- In 2020, an expert in film was hired to create a film degree. This degree will help bring in members of the community for film viewings and a film festival.
- Rose State continued to offer courses for incarcerated students including ENGL 1113, ENGL 1213 and ENGL 2253 were taught through ITV. Professor Lacy Veazey-Daniel voluntarily visited the prisons on a regular basis.

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

Students can complete this program both on campus and online. The flex mode was used to keep courses accessible to students during the pandemic of 2020.

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.

The librarians ordered all the novels students were required to read in literature survey courses and created a website for Introduction to Literature.

Course offerings were offered on a rotating basis rather than every semester to reduce costs.

Asynchronous flex courses using Zoom were offered during the pandemic to encourage retention. All sessions were recorded for student viewing.

The Early Alert system was utilized in all literature courses to help with retention.

Recommendation(s)

A. Recommendation for the Program (3.7.7.A.4):

- ☐ Maintain the program at the current level.
- ☐ Continue the program with modifications as noted below and detailed in the comment section below.
 - ☐ Expand the program
 - ☐ Reduce program in size or scope
 - ☐ Merge or consolidate program
 - ☐ Reorganize program/curricular modifications*
- ☐ Suspend program to allow an opportunity to consider recommendations detailed in the section below*
- ☐ Delete program*

**Requires a Request for Degree Program Modification and governing board approval.*

B. Specific comments regarding recommendations:

(Provide 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 to suspend or modify the program should include measurable goals and a timeline for monitoring the program in one-, two-, three-, or four-year increments)

Recommendations	Implementation Plan	Target Date
Ensure students graduate with an English degree in a timely manner.	Ensure students are aware of course rotations by publishing notes in the course catalog and schedule; increase communication with students	2023
Track student graduation and employment data.	Research best practices for this at other colleges, and examine how to implement at RSC.	2021
Align curriculum with the new campus cultural diversity initiative.	Review syllabi and course readings for diversity, recruit a better-qualified professor to teach Native American Literature, and add World Literature back into course rotations	2022
Increase the number of majors in the English program	Advertise the program on and off campus, increase on-campus, recruitment for undeclared majors, recruit local high school students, and recruit prisoners taking Rose State composition courses.	2022
Increase the graduation rate for English majors	Improve the mentoring program for English. Begin an English Honor Society. Increase communication with English majors regarding degree transfers	2025

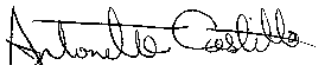
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Department/
Program Head Kristin Hahn Date: **11/12/2021**
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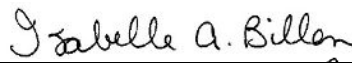
This template should be used for both internal and external program reviews. External program reviews should be submitted with the Regular or Low Producing Program External Review Cover Pages.

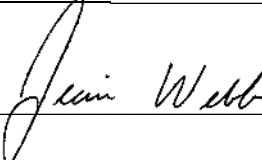
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Dean  Date: **11/12/2021**
(Signature)

Chief
Academic

Officer  Date: **11/19/2021**
(Signature)

President  Date: **11/16/2021**
(Signature)