

SCHOOL OF GENERAL ACADEMICS
Summary Report of Program Review to Utah Valley State College Board of Trustees
Board of Trustees, November 7, 2007

Background Information-Utah Valley State College, School of General Academics was reviewed between April and September, 2007; the prior review was in 2002. Units reviewed, external reviewers, credentials, and affiliations included the following:

Associate of Arts and Associate of Science Degrees in General Academics, Developmental Mathematics, Joseph M. Gallegos, M.S., Applied Mathematics, 1992, Assistant Professor, Department Chair, Mathematics, Salt Lake Community College

Basic Composition, Writing Center, Candace C. Mesa, M. A., English, Northern Illinois University, 1980, Associate Professor, Developmental Composition Lead Instructor, Dixie State College

Committee on Interdisciplinary Studies, Integrated Studies, Lisa Flores, Ph.D., Speech Communication, University of Georgia, 1994, Associate Professor, Communication, Ethnic Studies Program Director, University of Utah

College Success Studies, Noelle A. Call, M.Ed., University of Nevada, Reno, 1975, Director, Retention and First-Year Experience, Utah State University

English as a Second Language, Math Lab, Peer Tutoring, James E. Bame, M. A., English(EFL/SL), San Francisco State University, 1983, Associate Professor, Assistant Director, Intensive English Language Institute, Utah State University

Honors Program, Michael T. Martin, Ph.D., History, Western Michigan University, 2005, Assistant Professor, Coordinator, John F. Reed Honors Program, Fort Lewis College, Durango, Colorado

Student and Faculty Statistical Summary

Direct Instructional Cost per Student

Cost per DFTE

Includes all budget-related enrollments (day, evening, off-campus and distance education).

*Until 2003, the school had math and non-math statistics tracked. English (BC), Studies Skills, and Reading stats were

Departments	2001-02	2002-03	2003-04	2004-05	2005-06
	Total	Total	Total	Total	Total
General Academics	\$2,026.53	\$2,140.45	\$2,164.33	\$2,455.62	\$2,749.04
Basic Comp (ENGH)	NA	NA	2272.87	2720.00	2865.49
Engl/SS/Read*	\$2,159.20	\$3,028.38	NA	NA	NA
College Success Studies	NA	NA	\$2,789.99	\$2,701.62	\$3,052.62
Developmental Math	\$1,662.54	\$1,708.65	\$1,848.43	\$1,925.94	\$2,232.48
English Second Language	NA	NA	\$5,148.55	\$8,525.50	NA**
Integrated Studies	\$8,277.37	\$8,142.59	\$7,687.23	\$11,871.31	\$15,824.21

combined.

** Fall 2005 the ESL program became self-funded. Data for 2006-07 is not yet available, so 2001-02 data included for trend.

Student Credit Hours by Year

Department	2002	2003	2004	2005	2006
BC (ENGH)	3,770	3,570	3,265	3,035	2,835
CSS	3,761	4,057	1,713	4,074	4,343
DEV MAT	16,778	16,561	17,835	18,395	16,363
ESL	1,589	864	497	882	1,626
HONORS	683	603	507	560	502
IS	255	399	372	331	324
TOTAL	26,836	26,054	24,189	27,277	25,993

Contract Faculty Headcount by Academic Year

Department	2002	2003	2004	2005	2006
BC (ENGH)	5	6	5	5	6
CSS	7	7	7	7	8
DEV MAT	17	19	17	19	18
ESL	5	4	5	5	5
HONORS*	14	14	15	12	15
IS	4	3	5	7	4
TOTAL	52	53	54	55	54

*Honors courses weren't officially under the directions of GA until 2006, but previous data were included to allow for comparison.

** Total Instructors column includes every unique instructor who taught a class in each of the departments. Total faculty headcount across the departments is not equal to the sum of the headcounts in the various departments because some teachers taught in more than one department.

Annual Number of Graduates

Department	2002-03	2003-04	2004-05	2005-06	2006-07	All Years
	Total	Total	Total	Total	Total	Grand Totals
AA-GA	92	67	90	101	93	443
AS-GA	1,026	833	796	773	790	4,218
AA-IS	NA	NA	1	1	4	6
AS-IS	NA	NA	17	22	37	76
BA-IS	NA	NA	16	10	10	36
BS-IS	NA	NA	64	55	32	151
TOTAL GA	1,118	900	984	962	966	4,930

Program Strengths

Internal and external reviewers noted the following strengths in the School of General Academics and its programs:

- Well qualified, dedicated, student-centered faculty and staff in GA departments and programs
- Interdisciplinary nature of programs strengthens partnerships that benefit students across campus and support institutional goals
- Unified focus on GA mission of proactive involvement with students for student success
- Honors Program emerging as a flagship academic program with intense, high-energy, exceptional engagement of students with “college-best” faculty in challenging, innovative courses
- Honors Program study and classroom facilities
- UV Mentor program nationally recognized as best-practice retention and student success strategy

- Collaborations within and beyond GA facilitate the achievement of educational goals, notably strong relationship with advisement
- Strong tradition of expertise sharing and creative use of limited resources
- Commitment to student success and retention initiatives, such as the Title III Grant implementation
- Commitment to civic engagement, particularly in Integrated Studies and Honors
- Accessibility to lab resources for students of multiple disciplines
- High quality programs for full range of student skill-levels

Areas Suggested for Improvement

Comments concerning areas for improvement in the School of General Academics reflected the following:

- Need for better and broader communication of identity and function of GA and its programs across campus to foster positive image, collaboration, and integration
- Need for improved visibility and awareness of GA programs in the community to maximize opportunities for recruiting and service to students and institution
- Need to hire faculty-associated leadership and determine unambiguous identity of Honors Program
- Difficulty identifying, tracking, and supporting certain cohorts of students, such as students seeking a two-year General Academics degree, undecided students, high-risk students, and students pursuing an Interdisciplinary Studies minor
- Lack of assessment of learning outcomes for General Education courses
- Lack of resources for:
 - Professional development and scholarly advancement of faculty
 - Office space for adjunct faculty
 - Office/operating space for certain departments/programs
 - Balanced adjunct/full-time faculty ratios
 - Infrastructure to support programs
- Need for more integrated vision and coordination of departments/programs with other departments/programs in a university setting
- Need for integrated strategic plan for newly added units in the school, particularly Honors and Interdisciplinary Studies

Recommendations

Recommendations from the internal and external reviewers have been summarized here:

- **Communicate more intentionally and widely the central mission and purpose of the School of General Academics** as a collaborative, interdisciplinary academic home for students with a broad range of learning skills, interests, and educational goals. Clarify similarities and differences among GA units and their roles in GA and the institution and increase visibility and advocacy of Integrated Studies, Interdisciplinary Studies, and Honors Program. GA seeks to define more clearly its identity, to improve its visibility and attraction to students with potential interest in GA programs and services, and to strengthen its partnerships across campus for the benefit of students and to support institutional goals. The administration of GA intends to promote and advocate strongly for its programs in keeping with the mission of the school and the goals of the institution as a regional state university.
- **Identify, track, and support students in GA programs**, ranging from at-risk students to those seeking challenging and enhancing experiences in the interdisciplinary programs. Of particular interest to us are the GENA students who are seeking the AA/AS degrees in General Academics or who are undecided about a major, Transition III (academically least-prepared) students, and students

pursuing an Interdisciplinary Studies minor. These groups have been the most challenging to identify and track in the past.

- **Focus on improving student success and retention** in the follow ways:
 - facilitate and support growth and refinement of the Honors Program,
 - support the development of a strong First-Year Experience Program that promotes community among first-year students,
 - continue to foster collaboration with the Career and Academic Counseling Center for proactive advisement of students and direction to appropriate resources,
 - refine and promote the orientation process,
 - advocate for resources for the UV Mentor program.
- **Develop assessment of student learning outcomes for GENA (General Academics) AA/AS degrees and General Education core** in collaboration with the General Education Committee. Design capstone experiences and include the Global/Intercultural requirement (required for baccalaureate degrees) for the two-year degrees. The GE Committee has embarked on a review of the general education core. GA has representation on the GE committee and will collaborate with the committee to accomplish assessment goals. Recommendations for capstone experiences and the GI requirement in associate degrees will be considered.
- **Encourage correlation between developmental education courses and subsequent courses and improved collaboration between developmental departments and connecting departments.** GA and its developmental departments are committed to improving in this area.
- **Seek additional resources to:**
 - **Improve ratios of adjunct to full-time instructors** to approach targets more closely.
 - **Improve funding for professional development**, scholarship, and degree advancement of faculty.
 - **Enhance technology in Academic Tutoring labs;** increase the number of online tutors; increase the number of tutors in the sciences.
 - **Increase space for all tutoring and classroom labs.**
 - **Provide additional advisors for departments/programs**, specifically Developmental Math and Honors Program. Advocate for ESL advisor and administrative assistant as soft funding allows.
 - **Improve base funding** or provide initial base funding for specific units.
 - **Build appropriate infrastructure** within school to support growth and operation of programs.

GA is working internally and externally to address these needs.

- **Develop long-range, integrated, strategic plan for Honors Program and Interdisciplinary Studies.**

These units are looking at their strategic priorities and planning for the future.

Commendations

Refer to the section regarding strengths of the program observed by reviewers. Honors and Integrated Studies Programs received particular praise for being innovative, involving “college-best” faculty, and being committed to civic engagement. UV Mentor Program was noted as a nationally recognized best-practice retention and student success strategy.

Institutional Response to the Review Team Report

Sections of the Program Review concerning AA (Associate of Arts) and AS (Associate of Science) degrees which are transfer degrees and often are also pre-major programs are included in the review. Support functions of the Math Lab, Peer Tutoring, and the Writing Center are included as integral parts of the support for all students and are administered through the School of General Academics. They are not functions that are being evaluated as programs, but they certainly benefit from the review process for quality control and improvement possibilities.

At least two common themes can be identified in the credit/degree programs evaluated. Both have to do with limited resources. One of the themes is a weakness with our adjunct faculty situation including ratios in several departments or programs, space, and pay. The second theme is funding for professional development. The VPAA Office is aware of and constantly making efforts to improve both of these situations. Many competing needs must be prioritized. It should be noted that when the travel funds available through the Faculty Center program are added to the department funds, a considerable amount of professional development travel is accomplished.

The Basic Composition Department is accepted as fully meeting qualitative and quantitative criteria. The Academic Affairs Office recognizes the good work and effort given and the positive results achieved by this department. Academic Affairs also acknowledges that some things could be improved with more resources. The class size recommendation will only be an ideal target for some time to come. While the national standards call for ideal class sizes, they are not able to be met by the majority of the nation's institutions. Space and reassigned time challenges will also be kept in mind but will not be remedied quickly. The scholarship requirements of faculty in this developmental education department will be further discussed and expectations agreed upon and publicly known.

College Success Studies is accepted as fully meeting qualitative and quantitative criteria. The Academic Affairs Office recognizes the good work and effort given and the positive results achieved by this department. The Academic Affairs Office will always encourage faculty to seek further education and degrees but must see that as the responsibility of the faculty to achieve when it is not a condition of employment. Academic Affairs is also looking at differentiated staffing where appropriate to more directly and accurately staff programs to best achieve their purposes. Excellent teaching with full teaching loads and a relatively smaller percentage of time committed to scholarly pursuits will likely be the direction for developmental programs.

The Committee on Interdisciplinary Studies is accepted as marginally meeting qualitative and quantitative standards with a recommendation that the program be monitored with periodic reports submitted to the appropriate levels of administration. The Academic Affairs Office appreciates the interest, work, enthusiasm and effort that the Committee on Interdisciplinary Studies has made since its beginning. Academic Affairs notes that this committee was organized under a previous VPAA and is still in its early years. American Studies (estimated minors = 3) became active in 2004; Religious Studies (est minors = 30) became active in 2005; and Deaf Studies (estimated minors = 30), American Indian Studies (est minors = 3), Environmental Studies (est minors = 12), Gender Studies (est minors = 3-5), and Peace and Justice Studies (est minors = 10) became active in 2006.

One thing that needs to be put in place, at minimum, is a set of program standards by which the program and its educational programs (minors, emphases in Integrated Studies) can be measured for success. The weaknesses noted by the internal and external reviewers certainly are likely contributors to the relatively small

number of student participants spread across the various programs. The administrative commitments must also be discussed and resolved as well as program assessment standards created. Departments from which faculty participating in COIS come from do miss, possibly suffer, because of this participation and commitment. One reviewer noted the waning lack of enthusiasm for the effort and the possible reasons for this. The commitment administratively and financially, and the status and placement organizationally must be resolved.

The Developmental Math Department is accepted as fully meeting qualitative and quantitative criteria. The Academic Affairs Office would like to give accolades to this department for the many positive changes implemented since the last review. Academic Affairs encourages that spirit of improvement to be continued to address the recommendations of the reviewers. A few of them may be addressed with current resources. The department will continue to receive priority consideration in reducing the adjunct ratio through full time faculty appointments and encourages the reduction of duplication noted which may also reduce that ratio. Likewise, Academic Affairs encourages in-service activities that promote effective teaching and less student attrition or re-taking classes.

The English as a Second Language Program is accepted as marginally meeting qualitative and quantitative standards with a recommendation that the program be monitored with periodic reports submitted to the appropriate levels of administration. The Academic Affairs Office notes the excellent work of faculty with their students and with their entrepreneurship attitude in seeking and finding ways to be competitive with other providers of ESL in making the educational service available to students with this need.

Academic Affairs is concerned about the issue with operating outside the typical pattern of funding, the issue of growing with institutional support while self support revenues are a challenge, and with the recommendation from the external reviewer concerning the need to align the program with the mission statement more effectively. Note is also made of the relatively high cost per DFTE even with the high adjunct ratio.

The Honors Program is accepted as fully meeting qualitative and quantitative criteria. The Academic Affairs Office accepts the reviewers' observations and the characterization of one of them that this program, only begun in its current, enhanced organization and funding in Fall Semester of 2006, is an "emergent rather than fully developed" program. The program is, for students, producing very well and is very promising. The leadership area is being addressed as this report is written.

The Integrated Studies Program is accepted as fully meeting qualitative and quantitative criteria. The Academic Affairs Office appreciates the strengths and weaknesses noted by the reviewers. This program has been quite unique for this institution from its inception. In a way the institution is growing into the stature of this program and its faculty. Even with the growing number of majors available to students, this program which often served students who couldn't get their preferred major at UVSC, seems to be steady in its enrollments suggesting a reasonable demand. For the time being, the responses from the program to the weaknesses and questions asked by the reviewers are satisfactory explanations.