AA PROGRAM REVIEW PREFACE:

The Associate of Arts (AA) degree is designed to satisfy the first two years of a bachelor's degree in majors that do not require advanced math or science. Formal agreements have been made with colleges and universities which allow for coursework taken in the Associate of Arts degree program at Columbus State to transfer and apply to a bachelor's degree.

The AA degree is a general one, with no specified area of concentration or major. One key component of the AA degree is the Ohio Transfer Module (OTM). It is comprised of courses which meet general education requirements. Thirty-six to forty hours of the AA degree is dedicated to developing a common body of knowledge and academic skills which is packaged within the OTM. The degree requirements for the Associate of Arts can be classified by the following categories:

- First Year Experience (1 hr required)
- English (3 hrs required)
- Intermediate Composition (3 hrs required)
- Mathematics (3 hrs required)
- Historical Study (6 hrs required)
- Social & Behavioral Sciences (9 hrs required)
- Literature, Cultures & Ideas, and Visual/Performing Arts (9 hrs required)
- Natural Sciences (7 hrs required), one with a lab, one w/o a lab

The additional credit hours required may vary and include more advanced courses as part of a designated philosophical intent of the AA degree. Students may choose from the following areas to achieve the overall 61 semester hour minimum.

- Accounting
- Anthropology
- Art
- Biology
- Business-related
- Chemistry
- Communication
- Computer Science
- Dance
- Education
- Engineering
- English
- Foreign Languages
- Geography

- Mathematics
- Music
- Nutrition
- Philosophy
- Physics
- Psychology
- Statistics
- Theatre

Courses gathered collectively for this program review represent those most commonly selected by students pursuing the Associate of Arts degree.

Program Review Report
Associate of Arts Degree

Date of Program Review: ____2016-2018_____

The 3 Academic Years Reviewed: ___2012-2013_____ ___2013-2014_____ __2014-2015_____

Faculty Reviewers: Frank Barnhart, Cathy Bill, Nicole Brandt, Rebecca Fleming, Brent Funderburke, Steven George, Dann Marketos, and Irene Petten – Chairs of departmental Student Success Committees in Communication, Biological & Physical Sciences, Psychology, English, Social Sciences, Humanities, and Mathematics.

Common Plan of Study (CPS)

First Semester			**Second Semester**		
COURSE	**TITLE**	**CREDITS**	**COURSE**	**TITLE**	**CREDITS**
ENGL-1100	Eng. Comp. I	3	ENGL-2367	English Comp. II	3
MATH-1116 or MATH-1148	Math for Liberal Arts or College Algebra	3-4	STAT-1350 or STAT-1450	Elementary Statistics or The Practice of Statistics	3 or 4
PSY-1100	Intro to Psych	3	SOC-1101	Intro. to Sociology	3
HIST-1151	Am. Hist. to 1877	1	SPAN-1101	Beginning Spanish I	4
COLS-1100	First Yr. Experience Seminar	1	ASC-1190	Critical Thinking in the Arts & Sciences	1
Total Credits		**13-14**	**Total Credits**		**14-15**

*note: when printing from Word, be sure to select Letter as the page size.

Third Semester			Fourth Semester		
COURSE	**TITLE**	**CREDITS**	**COURSE**	**TITLE**	**CREDITS**
HIST-1152	Am. Hist. Since 1877	3	HUM-1270	Comparative Religions	3
POLS-1100	Intro. to American Gov.	3	GEOL-1101 or ASTR-1161	Intro to Earth Science or The Solar System	4 or 3
ECON-2200	Princ. of Microeconomics	3	ASTR-1400 (if needed)	Astronomy Lab (if needed to achieve 61 credits)	1
SPAN-1102	Beginning Spanish II	4	COMM-1105	Oral Communications	3
BIO-1111	Intro. to Biology I	4	PHIL-1101	Intro. to Philosophy	3
			SPAN-1103	Int. Spanish I	4
Total Credits		**17**	**Total Credits**		**16-17**

Program Profile Data (the program profile data below is aggregated data based on the courses identified in the plan of study above)

Enrollment	2012-2013	2013-2014	2014-2015
Total Duplicated Headcount:	40,089	41,563	38,636
General Studies Courses (COLS 1100 & ASC 1190)			
Section Modality			
Blended	0	0	0
Traditional	4,659	4,734	4,134
Web	366	867	1,148
Instructional Methodology			

Lecture	4,659	4,734	4,134
Other Technology	366	867	1,128
Lab	0	0	0
Recitation	0	0	0
Students in College Credit Plus	54	168	121
English/Composition Courses:			
Section Modality			
Blended	52	72	204
Traditional	8,212	8,085	6,983
Web	2,276	2,194	1,799
Instructional Methodology			
Lecture	8,280	8,258	7,239
Other Technology	2,328	2,266	2,003
Lab	0	0	0
Recitation	0	0	0
Students in College Credit Plus	194	625	871
COMM Courses:			
Section Modality			

Blended	72	52	52
Traditional	566	517	428
Web	253	163	128
Instructional Methodology			
Lecture	818	641	538
Other Technology	73	91	59
Lab	0	0	0
Recitation	0	0	0
Students in College Credit Plus	5	5	43
Math Courses:			
Section Modality			
Blended	198	143	216
Traditional	3,340	3,605	3,390
Web	470	1,010	991
Instructional Methodology			
Lecture	3,340	3,666	3,466
Other Technology	579	1,062	1,128
Lab	98	138	129
Recitation	198	82	64

Students in College Credit Plus	53	111	104
Social & Behavioral Sciences:			
Section Modality			
Blended	147	322	522
Traditional	6,806	6,552	6,172
Web	2,827	2,606	2,398
Instructional Methodology			
Lecture	8,140	7,932	7,691
Other Technology	1,787	1,870	1,897
Lab	0	0	0
Recitation	0	0	0
Students in College Credit Plus	160	380	467
History:			
Section Modality			
Blended	0	0	9
Traditional	1,852	2,027	1,844
Web	1,301	1,259	1,020
Instructional Methodology			
Lecture	1,852	2,027	1,853

Other Technology	1,301	1,259	1,029
Lab	0	0	0
Recitation	0	0	0
Students in College Credit Plus	17	31	23
Foreign Language:			
Section Modality			
Blended	170	371	472
Traditional	1,231	1,062	832
Web	161	186	177
Instructional Methodology			
Lecture	1,562	1,612	1,481
Other Technology	73	248	306
Lab	0	0	0
Recitation	0	0	0
Students in College Credit Plus	199	28	17
Literature/Culture/Arts:			
Section Modality			
Blended	0	0	0
Traditional	999	1,062	925

Web	895	909	862
Instructional Methodology			
Lecture	999	1,062	925
Other Technology	895	909	859
Lab	0	0	0
Recitation	0	0	0
Students in College Credit Plus	16	23	21
Natural Science:			
Section Modality			
Blended	213	281	280
Traditional	1,323	1,108	1,043
Web	420	368	304
Instructional Methodology			
Lecture	1,301	1,076	1,022
Other Technology	633	649	584
Lab	1,344	1,162	1,065
Recitation	0	0	0
Students in College Credit Plus	11	16	17

FACULTY		**2012-2013**	**2013-2014**	**2014-2015**

General Studies				
ASC-1190	% students taught by FTF	200.00 (76.63%)	215.00 (63.80%)	263.00 (65.59%)
	% students taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% students taught by ADJ	61.00 (23.37%)	122.00 (36.20%)	138.00 (34.41%)
	% credit hours taught by FTF	200.00 (76.63%)	215.00 (63.80%)	263.00 (65.59%)
	% credit hours taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% credit hours taught by ADJ	61.00 (23.37%)	122.00 (36.20%)	138.00 (34.41%)
COLS-1100	% students taught by FTF	1256.00 (26.92%)	457.00 (8.97%)	1067.00 (21.89%)
	% students taught by ACF	60.00 (1.29%)	45.00 (0.88%)	262.00 (5.38%)
	% students taught by ADJ	3349.00 (71.79%)	4591.00 (90.14%)	3545.00 (72.73%)
	% credit hours taught by FTF	1256.00 (26.92%)	457.00 (8.97%)	1067.00 (21.89%)
	% credit hours taught by ACF	60.00 (1.29%)	45.00 (0.88%)	262.00 (5.38%)
	% credit hours taught by ADJ	3349.00 (71.79%)	4591.00 (90.14%)	3545.00 (72.73%)
Natural Science				
ASTR-1161	% students taught by FTF	0.00 (0.00%)	254.00 (62.41%)	312.00 (80.21%)
	% students taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% students taught by ADJ	332.00 (100.00%)	153.00 (37.59%)	77.00 (19.79%)
	% credit hours taught by FTF	0.00 (0.00%)	762.00 (62.41%)	936.00 (80.21%)
	% credit hours taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% credit hours taught by ADJ	996.00 (100.00%)	459.00 (37.59%)	231.00 (19.79%)
ASTR-1400	% students taught by FTF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% students taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% students taught by ADJ	22.00 (100.00%)	50.00 (100.00%)	21.00 (100.00%)

	% credit hours taught by FTF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% credit hours taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% credit hours taught by ADJ	22.00 (100.00%)	50.00 (100.00%)	21.00 (100.00%)
BIO-1111	% students taught by FTF	325.00 (26.08%)	195.20 (23.75%)	213.00 (26.23%)
	% students taught by ACF	0.00 (0.00%)	84.00 (10.22%)	142.00 (17.49%)
	% students taught by ADJ	921.00 (73.92%)	542.80 (66.03%)	457.00 (56.28%)
	% credit hours taught by FTF	1300.00 (26.08%)	780.80 (23.75%)	852.00 (26.23%)
	% credit hours taught by ACF	0.00 (0.00%)	336.00 (10.22%)	568.00 (17.49%)
	% credit hours taught by ADJ	3684.00 (73.92%)	2171.20 (66.03%)	1828.00 (56.28%)
GEOL-1101	% students taught by FTF	218.00 (62.64%)	281.00 (59.16%)	259.00 (61.37%)
	% students taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% students taught by ADJ	130.00 (37.36%)	194.00 (40.84%)	163.00 (38.63%)
	% credit hours taught by FTF	872.00 (62.64%)	1124.00 (59.16%)	1036.00 (61.37%)
	% credit hours taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% credit hours taught by ADJ	520.00 (37.36%)	776.00 (40.84%)	652.00 (38.63%)
COMM				
COMM-1105	% students taught by FTF	493.00 (55.02%)	463.00 (62.82%)	421.00 (64.67%)
	% students taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% students taught by ADJ	403.00 (44.98%)	274.00 (37.18%)	230.00 (35.33%)
	% credit hours taught by FTF	1479.00 (55.02%)	1389.00 (62.82%)	1263.00 (64.67%)
	% credit hours taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% credit hours taught by ADJ	1209.00 (44.98%)	822.00 (37.18%)	690.00 (35.33%)
Social & Behavioral Science				

ECON-2200	% students taught by FTF	1047.00 (69.15%)	1131.00 (65.99%)	964.00 (54.56%)
	% students taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% students taught by ADJ	467.00 (30.85%)	583.00 (34.01%)	803.00 (45.44%)
	% credit hours taught by FTF	3141.00 (69.15%)	3393.00 (65.99%)	2892.00 (54.56%)
	% credit hours taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% credit hours taught by ADJ	1401.00 (30.85%)	1749.00 (34.01%)	2409.00 (45.44%)
POLS-1100	% students taught by FTF	405.00 (73.24%)	510.00 (89.32%)	483.00 (82.28%)
	% students taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% students taught by ADJ	148.00 (26.76%)	61.00 (10.68%)	104.00 (17.72%)
	% credit hours taught by FTF	1215.00 (73.24%)	1530.00 (89.32%)	1449.00 (82.28%)
	% credit hours taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% credit hours taught by ADJ	444.00 (26.76%)	183.00 (10.68%)	312.00 (17.72%)
PSY-1100	% students taught by FTF	2994.00 (62.08%)	2535.00 (51.30%)	2212.00 (47.15%)
	% students taught by ACF	349.00 (7.24%)	531.00 (10.74%)	318.00 (6.78%)
	% students taught by ADJ	1480.00 (30.69%)	1876.00 (37.96%)	2161.00 (46.07%)
	% credit hours taught by FTF	8982.00 (62.08%)	7605.00 (51.30%)	6636.00 (47.15%)
	% credit hours taught by ACF	1047.00 (7.24%)	1593.00 (10.74%)	954.00 (6.78%)
	% credit hours taught by ADJ	4440.00 (30.69%)	5628.00 (37.96%)	6483.00 (46.07%)
SOC-1101	% students taught by FTF	2318.00 (64.60%)	2306.00 (72.04%)	1851.00 (60.35%)
	% students taught by ACF	359.00 (10.01%)	323.00 (10.09%)	0.00 (0.00%)
	% students taught by ADJ	911.00 (25.39%)	572.00 (17.87%)	1216.00 (39.65%)
	% credit hours taught by FTF	6954.00 (64.60%)	6918.00 (72.04%)	5553.00 (60.35%)
	% credit hours taught by ACF	1077.00 (10.01%)	969.00 (10.09%)	0.00 (0.00%)
	% credit hours taught by ADJ	2733.00 (25.39%)	1716.00 (17.87%)	3648.00 (39.65%)

English/Composition				
ENGL-1100	% students taught by FTF	2480.00 (34.67%)	2249.00 (33.22%)	1919.00 (32.74%)
	% students taught by ACF	269.00 (3.76%)	507.00 (7.49%)	376.00 (6.42%)
	% students taught by ADJ	4405.00 (61.57%)	4013.00 (59.28%)	3566.00 (60.84%)
	% credit hours taught by FTF	7440.00 (34.67%)	6747.00 (33.22%)	5757.00 (32.74%)
	% credit hours taught by ACF	807.00 (3.76%)	1521.00 (7.49%)	1128.00 (6.42%)
	% credit hours taught by ADJ	13215.00 (61.57%)	12039.00 (59.28%)	10698.00 (60.84%)
ENGL-2367	% students taught by FTF	1829.00 (52.33%)	1969.00 (53.58%)	1758.00 (53.39%)
	% students taught by ACF	15.00 (0.43%)	320.00 (8.71%)	211.00 (6.41%)
	% students taught by ADJ	1651.00 (47.24%)	1386.00 (37.71%)	1324.00 (40.21%)
	% credit hours taught by FTF	5487.00 (52.33%)	5907.00 (53.58%)	5274.00 (53.39%)
	% credit hours taught by ACF	45.00 (0.43%)	960.00 (8.71%)	633.00 (6.41%)
	% credit hours taught by ADJ	4953.00 (47.24%)	4158.00 (37.71%)	3972.00 (40.21%)
History				
HIST-1151	% students taught by FTF	753.00 (50.64%)	587.00 (37.51%)	629.00 (45.88%)
	% students taught by ACF	148.00 (9.95%)	320.00 (20.45%)	144.00 (10.50%)
	% students taught by ADJ	586.00 (39.41%)	658.00 (42.04%)	598.00 (43.62%)
	% credit hours taught by FTF	2259.00 (50.64%)	1761.00 (37.51%)	1887.00 (45.88%)
	% credit hours taught by ACF	444.00 (9.95%)	960.00 (20.45%)	432.00 (10.50%)
	% credit hours taught by ADJ	1758.00 (39.41%)	1974.00 (42.04%)	1794.00 (43.62%)
HIST-1152	% students taught by FTF	456.00 (27.08%)	608.00 (34.82%)	539.00 (35.58%)
	% students taught by ACF	0.00 (0.00%)	250.00 (14.32%)	335.00 (22.11%)
	% students taught by ADJ	1228.00 (72.92%)	888.00 (50.86%)	641.00 (42.31%)

	% credit hours taught by FTF	1368.00 (27.08%)	1824.00 (34.82%)	1617.00 (35.58%)
	% credit hours taught by ACF	0.00 (0.00%)	750.00 (14.32%)	1005.00 (22.11%)
	% credit hours taught by ADJ	3684.00 (72.92%)	2664.00 (50.86%)	1923.00 (42.31%)
Literature/Culture/Arts				
HUM-1270	% students taught by FTF	427.00 (41.90%)	498.00 (45.56%)	509.00 (49.56%)
	% students taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% students taught by ADJ	592.00 (58.10%)	595.00 (54.44%)	518.00 (50.44%)
	% credit hours taught by FTF	1281.00 (41.90%)	1494.00 (45.56%)	1527.00 (49.56%)
	% credit hours taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% credit hours taught by ADJ	1776.00 (58.10%)	1785.00 (54.44%)	1554.00 (50.44%)
PHIL-1101	% students taught by FTF	80.00 (9.50%)	0.00 (0.00%)	0.00 (0.00%)
	% students taught by ACF	207.00 (24.58%)	322.00 (35.74%)	347.00 (44.37%)
	% students taught by ADJ	555.00 (65.91%)	579.00 (64.26%)	435.00 (55.63%)
	% credit hours taught by FTF	240.00 (9.50%)	0.00 (0.00%)	0.00 (0.00%)
	% credit hours taught by ACF	621.00 (24.58%)	966.00 (35.74%)	1041.00 (44.37%)
	% credit hours taught by ADJ	1665.00 (65.91%)	1737.00 (64.26%)	1305.00 (55.63%)
Math				
MATH-1116	% students taught by FTF	157.00 (54.51%)	129.00 (43.73%)	151.00 (53.36%)
	% students taught by ACF	0.00 (0.00%)	17.00 (5.76%)	27.00 (9.54%)
	% students taught by ADJ	131.00 (45.49%)	149.00 (50.51%)	105.00 (37.10%)
	% credit hours taught by FTF	471.00 (54.51%)	387.00 (43.73%)	453.00 (53.36%)
	% credit hours taught by ACF	0.00 (0.00%)	51.00 (5.76%)	81.00 (9.54%)
	% credit hours taught by ADJ	393.00 (45.49%)	447.00 (50.51%)	315.00 (37.10%)

MATH-1148	% students taught by FTF	1030.00 (59.47%)	1039.00 (47.92%)	779.00 (36.71%)
	% students taught by ACF	24.00 (1.39%)	246.00 (11.35%)	137.00 (6.46%)
	% students taught by ADJ	678.00 (39.15%)	883.00 (40.73%)	1206.00 (56.83%)
	% credit hours taught by FTF	4120.00 (59.47%)	4156.00 (47.92%)	3116.00 (36.71%)
	% credit hours taught by ACF	96.00 (1.39%)	984.00 (11.35%)	548.00 (6.46%)
	% credit hours taught by ADJ	2712.00 (39.15%)	3532.00 (40.73%)	4824.00 (56.83%)
STAT-1350	% students taught by FTF	400.00 (22.35%)	707.33 (34.40%)	732.00 (37.16%)
	% students taught by ACF	0.00 (0.00%)	177.00 (8.61%)	341.00 (17.31%)
	% students taught by ADJ	1390.00 (77.65%)	1171.67 (56.99%)	897.00 (45.53%)
	% credit hours taught by FTF	1200.00 (22.35%)	2122.00 (34.40%)	2196.00 (37.16%)
	% credit hours taught by ACF	0.00 (0.00%)	531.00 (8.61%)	1023.00 (17.31%)
	% credit hours taught by ADJ	4170.00 (77.65%)	3515.00 (56.99%)	2691.00 (45.53%)
STAT-1450	% students taught by FTF	191.00 (76.10%)	216.00 (77.42%)	247.00 (89.82%)
	% students taught by ACF	0.00 (0.00%)	5.00 (1.79%)	0.00 (0.00%)
	% students taught by ADJ	60.00 (23.90%)	58.00 (20.79%)	28.00 (10.18%)
	% credit hours taught by FTF	764.00 (76.10%)	864.00 (77.42%)	988.00 (89.82%)
	% credit hours taught by ACF	0.00 (0.00%)	20.00 (1.79%)	0.00 (0.00%)
	% credit hours taught by ADJ	240.00 (23.90%)	232.00 (20.79%)	112.00 (10.18%)
Foreign Language				
SPAN-1101	% students taught by FTF	469.00 (49.01%)	318.00 (35.77%)	317.00 (40.59%)
	% students taught by ACF	0.00 (0.00%)	97.00 (10.91%)	137.00 (17.54%)
	% students taught by ADJ	488.00 (50.99%)	474.00 (53.32%)	327.00 (41.87%)
	% credit hours taught by FTF	1876.00 (49.01%)	1272.00 (35.77%)	1268.00 (40.59%)
	% credit hours taught by ACF	0.00 (0.00%)	388.00 (10.91%)	548.00 (17.54%)

	% credit hours taught by ADJ	1952.00 (50.99%)	1896.00 (53.32%)	1308.00 (41.87%)
SPAN-1102	% students taught by FTF	80.00 (22.47%)	104.00 (25.00%)	115.00 (28.82%)
	% students taught by ACF	0.00 (0.00%)	80.00 (19.23%)	66.00 (16.54%)
	% students taught by ADJ	276.00 (77.53%)	232.00 (55.77%)	218.00 (54.64%)
	% credit hours taught by FTF	320.00 (22.47%)	416.00 (25.00%)	460.00 (28.82%)
	% credit hours taught by ACF	0.00 (0.00%)	320.00 (19.23%)	264.00 (16.54%)
	% credit hours taught by ADJ	1104.00 (77.53%)	928.00 (55.77%)	872.00 (54.64%)
SPAN-1103	% students taught by FTF	235.00 (89.02%)	308.00 (93.90%)	270.00 (85.99%)
	% students taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% students taught by ADJ	29.00 (10.98%)	20.00 (6.10%)	44.00 (14.01%)
	% credit hours taught by FTF	940.00 (89.02%)	1232.00 (93.90%)	1080.00 (85.99%)
	% credit hours taught by ACF	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)
	% credit hours taught by ADJ	116.00 (10.98%)	80.00 (6.10%)	176.00 (14.01%)

FACULTY DIVERSITY	
Race	
Asian	11
Hispanic	11
Unknown	17
American Indian	2
Black or African American	71
White	488
Gender	
Female	340

Male	260
STUDENT DIVERSITY (aggregate data for courses in the plan of study; duplicated headcount)	
Race	
Asian	4,197
Black or African American	23,026
Hispanic	5,545
Unknown	6,321
White	75,471
Two or More Races	5,208
American Indian	401
Hawaiian/Pacific Islander	119
Gender	
Female	65,273
Male	55,015
Age Range	
17 yrs. or younger	5,104
18-19 yrs.	38,614
20-24 yrs.	41,148
25-29 yrs.	14,607
30-34 yrs.	8,037
35-39 yrs.	5,051
40-44 yrs.	3,306
45-49 yrs.	2,080

50 yrs. or older	2,341
Veterans	2,471
PLA Credit Earned	
0 hours awarded	116,103
1-12 hours awarded	3,235
13 or more hours awarded	950

Faculty Profile Data Analysis

Is the enrollment in the AA degree maintaining status quo, increasing or decreasing and what does that reveal about the program?
Enrollment in the AA degree has been decreasing over the semesters covered in this Review: 4,503 in AU15, 4,302 in SP16, and 4,092 in AU16. Given that enrollment in the AS degree has maintained status quo over the same period and enrollment in the AA degree for AU17 is increasing, it is difficult to analyze the fluctuations: there are too many variables among those students who declare the AA degree upon entry to Columbus State.
Is the average class size in alignment with effective class dynamics, please discuss this in relation to methodology taught?
The average class size is 21 which is slightly smaller than the national average between 25 and 34 for community colleges. Because the methodology differs widely between departments and disciplines which offer courses in the AA degree, only a generalization can be made that it fits fairly well for a variety of methods.
Address the degree to which diversity as defined by the college is served in the program. Diversity will be found in many forms, for example, criteria for textbook selection; multi-cultural perspectives on course content; pedagogical approaches that recognize and build on differences in learning styles etc.
The Arts & Sciences faculty are very sensitive to diversity in its many forms within the division. Whether it is in textbook selection, multi-cultural perspectives on course content, or pedagogical approaches that recognize and build on differences, the faculty purposefully weave diversity into the learning experience. The division also recognizes that there is not a good representation of ethnicity among the full-time faculty and have purposed, which is aligned with Columbus State's commitment, to make every effort to have diverse applicant pools for any fulltime, tenure-track hires.
Identify current pedagogical practices in the program and assess the effect of these pedagogies in meeting the learning needs of students

Currently, the only means we have of measuring the effectiveness of current pedagogical practices is based on student completion. Per year, the collective completion rate in the degree program per course remained steady at 76%.

Student Success Measures

Measures	Strategic Priorities	2012-2013 Program Actual	2013-2014 Program Actual	2014-2015 Program Actual	Target
1.0	**Student Success - Progression**				
1.1	% of successful course completions				
	General Studies	74.5%	74.4%	77.7%	
	English/Composition	75.1%	79.1%	78.6%	
	Social & Behavioral Science	70.5%	73.4%	72.3%	
	History	68.1%	70.9%	72.5%	
	Foreign Language	76.9%	77.3%	75.9%	
	Math	69.3%	68.1%	65.8%	
	Natural Science	81.1%	85.0%	87.4%	
	COMM	85.9%	85.4%	85.2%	
	Literature/Culture/Arts	73.9%	73.0%	72.8%	
1.2	Student persistence autumn to spring (aggregate)	65.0%	66.8%	68.8%	
1.3	Student persistence from previous autumn (aggregate)	37.5%	34.1%	35.0%	

1.4	Number of students taking 12 or more credit hrs per semester (AU and SP)	7,129	7,238	6,578	
1.5	Number of students taking less than 12 credit hrs (AU and SP)	10,553	10,569	10,496	
1.6	Number of students taking 12 or more credit hrs in summer semester	1,239	868	462	
1.7	Number of students that participated in formal out-of-class tutoring (Tutortrack only; duplicated headcount)	0	11,759	8,188	
1.71	Of those that participated in tutoring, % of those successful in the course for which they were tutored	NaN	80.7%	77.8%	
1.8	% of students that successfully completed courses taught in traditional format	74.6%	76.5%	76.4%	
1.81	% of students that successfully completed courses taught in DL/Web format	68.3%	69.2%	69.8%	
1.82	% of students that successfully completed courses taught in blended format	77.3%	74.4%	70.6%	

1.9	Number of College Credit Plus Students takign the AA courses as defined in the CPS (unduplicated headcount)	399	633	812	
1.10	Number of enrolled College Credit Plus Students that have declared AA as their major	268	383	258	
1.11	% of those students taking College Credit Plus courses in the AA CPS that successfully completed the course	92.1%	93.3%	93.3%	
1.12	Number of College Credit Plus students completing 15 credits or more toward their AA degree	28	55	60	
2.0	**Student Success - Goal Attainment**				
2.1	Number of AA degrees awarded	774	674	496	
2.2	Number of students achieving AA degree in 2 yrs or less	416	350	279	
2.3	Number of students achieving AA degree in 3 yrs	121	112	80	

2.4	Number of students achieving AA degree in more than 3 yrs	237	212	137	
2.5	Number of students achieving a CSCC degree in a different program after starting the AA (and not obtaining an AA degree; multiple degrees per student will be counted)	344	302	227	
2.6	Number of students leaving the college after completing 12-23 credit hours toward the AA degree, but before graduation (last transcripted term is 2 years prior & active major is AA)	525	555	1,119	
2.61	Number of students leaving the college after completing 24-35 credit hours toward the AA degree, but before graduation (last transcripted term is 2 years prior & active major is AA)	351	363	877	
2.62	Number of students leaving the college after completing 36 or more credit hours toward the AA degree, but before graduation (last transcripted term is 2 years prior & active major is AA)	1,026	1,193	2,654	

2.7	Number of AA graduates enrolled at a 4 yr institution within a year of graduation	282	408	393	

Faculty Student Success Measures Analysis

1) Considering the list the Preferred Pathway partner institutions, as well as other national/regional/local institutions with which Columbus State has articulation agreements, identify ways and sources by which students learn about transfer requirements. Evaluate processes by which articulation agreements are created and later modified or updated.

While at Columbus State, students learn about transfer requirements in a variety of ways, but most authoritatively with their completion advisor. They will discuss transfer course and admission requirements and how they relate to their academic plan in a general sense. If the advisor can explain the information more easily about transfer requirements and course work, which they will share with the student, and they review how the student can discover the same information on their own. The advisor will refer them to our transfer website on which a Preferred Pathways inventory is found which lists and gives access to the available articulation agreements. Additionally, the completion advisor may review our university visit schedule with the student and encourage them to meet with representatives from one or more bachelor's degree institutions when they visit the campus. If a student chooses to meet with a visiting representative, they can either meet with that person in the Transfer Center or at a variety of locations across the Columbus and Delaware Campuses, as well as the regional centers. If visiting a representative doesn't work for the student either due to scheduling conflicts or lack of visitors from their chosen institutions, they can attend any of our special programs that occur throughout the year: the Annual Transfer Fair (October), RN to BSN Open Houses (Fall and Spring), Destination Days (Spring), and/or Blue Print Workshops (ongoing), to learn more about their transfer options. Finally, if a student still needs further information, the Transfer Center does have a small number of printed resources from out-of-state and private colleges available for students to review.

As for articulation agreements, those emerge in one of two ways. First, an institution may approach Columbus State to develop an institutional articulation agreement and program to program pathways. Once they have initiated contact, the academic department, deans, and relevant administrators are contacted to determine the value in establishing an agreement with that institution. Questions typically addressed are the accreditation of the institution, the location of the institution, the programs available and if those programs are relevant for our students. If the college moves forward with the agreement, the agreement is drawn up either by Columbus State or the prospective partner. The agreement is reviewed by the university counsel and then sent forward for signatures by our designated representatives. At that time, the Transfer Center works with the institution to develop program specific articulation agreements for students. We will also post information regarding the agreement and the institution on our Transfer Wikipedia. The second way we develop articulation agreements is when a department or faculty member at Columbus State approaches the Transfer Center to request an agreement be initiated for a particular institution and program. In this example,

we would reach out to the desired partner and initiate the discussion regarding an agreement. If they agree to move forward, we will do all the same tasks mentioned above through completion of the agreement and publication of information to students. Current articulation agreements are made for a two or three year period and expire on June 30. Beginning in the spring, the Transfer Center reviews the lists of institutions and programs that we have agreements with and consults with the academic divisions on which agreements should be renewed and if any new ones should be pursued. Once that information is compiled, we then contact the institutions to begin the renewal process. The process for the program to program pathways or agreements may be ongoing throughout the year as the timeline for curricular changes that Columbus State or the partner institution makes may not follow the renewal timeline. Changes to these resources and to our Transfer website and Wikipedia can be made fairly quickly. The longest parts of any of these processes regarding agreements is updating the degree pathways that students and advisors use to plan course work. As these have to be reviewed by us and the destination institution, this process can be very time consuming, but it is our goal to make these changes as quickly and as efficiently as possible, so that our students are using the most current information.

2) Identify any instructional support opportunities (ie. Library programs, individual faculty tutoring activities, etc.) for AA students that are not part of the formal tutoring captured in Tutor Track data identified in Success Measure 1.7.

Faculty are available during office hours for individual support and participate in Blackboard discussions with online students. They also correspond by email.

Digitized learning objects are embedded in all the courses, some of which have been fully digitized.

Videos on Blackboard that enhance materials taught in class.

Co-Curricular activities abundant: poetry readings, film series, lecture series, art expositions.

Many recommend students to the Writing Center, not just in English, but for any writing assignment.

Boot camps in math have been successful since Summer 2015. If we could take this model to scale, it is possible that the majority of students who enter CSCC below the college-ready benchmark in mathematics could expedite students' path through remedial math, saving them both time and money, while getting them into the math courses required for their majors much sooner. The Communication Center provides advice about preparing and delivering presentations.

Instructional support is now being introduced into introductory college courses, such as ENGL-1100 in which the prerequisite has been replaced with a support course that has become the co-requisite. This has been so successful that it is being brought to scale, college-wide. Pilots in other disciplines, such as math and science, are being created for the same purpose.

Many Arts & Sciences academic departments require the use of Starfish/FOCUS, a reporting system to help support students.

3) For those students identified in the instructional support opportunities identified above, what success trends have been identified?

Due to the general nature of the AA Degree program, we cannot track students who specifically participate in the instructional support opportunities collectively. However, the Office of Institutional Effectiveness makes available the success rates of students in individual courses, as well as collectively, in departments. The percentages reflect an overall success rate of 76%.

There are a few of the opportunities that we could track. With regard to the math boot campus and use of ALEKS PPL: the vast majority of students were able to improve significantly their placement level by completing a minimum of 10 hours of personalized preparation and retaking the placement assessment. Almost 70% of the students who completed the boot-camp increased their placement level by at least one course. Fully one-quarter of the participants increased their placement level by two or more courses. Further analysis of the courses students were able to skip identified a saving of 185 credit hours of remedial math, saving them a collective $25,147 in tuition expenses.

Data on service-learning courses across the college shows students' success percentage is higher than the average. Service-learning composition courses, for example, help students to develop their writing skills by writing and thinking critically about real world issues and experiences. Their study of social issues and possible solutions is two-fold as they work with a community partner to address a social issue and then study and reflect on it in class in their writing.

4) Identify the process and analyze the effectiveness of the process AA program faculty and staff use to identify curricular changes at transfer institutions.

Several departments have liaisons to OSU, our largest transfer institution, which allow them to stay informed on developments so that our courses remain aligned with their corresponding offerings. In addition, faculty work on research projects Faculty also serve on numerous faculty panels created by ODHE working on alternative pathways that may better serve students seeking the AA degree and transfer module agreements around the state and editing learning outcomes for TAG courses which guarantee course transferability. Faculty also rely on our embedded Arts and Sciences advisors who meet with other state-wide advisors in order to keep current on any necessary changes.

5) After analyzing the Student Success Measures - Progression (1.0) data, please identify any activities or program changes that may improve student's successful progression in the program.

Predictably, the more support activities students participate in, the more their successful progression toward degree completion. The single most successful change we have made, however, is in the area of course acceleration, most notably in English Composition I and its developmental prerequisite, Introduction to Composition. Students who have placed in the developmental course can now register simultaneously in their first college-level composition course. This means the pre-requisite course has become the co-requisite course, accelerating students' completion of two required English courses in the same semester. The national success rates for this model, as well as Columbus State's success rates, have revealed a dramatic improvement when compared to separate success rates over two semesters in each of the courses.
This success has given rise to a pilot in Mathematics, involving College Algebra and its prerequisite course, Intermediate Algebra. We are hopeful that as we bring this pilot to scale, as well, we will see similar dramatic success rates for students.

Additionally, almost half of the students who took the COMPASS reading test placed into a developmental reading course. Right now, however, these students who are scoring into a developmental reading course because they are struggling with important college skills such as reading comprehension, analysis, synthesis, application, etc. are not being required to take a DEV reading course. Yet, reading skills are an extremely important foundational skill for nearly every other class they will need to take in their college career. This data suggests that if these students were to take a DEV reading course to prepare them for college reading, they would likely improve in their success rates.

6) After analyzing Student Success Measures - Goal Attainment (2.0) data, please identify any activities or program changes that may improve student completion of an AA degree prior to transfer.

We believe that the data shows a lack of value associated with the AA degree. Because of its general nature, with no defined major, the student doesn't understand the importance of completing all the coursework to attain the degree; instead, they prefer to transfer as early as possible, after completing some or most of their general education coursework, so that they can get on with earning a more "useful" and familiar degree that can lead to a satisfying job.

7) Identify any program changes that may improve the number of students completing their AA degree prior to transferring to a four year college.

We are in the process of developing majors within the AA and AS degrees. These will be based on the articulation agreements we have with our Preferred Partner institutions. With a major-related course in every semester the student is earning an AA degree, s/he will receive a tangible reminder that what they are studying at Columbus State does relate to and contribute toward a BA degree at a transfer institution. This goal identification will encourage students to pursue the AA and see it as the halfway point to their goal attainment.

8) Describe program strengths.

Relatively small class size, taught by highly credentialed faculty who have chosen to emphasize teaching, rather than research, as their vocation. A majority of the courses that can comprise the AA degree is TAG or part of the OTM, which enhances transferability.

9) Identify program challenges.

The greatest challenge of the AA degree is its generality. By its very nature, it doesn't make obvious the progress a student is making in a major field or concentration. Students do not understand its value and, consequently, transfer early, avoiding the degree completion altogether.
For faculty, there is no identification with either the AA or AS degree programs, also due to that generality. They concentrate on course level relevancy and success, even as it relates to transferability. They identify with their students only at the course-level and rarely at the program level.

10) Based on the faculty analysis of both the program profile data and the student success measure data, identify program goals to be worked on over the next 3 years.

1. Divide curriculum into Pathways under which majors are associated.
2. Develop program majors by which both students and faculty can focus on degree attainment.
3. Create opportunities for faculty and students within a major can interact in meaningful ways which yield increased retention and graduation rates.

Lab Space, Equipment, and Fee Allocation:
Additional science labs to accommodate expected increase in STEM students, due to the promotion of Pathways and their related majors.

Capital Equipment:
We are growing increasingly reliant on mobile technology. This means greater bandwidth and WiFi capability, as we hope to offer more digitized content to engage student learning.

Ongoing Maintenance:

Computer Software:

Additional Classroom Space;
Classrooms equipped with computers, either desktop or from carts, are in high demand, due to the intensive incorporation of technology in the learning experience.

Testing Space:

Faculty Development:
More on-campus professional development is needed as new active and collaborative learning opportunities emerge.

Office Space:
More offices will be needed due to the anticipated increase in full-time, tenure-track faculty,

Faculty Positions:
As faculty retire and program majors expand and increase, more full-time faculty will be needed.

Staff Positions:

Other:

Summary Comments:

In Arts and Sciences, we are looking forward to the development of majors so that in-coming students recognize the need for degree completion and transfer guarantees. As ODHE begins the dialogue between 2-year and 4-year institutions to establish pathways that can be distinctly promoted by all public schools, community college students will have a far better transfer experience.

Signatures:

Program Faculty Review Team (add lines as needed)

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