**Peer Review of the Program Review for the General Studies Program**

**For the School of Professional Studies**

**Spring 2014**

This document provides a solid beginning for the assessment of the General Studies Program; however, the data provided is incomplete. We understand that some changes have already been implemented and other changes will be completed prior to completing the Assessment Report. So, for example, the program review does not include the learning outcomes results from the identified courses. Other sets of data are also needed. We would make the following recommendations.

1. **Introduction** requires editing. The description in the second paragraph is ambiguous regarding the ‘specializations’ available to the student. The third paragraph does not clearly distinguish between total credits required for the concentration (s) and what would count as electives. We looked at the catalog copy and the text available on the web site, but were unable to identify the correct version of the choices available to the students.
   1. There is no discussion on the website of any other concentration than the Humanities.
   2. If other concentrations will continue to be available, then what are the required courses for each?
2. **Goals and Objectives**: Does SPS have to align the goals and objectives of their programs with the goals of the University and the goals of SPS?
   1. If so, then an additional table demonstrating the alignment between these three sets of goals will be helpful in understanding the (already included) table that identifies the courses in which each objective is addressed.
      1. Separate the Goals of the University (derived from the Mission Statement) and the Goals of the School of Professional Studies.
      2. Separate the Goals of the SPS from the Objectives of each program within the SPS.
   2. Please note that the goals of the General Studies program are exactly the objectives of the CAS General Education curriculum. Are these the objectives of the SPS CORE curriculum as well?
3. **Concentrations**: You identify five separate concentrations. Are these all available as *majors* within the General Studies Program? Is the General Studies Program itself a major or is it a degree program? How many total credits does each of the five concentrations require? Can you better identify the category of Electives that are available to all concentrations?
   1. Because you identify different objectives for each of the concentrations, you should also identify the courses in which each of these is addressed within each concentration.
   2. Are *exit competencies* the same thing as *learning outcomes*?
   3. I believe you are using rubrics to measure these. If so, copies of the rubrics should appear in the Program review.
4. **DATA:** This table is incomplete in that it does not identify the results of the assessments, nor does it identify the measuring instrument that you are using (the individual assignment).
   1. The table also highlights the ambiguity between the Program of General Studies and the Liberal Arts.
   2. The Liberal Arts objectives may more appropriately be part of the SPS CORE curriculum
5. **Analysis:**
   1. Your data (as presently available) does not demonstrate that those “courses consistently taught by the same core of adjuncts have good assessment and rubrics.” What are the learning outcomes of these courses? How are these assessed? What are the rubrics? What methods did you use to identify the “strengthening” that you envision for those courses that need it? For example, are you standardizing the syllabi? Are the assignments well focused on the outcomes?
   2. Have you identified those concepts and those learning outcomes that are well taught at the 100 and 200 levels? Do these appear repeatedly at the 300 or 400 levels? A revised curriculum map would help here.
6. **Conclusion:** Make sure that the conclusions are data driven.
   1. How did you identify that the GST Program is meeting an important need for your students?
   2. How did you come to see that the BADM and COM courses are not as stringently taught in the sections that support the GST? Why are these not just the same courses that support the existing BS in Business or BA in Communication?
   3. Do these conclusions indicate that five is too many concentrations for the GST?
   4. What has SPS done to identify potential enrollment for the (new) Media Studies Program?
   5. If the GST concentration in the Humanities is to be better aligned with the traditional degree in the Liberal Arts (an already designed Liberal Studies Degree Program), how will this affect the objectives of the program? Or the objectives of the SPS?
   6. What exactly is an open concentration?