GENERAL STUDIES (UNIVERSITY PARALLEL) PROGRAM EVALUATION MODEL

PHILOSOPHY

Purpose: The General Studies Program is designed to serve a wide variety of people. Following are listed some examples:

1. That person not seeking a bachelor's degree, but wanting to broaden and deepen his/her knowledge and skills.

2. That person who plans to transfer to another college or university and complete a professional or pre-professional program of studies leading to a Bachelor of Arts or a Bachelor of Science Degree.

DIVISIONS

Core curriculum offerings cut across four divisions – Social Science, Natural Science, Humanities, Business. Elective course offerings cut across all divisions.

CLUSTERS

Course offerings are clustered into six major areas, handled by various divisions.

DISCIPLINES

General Studies disciplines are assigned to divisions in the following manner:

Divisions	Social Science	Natural Science	Humanities	Business
Clusters	Social Science	Science/Math Physical Education	Communications Fine Arts	Data Processing
Disciplines	Educ. Foundations Geography History Political Science Psychology Religion Social Studies Sociology	Biological Science Chemistry Health Occupations Mathematics Physical & Health Ed. Physical Science Physics	Art English Language Humanities Journalism Music Philosophy Speech/Theater	DP 100/101

* Only one specific course relates to the General Studies program (core requirements).

PROGRAM REVIEW FACTORS:

I. Course Evaluation

A. Philosophy/Objectives

B. Content

C. Transferability

D. Need

1. Enrollment pattern (historical pattern)

2. Frequency of offering.

3. Average class size - theory (general rule of thumb).

4. Average class size - practice.

E. Cost

1. Per Student (by program).

2. Per course.

II Discipline Evaluation

A. Philosophy/Objectives

B. Courses

1. Placement within discipline.

2. Sequence.

3. Duplication

4. Essential/Non-Essential (to discipline to program).

C. Cost Analysis

III Cluster Evaluation

A. Philosophy/Objectives

B. Disciplines

1. Placement within cluster

2. Sequence

3. Duplication

C. Cost Analysis

IV Program Evaluation

A. Course/Discipline/Cluster Review

1. Additions.

2. Deletions

3. Modifications

B. Cost Analysis

C. Rationale

1. Divisions

2. Advisory Councils

3. BOD

4. In-House

5. Other Institutions

D. Process

1. Divisions

2. Academic Affairs Committee

3. President

V. Staffing Evaluation

A. Evaluation

1. Need determines staffing.

2. Staffing per discipline should be determined based upon the following:

   a. Class size

   b. Frequency of offerings - historical pattern

   c. CHP

   d. FTE

   e. Cost per CHP

   f. Cost per FTE

3. The attached Staffing Ratio Scale is to be used as an objective base for determining number of faculty positions needed per discipline.

B. Recommendations

1. Additions

2. Overstaffing - BOD guidelines/Institutional Policy

C. Process

1. Division Chairs

2. Vice President of Academic Affairs

3. President

STAFFING RATIO SCALE*

	Foundation	100-200 Level
SOCIAL SCIENCE		
Education Foundations	-	25
Geography	-	30
History	-	30
Political Science	-	30
Psychology	-	30
Religion	-	30
Social Studies	-	30
Sociology	-	30
NATURAL SCIENCE		
Biological Science	-	24
Chemistry	-	24
Health Occupations	-	24
Math	17	25
Physical Education	-	25
Physical Science	-	15
HUMANITIES		
Art	-	28
Art Studio	-	18
English	17	25
Language	-	25
Humanities	-	30
Journalism	-	25
Music	-	30
Philosophy	-	30
Speech	-	25
Theater	-	20

*Staffing Ratio Scale to be reviewed periodically.

STAFFING RATIO SCALE

1. Average class size per discipline (as noted on Staffing Ratio Scale) is to be determined by Division Chair (using "rule of thumb" figure set by division experience).

2. This figure (ACS) is established as a base norm to objectively establish a faculty position formula per discipline. The figure itself does not represent one particular course, but rather is a discipline average.

3. Faculty Positions Formula

   ASC x Full Load = CHP = one faculty position

   Example: Religion

   30 x 15 = 450 CHP

   450 CHP determines one faculty position

4. This formula, establishing an objective scale to identify one faculty position, is then used as the base norm for faculty staffing decisions per discipline.

5. CHP per discipline is to be reviewed each semester in relation to the base formula. As trends emerge, division recommendations are to be made. Division recommendations regarding faculty positions are to be based on a two year period.