

# Oklahoma City Community College

Program Review Self Study Year: 2015
Division of English and Humanities
Associate in Arts: Humanities (021)
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## I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

A committee of Humanities Program faculty annually assess student learning and program outcomes by conducting a review of student artifacts submitted by full-time and adjunct faculty. Every five years the Program Review is conducted by a faculty committee selected by the Dean of English and Humanities with additional input provided from Advising, Recruitment and Admission, and the Office of Institutional Effectiveness.

**The following recommendations were made in the 2010 Humanities Program Review:**

- 1. When budget is stabilized, compensate faculty retroactively for merit and cost-of-living increases.**
- 2. Restore generous travel opportunities for faculty.**

With statewide economic shortfalls, funding for pay increases and travel continues to be problematic. Some stipends have been awarded, and very modest pay increases have been made; however, this continues to be a concern. Attending discipline-specific conferences and workshops offers inspiration and opportunity to learn from others in the field, which can then be brought back to OCCC and shared with other faculty and, most importantly, the students.

**3. Hire more full-time faculty to cover a larger percentage of composition as well as program-specific courses.**

Since 2010, two additional full-time faculty members have been hired, and one has left the college. All full-time humanities faculty members now are required teach two or more sections of English Composition in the classroom each semester. In light of recent changes which limit use of adjunct labor, impending faculty retirement(s), and booming enrollment, more full-time faculty will be needed.

**4. Support faculty in their call for a non-western humanities course requirement to address the college's stated mission.**

With the limited number and variety of humanities courses currently being offered, implementing this recommendation may be difficult. However, we can revitalize courses that are currently being offered to place greater emphasis on diversity and global issues. This is being done by individual faculty in several classes, but open discussion regarding how to address this need is required.

**5. Develop means of attracting more majors.**

Student-centered presentations, such as Brown Bag and ExCEL series, and Humanities Month activities are designed in part to demonstrate the inherent intellectual, social, and personal value of studying the humanities.

**6. Emphasize the importance of superior writing skills in all courses across the campus and hold students to high standards.**

Increasingly, students are required to demonstrate their writing skills in classes beyond English Composition. With the recent Title III grant, our English Composition I class is currently being redesigned to increase student learning and success.

7. Increase collaboration among the three areas of emphasis within the program to enable seamless and well-integrated outcomes assessment process while retaining emphasis-specific evaluation of artifacts.

Beginning in FY 2014, faculty assess artifacts from all humanities majors in literature, philosophy, and humanities courses in a single, unified process.

**8. Implement common nine-hour core in program.**

This has been accomplished; the Humanities Program common core includes HUM 2213, HUM 2223, and PHIL 1123.

## II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

"OCCC aspires, through bold and transformative action, to significantly raise the educational achievement of all our students and to be an indispensable pathway to a more prosperous and fulfilling future."

--OCCC's Aspiration Statement

Oklahoma City Community College's Roadmap 2018 initiative emphasizes three goals: 1) increasing the number of graduates by fifty percent, 2) increasing academic achievement among low-income, first-generation, and some racial and ethnic groups, and, 3) doubling annual giving to support student scholarships, community events, and the endowment. Due in part to its broad scope, flexibility, and appeal to a variety of emphasis of General Humanities, Literature, and Philosophy, the Humanities Program strongly aids the College in reaching these goals. The Humanities offers a great opportunity for students with its streamlined curriculum, especially those with Liberal Arts leanings, those who think they have been away from college for too long to finish, and also for those who wish to continue at a four-year institution.

This program review suggests a few specific areas for improvement. These include

1) reviewing core courses to determine whether they sufficiently support the General Education outcome regarding Human Heritage, Culture, and Value, enhance student awareness of other cultures, and aspire to our institutional Vision/Value of Diversity;

2) exploring artifact collection, evaluation processes, strategies for measuring Program Outputs to more effectively meet the needs of the recent streamlined Program changes;

3) evaluating course curriculum;

4) creating a more distinct identity to raise awareness of the Humanities Program's strengths;

and

5) enhancing the pathway for students to complete their goals and a degree.

### **III. Analysis & Assessment**

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

#### **A. Centrality of the Program to the Institution's Mission**

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

OCCC provides broad access to learning that empowers students to complete a certificate or degree and that enriches the lives of everyone in the community. The Humanities Program supports general education by offering an array of classes that help students to fulfill degree requirements and meet general education objectives, most notably in the areas of Writing; Critical Thinking; and Human Heritage, Culture, and Institutions. With regard to community development, some of our classes include service learning components, class trips to community centers and religious institutions, outreach of ideas through the College's Brown Bag and ExCEL series by participating Humanities faculty, and a concentrated series of events celebrated campus-wide for Humanities Month in October.

#### **B. Vitality of the Program**

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

##### **1. List Program Objectives and Goals**

The Humanities Program supports General Education and successful transfer to state university programs such as Humanities, English, Philosophy, and Language Arts Education. Recent course and Program modifications were made to offer students increased flexibility, improve degree completion, and meet needs of Program goals and transfer needs. Moving forward, these modifications should increase students' overall academic success by layering in more foundational skills, making the Humanities Degree Program more student friendly and streamlined toward degree completion, and leading to a more effective assessment process for the Program.

## 2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include program outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

Upon successful completion of an Associate of Arts degree in Humanities, students will be able to do the following:

**Outcome 1:** Critically think and effectively communicate about their specific disciplines.

**Outcome 2:** Demonstrate an understanding of major works and movements within their discipline and recognize their historical and cultural impact.

**Outcome 3:** Demonstrate proficient knowledge and application of the scholarship, concepts, or vocabulary of their disciplines.

Well-defined the criteria for measurement and how the criteria were used in the program.

Prior to 2014, Humanities Program assessment was a divided process, with Literature and Philosophy being assessed by different faculty teams and different evaluation tools. The results would then be combined for the annual Outcomes Assessment Report.

Each year one identified student learning outcome would be measured by a course-embedded assessment artifact (usually essays) from the following designated courses in General Humanities: HUM 2000 and above, Literature: ENGL 2123 and above, and Philosophy: PHIL 2000 and above. Humanities majors who have taken 30+ hours at OCCC were identified, and faculty were asked to provide artifacts from these students.

Using rubrics from the three emphases, faculty members evaluated the course-embedded assessment artifacts and tabulated results. We would consider the outcome achieved if 80% of the students:

- scored 3 or higher out of 4 in General Humanities
- scored "yes" in 5 or more out of 8 categories in Literature
- scored 2 or higher out of 4 in Philosophy

In 2014, the Humanities Program assessment team designed a new, simplified evaluation rubric that is not discipline-specific for our newly streamlined program assessment process. We evaluated artifacts from 2000-level Humanities and Philosophy classes and Literature classes ENGL 2132 and above. Artifacts included essays, discussions, exams, quizzes, and other written work, all of which were course-embedded assignments. Artifacts were evaluated for all three outcomes on a three-point scale as follows:

- 0 = The outcome was not attempted.
- 1 = The outcome was attempted, but not satisfactorily
- 2 = The outcome was achieved satisfactorily.

Only artifacts receiving a satisfactory score of 2 in any one of the three outcomes on this scale are considered successful.

Traditionally, we have sought to achieve an 80% pass rate, and only one outcome would be measured per year. For the most recent Learning Outcomes Report, however, all three outcomes

listed above were measured, and scores were tabulated based on individual outcomes as well as total success.

Another measure of our success has been the feedback provided by the Graduate Surveys in which former students rate our program based on multiple factors, including the quality of instruction, course content, advising, and preparation for a four-year degree. (See Course and Faculty Evaluation for details.)

The evaluation, results, and recommendations based on the criteria used.

Because the assessment teams have worked independently from one another for many years, the means of evaluation and expectations have been inconsistent. As few as three (in Philosophy) and as many as seven (in Literature) faculty members might serve on an assessment team in a given year. Also, the number of artifacts assessed has varied greatly, ranging from fewer than 30 to over 100, depending on participation of faculty and number of Humanities majors enrolled in our classes in a given semester. For most of the past five years, we have achieved or exceeded our minimum outcome of 80% passing.

Of the artifacts evaluated in 2014, 44 out of 57 (77%) earned a passing score in one or more areas, which approaches our acceptable pass rate. However, the success rates for individual outcomes are not as encouraging:

Outcome 1: 36 (63%)  
Outcome 2: 36 (63%)  
Outcome 3: 34 (59%)

The artifacts that produced some of the greatest results were, not surprisingly, those whose assignments specifically asked students to analyze the “cultural impact” of literary, social, and historical movements and to “draw connections between intellectually historical elements” (Outcome 2) or to “demonstrate understanding of the vocabulary specific to the discipline” and “apply foundational concepts” (Outcome 3). Exams and quizzes provide students opportunity to demonstrate competency with these outcomes, yet they are less likely to yield “well-constructed . . . academic prose” (Outcome 1). The writing outcome is more easily demonstrated in essays; however, when not explicitly guided to provide evidence mastery of vocabulary and demonstrate understanding of the effects of culture, students are somewhat less inclined to do so in essays than on exams. Synthesizing the knowledge with critical thinking and effective writing seems to be the greatest challenge.

While the overall success rate for the combined outcomes was close to our goal in 2014, the pass rate for the individual outcomes was disappointing. Whether the fault is in the assignments selected as artifacts, the new measurement tool, or in the Program itself is indeterminable; what does seem clear, however, is that understanding of expectations would have a positive impact on our outcomes. We have discussed using a shared folder in the English and Humanities page on the OCCC Portal to house assignments, evaluation rubrics, and other instructional materials specific to the Humanities Program. Making use of such a resource would be one way of promoting collaboration and working towards common goals. Another would be to have more face-to-face discussions among the full-time faculty about our mission, both as a department and as a Humanities Program.

A point worthy of discussion is whether the pool of artifacts is truly reflective of the Program as a whole. First, students who have taken 30+ hours at OCCC may have had little experience with the Humanities Program; a better criterion for student selection would be to focus on students who had taken a minimum number of classes within our program. Second, under the current practice, most of our Philosophy classes are excluded from assessment because most of the courses offered are 1000-level. Also, it should be noted that the practice of evaluating Literature artifacts taken from ENGL 2123 and above previously excluded Creative Writing artifacts. With the new course numbers (ENGL 2213 and ENGL 2223), in the future these classes should be included in the assessment process. As a department we need to discuss how best to evaluate student work from these classes.

Response rates to the Graduate Surveys have been spotty; in fact, some years we have no data at

all. The results from 2013 (most recent available) were generally positive; the Humanities Program received high ratings from graduates in the following:

- Overall experience of the degree program;
- Quality of instruction in degree program courses;
- Quality of course content;
- Grading and testing procedures;
- Flexibility of teaching styles;
- Use of instructional media or technology;
- Effective classroom interaction; and
- Preparation for four-year degree in a specific major.

We have received lower ratings for advising in the degree program and for availability of program courses. Some recommendations have been acted upon to improve in these areas. For example, the Humanities Program has forged a stronger relationship with Academic Advising as several faculty members have worked in their office to help more of our students with advising and enrollment. Also, course offerings in Philosophy have increased over the past two years; specifically Critical Thinking (PHIL 1123) is booming, and Introduction to Ethics (PHIL 1213) is being offered on campus again.

An in-depth examination of course objectives, educational design, and course content of the primary courses supporting the Humanities Program should be a focus.

### **The General Education Core**

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

- I. Human Heritage, Culture, and Institutions
- II. Public Speaking
- III. Writing
- IV. Mathematical Methods
- V. Critical Thinking

### **Strategy:**

The General Education Committee will create six interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

## General Education Assessment Plan

### Objective:

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

### Method:

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect artifacts already designed and administered by our professional faculty at OCCC.

### Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

### Program Response to General Education Assessment Data

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has six general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, and social institutions; writing; public speaking; mathematical methods; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

Faculty members from the English and Humanities division submit artifacts for both the Humanities Program Assessment and for General Education Assessment. These artifacts include essays, exams, projects, and discussion board posts. Below is a summary of the data produced by the General Education Assessment Committee since the previous Humanities Program Review.

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Human Heritage & Institutions*	N/A	N/A	N/A	N/A	74% (100/136)
Human Heritage **	70% (68/97)	69% (61/88)	84% (68/81)	74% (69/93)	N/A
Social Institutions	80% (53/66)	74%(67/90)	71% (37/52)	73%(30/41)	N/A
Writing	90% (94/105)	89% (89/100)	83%(99/119)	93% (88/95)	86% (384/440)
Public Speaking	61% (28/24)	69% (44/64)	81% (61/75)	77% (62/81)	88% (71/81)
Math	70%	88% (87/99)	74%	72% (70/98)	75% (59/79)
Critical Thinking***	84%(57/68)	78% (51/65)	71% (68/96)	73% (96/132)	82% (105/128)
Critical Thinking					

(non-science) Critical Thinking	N/A	N/A	N/A	82% (61/74)	71% (70/99)
(combined) (175/227)	N/A	N/A	N/A	76% (157/206)	77%

\*formerly Human Heritage, Culture, Values, and Beliefs and Social Institutions  
\*\*Human Heritage, Culture, Values, and Beliefs  
\*\*\*formerly Science Methodology

In part because critical thinking has emerged as an outcome of great interest to all OCCC programs, Critical Thinking (PHIL 1123) has been made a core course for the Humanities degree. The public speaking outcome is addressed through both formal presentation assignments and informal discussion of course topics within the classroom.

Human heritage, culture, and institutions are explored through literature, philosophy, and humanities courses. The significant decline in recent years in this category merits discussion among faculty to address ways in which our course offerings and course content can more fully support this important general education outcome.

The generally high pass rates in writing are at odds with our recent low numbers generated through the Humanities Program Outcomes Assessment process. We need to determine possible causes for this disparity. It may be that our own evaluation tool is unrealistically stringent, and the low number of artifacts evaluated for the Humanities Program Outcomes Assessment offers skewed results.

b. The program values and supports effective teaching.

**Faculty Performance Review and Evaluation**

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean.

## Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6<sup>th</sup> and 7<sup>th</sup> week for the first 8- week classes and the 14<sup>th</sup> and 15<sup>th</sup> week for the second 8-week courses and 16-week courses. The email will include the information to evaluate each course. The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

Students are encouraged to participate in the online course evaluations. To enhance our understanding of students' needs, faculty members often include their own questions on course evaluations to deepen information gleaned from student input. Additionally, some faculty request explicit feedback on end-of-semester assignments which ask students to identify specific strengths and weaknesses of their courses.

Students who graduate from OCCC in Humanities will be sent a Graduate Survey from the Office of Institutional Effectiveness. Returned data will be compiled and sent to the Dean of English and Humanities. The survey results will provide our department with practical feedback for strengthening and revising our program. It will pinpoint the reasons why the students decided to pursue an A.A. degree in Humanities at Oklahoma City Community College. Also, the survey will ask students to rate our program on the following:

- Overall experience of the degree program;
- Quality of instruction in degree program courses;
- Quality of advising in the degree program;
- Quality of course content;
- Availability of literature courses;
- Grading and testing procedures;
- Flexibility of teaching styles;
- Use of instructional media or technology;
- Effective classroom interaction;
- Preparation for four-year degree in a specific major.

Beyond rating our program on a rubric scale, students will also answer four brief questions related to their experiences in our program. We will consider the Program Output achieved if 80% of the surveys rank our program at an average of 3 out of 4 on the survey scale.

d. The program's learning resources support student learning and effective teaching.

## Print and Online Resources

The OCCC Library's broad array of resources supports the Humanities program well. The collection includes regular books, ebooks, DVDs, online streaming videos, article databases and a number of specialized online resources in areas such as critical thinking, music appreciation, mythology, film studies, comparative religions, philosophy and art history. These comprise a large portion of the Library collections and continue to grow and evolve.

All of the online resources are available to students --anytime, anywhere. New specialized searchable collections (databases), recently added, include: World Religions Online, Grove Music Online, and Digital Theatre Plus. Other resources for both students and faculty are Films on Demand with its nearly 20,000 documentaries and ImageQuest Database, a source of literally millions of images that can be used for student or faculty projects. Many course assignments have

a “global” or international aspect; in support of these the Library subscribes to both the A to Z the World and CultureGrams.

The Library continues to subscribe to a wide variety of excellent online article databases such as EbscoHost.

One of the most popular services is the Library's textbooks on reserve program. Copies of most textbooks used in each current semester are available for students to use in the building.

The main areas of the circulating book collection and AV areas that support Humanities courses are:

B --BD Philosophy, logic, metaphysics

BH --BJ Aesthetics, ethics

BL --BX Religions, mythology

M --MT Music

N --NX Art

P-PT Literature, including film

Other areas include:

AM 1-501 Museums

AZ 20-999 History of scholarship & learning

CB 3-481 History of civilization

GR 1-950 Folklore

Q 124-180 History of science

Regular collection reviews identify topic areas that need to be updated or enlarged, as well as revealing out-of-date and dilapidated items that need to be withdrawn. The Library budget for materials acquisitions continues to be good and ordering of new materials is ongoing.

### **Instructional Resources**

The value of excellent research collections, whether online or in print, depends also on whether or not students are aware of and have the skills to use them. Experience shows that typical students are not aware of resources available, but instead are “looking around on the Internet” with often very limited success. To help alleviate this librarians teach research skills.

Many students enroll in the one credit hour Success in College and Life course, in which they receive instruction in doing academic research. The librarians also teach class sessions in a wide variety of subject areas. Sessions are usually hands on, held either in the Library's instruction area or in the students' regular classroom. All kinds of permutations are available, depending on student needs and the expectations of a faculty member. And as always, librarians staffing the Library Assistance desk answer informal student questions and provide one-on-one instruction.

Another way to help students gain skills is found in the varied “how to find relevant and credible information sources” guides created by librarians. Since the previous program review the Library hired an Electronic Resources / Reference Librarian to strengthen student awareness of and skill in using Library online databases and other resources. Several online video tutorials have been created and the online Research Help module has been thoroughly revamped. These can be found from the Library web page or directly from the YouTube channel (<http://youtube.com/occlibrary>).

Librarians are committed to supplying the right resources and helping students and faculty use them well. The Library has a strong budget and responds to faculty requests or suggestions about useful resources. Neither is expected to change.

e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

OCCC participates in the OSRHE Course Transfer/Course Equivalency Project by meeting annually with representatives from institutions across the state to discuss program expectations, course content, and class offerings. Our English, Humanities, and Philosophy classes transfer successfully to universities in the area.

OCCC's Humanities Program feeds into B.A. programs at UCO, OU, and OSU, among others. According to the terms of our agreement with UCO, students who graduate with an Associate Degrees in Humanities at OCCC can use their degrees as the foundation for the following Bachelors' Degrees at UCO:

- A.A. Humanities/Literature Emphasis    B.A. in English
- A.A. Humanities/Literature Emphasis    B.A. in English/Creative Writing
- A.A. Humanities/Literature Emphasis    BA in Education-English Education
- A.A. Humanities                            B.A. in Humanities
- A.A. Humanities/Philosophy            B.A. in Philosophy

f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The college receives and reviews data from the Oklahoma Employment Security Commission and reviews data of the Oklahoma City five County Metro Area Job Statistics and Projections.

### 3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

- a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

Our program has produced 84 graduates with A.A.S. in Humanities over the past five years. The breakdown is as follows:

Year	2010	2011	2012	2013	2014	5-yr. Average	Min. Standard
	13	22	23	10	16	16.9	5

- b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

Year	2010	2011	2012	2013	2014	5-yr. Average	Min. Standard
	37	27	43	31	50	38	25

- C. What strategies do you employ to help communicate, connect, and retain your majors? What measures are you using to determine the effectiveness of your retention strategies?

Program faculty work regularly with Humanities majors to develop degree plans, and several faculty members have also worked in the Office of Academic Advising to become better trained in advising and participate in a pilot project being conducted by the Advising Office. Faculty communicate with students via email and use the Retention Alert for at-risk students in the faculty members' classes. To entice students to explore what the study of the humanities has to offer, OCCC celebrates Humanities Month each October through a series of events, including faculty and student presentations, as well as outside speakers and performers. Faculty members encourage students to engage with fellow students and faculty on campus by participating in clubs and organizations such as Advocates of Peace, College Poets & Writers, Philosophy Club, and the Native American Student Organization. Additionally, service learning opportunities are provided in some of our classes for students who desire greater connection with the community, and Honors Program contracts are available for any students seeking greater academic challenge and distinction. To stay connected with our graduates, we send holiday cards to our graduates and elicit program feedback from the Graduate Surveys sent from the Office of Institutional Effectiveness.

### 4. Successful Course Completion

- a. Report the successful completion rates of all major courses in the program.

Course	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
ENGL-2123	82.5% (337)	71.8% (377)	68.8% (312)	65% (241)	69.3% (217)
HUM-2213	75.8% (260)	72.2% (255)	68% (228)	63.7% (193)	68.3% (169)
HUM-2223	77.8% (270)	79.2% (265)	79% (272)	71.6% (232)	72.2% (293)
PHIL-1013	59.7% (288)	63.5% (312)	64.0% (303)	62.4% (290)	71.4% (238)
PHIL-1123	N/A	N/A	N/A	39.1% (23)	76.4% (140)

- b. Report the successful completion rates of all general education courses in the program.

Course	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
ENGL-1103	82.5% (166)	83.3% (163)	78.3% (182)	80.2% (116)	85.0% (120)
ENGL-1113	61.5% (4,217)	57.5% (4,484)	57.7% (4,200)	59.1% (3,830)	62.2% (3,942)
ENGL-1203	96.0% (29)	100% (15)	100% (28)	100% (6)	100% (1)
ENGL-1213	69.8% (3,386)	68.8% (3,449)	66.7% (3,311)	68.6% (3,004)	71.8% (3,039)

ENGL-2133	na	na	30.4% (23)	na	na
ENGL-2343	70.8% (24)	68.4% (19)	na	na	na
ENGL-2353	na	na	87.5% (16)	na	na
ENGL-2363	52.4% (21)	na	na	na	na
ENGL-2413	77.8% (18)	80.0% (10)	na	na	na
ENGL-2423	60.9% (23)	80.8% (26)	71.4% (21)	71.4%(21)	66.7% (18)
ENGL-2433	50.0% (24)	85.2% (27)	73.9% (23)	50.0% (24)	72.7% (11)
ENGL-2543	78.3% (23)	85.0% (20)	72.0% (25)	77.3% (22)	50.0% (22)
ENGL-2653	66.7% (24)	86.4% (22)	72.7% (22)	71.4% (14)	61.1% (19)
ENGL-2773	77.4% (31)	84.0% (25)	83.3% (24)	83.3% (25)	56.5% (24)
ENGL-2883	70.8% (24)	73.1% (27)	84.6% (26)	95.2% (21)	70.8% (25)
HUM-2133	77.1% (306)	83.4% (303)	84% (244)	79.7% (192)	80.4% (229)
HUM-2143	81.9% (785)	77% (923)	76% (930)	75.3% (784)	78.8% (1,030)
HUM-2153	63.6% (22)	78.6% (15)	69.6% (23)	71.4% (21)	66.7% (15)
HUM-2213	75.8% (260)	72.2% (255)	68% (228)	63.7% (193)	68.3% (169)
HUM-2223	77.8% (270)	79.2% (265)	79% (272)	71.6% (232)	72.2% (293)
HUM-2243	84.5% (226)	85.1% (188)	86.74% (234)	89.3% (224)	89.5% (250)
HUM-2253	74.1% (27)	81.5% (27)	na	na	na
HUM-2263	69.6% (23)	86.7% (30)	48.1% (27)	na	na
HUM-2293	78.7% (61)	78.3% (83)	80.7% (83)	84% (81)	73.6% (87)
HUM-2353	93.9% (33)	80% (31)	76.7% (30)	82.1% (28)	na
HUM-2373	78.3% (46)	75.5% (53)	83.3% (48)	79.2% (48)	81.6% (38)
HUM-2423	90% (60)	87.9% (66)	84.2% (57)	92.1% (63)	82.7% (52)
PHIL-1013	59.7% (288)	63.5% (312)	64.0% (303)	62.4% (290)	71.4% (238)
PHIL-1123	na	na	na	39.1% (23)	76.4% (140)
PHIL-1213	61.2% (152)	73.7% (194)	69.9% (136)	65.6% (96)	64.0% (50)
PHIL-1603	80.2% (116)	64.2% (109)	86.2% (58)	85.1% (47)	83.1% (65)
PHIL-2133	70.0% (40)	81.4% (43)	75.0% (40)	89.7% (39)	74.1% (58)
PHIL-2223	66.7% (18)	44.4% (27)	66.7% (21)	60.0% (25)	68.8% (16)

c. Describe program student success initiatives.

Over the past seven years, Oklahoma City Community College has participated in several initiatives to improve student success, notably Achieving the Dream, Complete College OCCC, and Title III.

Achieving the Dream was an initiative that began in 2007 and continued until 2012. Along with two other community colleges in Oklahoma - Rose State College and Tulsa Community College - OCCC planned and enacted a series of initiatives to improve student success, particularly students who were considered at-risk. Specifically, Achieving the Dream focused on identifying ways to improve student advising and retention rates in remedial and 1000-level courses.

In September 2012, Oklahoma City Community College began Complete College OCCC, an initiative that sought to increase the number of degrees conferred upon students from approximately 1200 in 2011 to a goal of nearly 1700 by 2023. To attain this goal, the initiative was divided into smaller ones that focused on key areas of student success. Specifically, these groups sought to identify factors key to improving 2000-level course success, improving success rates in online classes, reducing the number of students on academic probation and suspension, and improving student retention. Through Complete College OCCC, OCCC has developed a series of next steps for achieving these goals, such as improving alignment of courses, evaluating prerequisites for courses with high enrollment and low success, and designing and implementing training for instructors who teach online courses.

A Faculty Development Grant in 2012 was awarded to faculty teaching four of the Humanities Program courses (PHIL 1013, PHIL 1213, HUM 2143, and HUM 2293) as well as gateway courses, ENGL 1113 and SCL 1001. This grant provided a set of six iPads to be shared for use in collaborative learning class settings, serving approximately 160 students per semester. The

following year, a Complete College OCCC Innovation Grant enabled the same faculty to gain knowledge to develop course capstone projects designed to engage students at all levels of Bloom's taxonomy, culminating in the highest level: creating.

In the fall of 2014, Oklahoma City Community College announced that it was awarded a Title III grant that will span five years and total \$2.2 million. The grant, provided by the U.S. Department of Education, will be used to both help at-risk students and improve the educational experience for all students at OCCC. Specifically, OCCC aims to improve college-level gateway courses - general education courses students take at the freshman level - by redesigning twelve such gateway courses. The funds will also be used to pilot new teaching methodologies, implement degree-mapping software to help students plan their educational goals, hire new staff, renovate the academic advising point of service area, overhaul classrooms so that they are suitable for collaborative learning, and fund student scholarships.

d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

Through the Achieving the Dream initiative, numerous strategies and redesigns were enacted across campus, such as probation and withdraw outreach, an overhaul of the Developmental Mathematics courses, and the implementation of the SCL course for incoming students. From the Division of English and Humanities, several faculty members have worked as advisors in the Office of Academic Advising to better serve not only our own majors, but all OCCC students. Also, through this initiative, OCCC collected data related to 1000-level courses - data that would help lay the groundwork for future initiatives.

The Division of English and the Humanities has taken several actions as a result of Complete College OCCC; the Humanities program, for example, was reviewed and streamlined to give students degree flexibility and improve completion rates. Additionally, Developmental Reading and Writing underwent a redesign aimed toward improving student success, retention, and persistence.

The Faculty Development Grant of 2012 and the Complete College OCCC Innovation Grant of 2013 resulted in higher levels of student interaction and engagement, which led to greater individual success rates, higher course success rates, and increased persistence and retention. Additional by-products of this ongoing collaborative endeavor have included Brown Bag presentations for students and a Faculty Learning Circle session for instructors who have shown interest in developing similar projects for their classes.

The Title III grant has just begun, but it has already served to energize faculty to work collaboratively and reassess their own approaches to teaching the foundational courses. A team of Program faculty has been tasked with redesigning English Composition I. The model that they are developing to share resources could be used more broadly within the Humanities Program.

## 5. Other Quantitative Measures

- a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

Year	2010	2011	2012	2013	2014
Number of classes	6	5	4	4	3
Average Class Size	19.3	23.6	18.3	18	22.3
Students Enrolled	116	118	73	72	67

- b. Student credit hours by level generated in all major courses that make up the degree program for five years.

Year	2010	2011	2012	2013	2014
Credit Hours	11,664	12,459	11,874	10,446	9,731

- c. Direct instructional cost for the program for the review period.

Oklahoma City Community College (OCCC) offers online courses (computer based/Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$42,196. The cost of 24-7 technology support for student and faculty support those working within the learning management system is \$70,500.00 (not including staff salaries 7:30-5:30 M-F).

Technology use in the classroom continues to expand to meet the needs of our students. 190 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort was \$1.55 Million. Faculty members are continuing to utilize student response systems, SmartBoards, slates and are implementing the use of iPads within the classroom. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The use of iPads in the classroom is a new effort on campus and the cost thus far has only been \$50,000.00. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, Moodlerooms. The CLT team has strategically worked to meet the needs of our 163 full-time faculty as well as the 490 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on the use of the college's LMS as well as the choosing of instructional technology to match learning objectives.

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

### **Other Quantitative Measures: Student Credits and Credit Hours Generated in All Courses within a Program that Supports Gen Ed Requirements**

The sum of all course credits and credit hours earned within a major program that were offered during FY 2014 that support the Gen Ed components of other programs. (Gen Ed courses are defined as provided on page 46 of the 2013-14 OCCC course catalog.)

**Gen Ed Courses - Number of Credits** (Example: Sociology would include the sum of credit hours for 7 courses (all 3 hours worth of credit) listed as being part of the general education course options from page 47 of the OCCC 2013-2014 course catalog).

<u>Program</u>	<u>Degree</u>	<u>FY 2014</u>
Humanities	AA	105

**Gen Ed Course Hours Generated**

<u>Program</u>	<u>Degree</u>	<u>FY 2014</u>
Humanities	AA	27,132

- e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

**Humanities Full-Time Faculty**

Angela Cotner  
Michael Franco  
Jon Inglett  
Tonya Kymes  
Marybeth McCauley  
Stephen Morrow  
Rachel Olsen  
Mary Punches  
Michael Punches  
Dean Reusser  
Nina Smith  
Michael Snyder  
Pamela Stout  
Christopher Verschage  
Bertha Wise  
Marcus Zindelo  
Susan VanSchuyver  
Michael Boyle  
Doug Blake  
Greg Mellott  
Brent Noel

**Humanities adjunct faculty:**

Breeman Ainsworth  
Terrace Albert  
Kelly Bailey  
Kyle Baker  
Petronella Berry  
Lori Bannister  
Jennifer Beard  
Anthony Boese  
Chandra Boyd  
Dani Brunet  
Tara Burnett  
Ruth Charnay  
Jeff Cleek

Anne Clayton  
Brian Collins  
Jeffrey Conkin  
Alessandra Cooper  
James Cooper  
Miguel Correa  
Miriam Desilva  
Marion Daniels  
Peggy De Wolfe  
Betty Dobry  
Erica Fain  
Jose Gabaldon  
Mark Giammarino  
Terri Graham  
Makenna Green  
Margaux Griffith  
Kim Halpern  
Hugh Hancock  
Sarah Hanks  
Marna Hawkins  
Callis Hernandez  
Lee Hinds  
Thomas Holman  
Gregory Horton  
Kim Jameson  
Donna Jarma  
Adam Knapp  
Teresa Kuhlman  
Liz Largent  
Tracy Louviere  
Dana Loy  
Marcus Mallard  
Kathleen McCallie  
Jarrod McCartney  
Kay McIntire  
Tim McMichael  
Linda Meason  
Gerald Mongold  
Lynnda Newby  
David Petermann  
Jeffrey Provine  
Shay Rahm-Barnett  
Clint Roberts  
Hayden Roberts  
Richard Rouillard  
Twana Scalf  
Henry Shafer  
Bonner Slayton  
Shea Smith  
Jerri Stone  
Stacey Paugh  
Judith Talley-Dale  
Fern Thung  
Robert Tollison  
Mary Vollmer  
Stacie Warner  
Beth Wallo

Kymerli Ward  
Steven Wedel  
June Wiley-Caughron  
Melinda Wilson  
Mary Winn  
Craig Wise  
Susan Yingling

**The full-time equivalent (FTE) faculty for each specialized course within a curriculum for FY 2014.**

FTE Methodology: Sum of course credit hours divided by 30. (Full-time instructor annual course load) Example: In FY 2014, PSY 2403 has 43 sections of 3-credit hours each, which equals 129 credit hours. The 129 credit hours is divided by 30 credit hours to provide a faculty FTE of 4.3 during FY 2014. Specialized courses refers to any 2000 level course within a program.

Program and FTE Totals  
AA Humanities FTE: 10.1

Course	FY 2014 (sections x credit hours)
ENGL-2003	15
ENGL-2133	27
ENGL-2423	3
ENGL-2433	3
ENGL-2543	3
ENGL-2653	3
ENGL-2773	3
ENGL-2883	3
HUM-2123	3
HUM-2123	3
HUM-2133	27
HUM-2143	84
HUM-2153	3
HUM-2163	6
HUM-2213	15
HUM-2223	24
HUM-2243	24
HUM-2253	0
HUM-2263	0
HUM-2293	9
HUM-2353	0
HUM-2373	6
HUM-2423	6
PHIL-2133	27
PHIL-2153	3
PHIL-2223	3

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

N/A

g. If available, information about the success of students from this program who have transferred to another institution.

<b>Transfer Student Performance</b>					
<b>Type of Student</b>	<b>2010 GPA</b>	<b>2011 GPA</b>	<b>2012 GPA</b>	<b>2013 GPA</b>	<b>2014 GPA</b>
<b>UCO</b>					
<b>OCCC Transfer</b>	2.9	2.9	2.9	2.8	2.9
All Undergraduates	2.9	2.8	2.8	3.0	2.9
<b>OSU</b>					
<b>OCCC Transfer</b>	3.1	3.0	3.0	3.1	3.0
All Undergraduates	3.0	3.0	3.0	3.1	3.0
<b>OU</b>					
<b>OCCC Transfer</b>	N/A	3.2	3.2	3.2	3.0
All Undergraduates	N/A	3.1	3.1	3.0	3.2
Source: UCO, OSU and OU					

## 6. Duplication and Demand

- a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

N/A

- b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

N/A

- c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

N/A

- d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

The Humanities, as a discipline, brings a balance to a culture's diverse needs and interests. What is policy and engineering and economics in a culture needs the humanitarian principles of critique, democratic voice, and empathy for the sake of differences and otherness to bring balance and measured progress.

The Humanities program provides activities and dialogue to foster this balance in our campus and city community. Our Humanities faculty is very active in supporting campus awareness and dialogue in its participation of the Student Life's ExCEL series broaching such subjects as religion, science, power, and privilege. Many of our faculty participate as College Club sponsors which very often ends in the student participation of city wide charitable drives. Several classes offer service learning opportunities for faculty and staff to participate in community service.

Humanities Month in October each year is a collaboration with the Division of English & Humanities and Student Life to showcase the talents and insights of our faculty and students in areas such as creative writing, spoken word, poetry, world religions, philosophy, music, and art making connections with the National Endowment for the Arts' Big Read, OCCC Reads, Oklahoma Humanities Council, and lively debate in the ExCEL Series.

Many of our classes encourage students to visit diverse places of worship, museums, and art and music venues, and our faculty and leadership keep ties with the Oklahoma Endowment for the Arts and the Oklahoma Humanities Council to support the Humanities on our campus. These events often brings visitors to our campus to participate in the activities and promote community involvement.

- e. The process of program review should address meeting demands through alternative forms of delivery.

The Humanities Program offers a diverse selection of classes in a variety of formats (on-campus, hybrid, and online) at all entry points (fall, spring, summer, intersession), at various times, including day, evening, and weekends for 16-week, 8-week, and fast-track classes.

## 7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. 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. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

The Humanities program serves the College's Mission by providing coursework in a large, diverse selection of courses offered in English, Humanities, and Philosophy. Doing so allows the program to help meet the needs of students in completing several of their General Education requirements and electives as well as providing specific courses for students majoring in the Humanities. The program faculty have effectively integrated many of the resources available, including a good library collection, computer and multimedia equipment in classrooms, and support services such as technical support and student support services. Online resources, such as Films on Demand and CultureGrams, are often used to supplement course material. Not only do these resources make the content more tangible, but they also foster student connections with the College and encourage students to use the library. The Humanities Division has been at the forefront in implementing best practices in instructional and educational course design as well as offering the majority of its course offerings both on-campus and online. The program faculty believe The Humanities are essential in helping to fulfill the College's Mission to provide learning that empowers students in achieving their goals.

#### IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

A. Describe the strengths of the program identified through this review.

Because of the six-hour humanities requirement for graduation, the Humanities Program supports all A.A., A.S., and A.A.S. degrees. Our faculty members have the opportunity to work with all students, not just those majoring in Humanities, and we help to provide them with a solid foundation for transferring to other institutions. Whether the students continue a formal study of The Humanities by majoring in English, Humanities, or Philosophy, or go on to become healthcare workers or lawyers or engineers, they will do so having explored the human condition through multifaceted lenses of art and literature.

Strengths include:

1. a fundamental principle found in the education of English, philosophy, and writing: that history and individual life is a possibility that needs to progress toward the Good, True, and Beautiful. This means that the Humanities faculty is driven to see such progress be part of our College fabric. We participate across the College in Initiatives, Faculty Grants, Student Life activities, lectures, and literary publications and clubs. Behind this are the curriculum of The Humanities itself, and the education of our faculty to believe in and foster hope and optimism for our college community and its institution;
2. the Humanities Program is its burgeoning faculty community and mission focus. In the past, the faculty had been divided in the three areas of General Humanities, Literature, and Philosophy. With the streamlining of The Humanities Program, this former division of emphases has shifted to a more consistent dialogue among all faculty in the English and Humanities Division about the needs of the student and the role of The Humanities in meeting those needs;
3. the Critical Thinking course and several of our Philosophy courses have continued to expand to meet the demands of transfer institutions, the Humanities program core courses, and General Educational needs;
4. offerings of a large number of sections of Mythology (HUM 2143) per semester completes degree requirements for a majority of OCCC students and meets the global and non-Western needs for transfer institutions.

B. Describe the concerns regarding the program that have been identified through this review.

1. Program assessment, including artifact collection and faculty assessment procedures, continues to be a difficult process;
2. Little feedback is received from graduates; few of the surveys are returned;
3. Students are not well enough prepared with skills necessary to successfully analyze literary works;
4. Offerings of courses which do not meet specific needs of our primary transfer Universities and continue to have low enrollment and/or do not make;
5. Some courses which fall under The Humanities program may not fully meet the global and non-Western needs for transfer institutions and degree requirements for OCCC students.

C. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

1. Develop a better assessment process; and streamline the artifact collection process.
2. Investigate options for increasing feedback from graduates;
3. Examine current prerequisites and co-requisites of Humanities' courses along with data to research level of preparedness of students for these Program courses;
4. Examine course offerings and types of courses (such as hybrid) to gather information regarding needs of Program for students' degree completion and transfer Institution preferences. The CLT and GET Offices might prove helpful in this area;
5. Investigate options for increasing numbers in enrollment and increasing majors in The Humanities;
6. Examine courses in The Humanities program to see if they meet the global and non-Western needs for transfer institutions and degree requirements for OCCC students.

D. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

The following are recommendations for The Humanities Program:

- 1) A team of faculty from the English and Humanities Division should be appointed to examine The Humanities Program's courses to determine whether they 1) sufficiently support the General Education outcome regarding Human Heritage, Culture, and Value, 2) enhance student awareness of other cultures, and 3) aspire to our institutional Vision/Value of Diversity ;
- 2) A team of faculty from the English and Humanities Division should be appointed to explore artifact collection and evaluation processes, and develop a new strategy for measuring recent curriculum changes to the Program;
- 3) Begin a systematic evaluation and possible re-design starting with the major courses found in The Humanities Program to ensure consistency, rigor, and objectives are being met and build a scaffold' framework within the courses and for the Program as a whole; and
- 4) Work with Advising to help with further training for all faculty advising for The Humanities Program to promote confidence and increase knowledge regarding the variation of options available to students in the areas of General Humanities, Literature, and Philosophy;
- 5) A team of faculty from the English and Humanities Division should be appointed to evaluate needs for creating a more distinct identity and raising awareness of The Humanities Program's strengths. Working with the GET Office might be an additional resource.

Planned Actions:

- 1) Work has been begun for building a time-line and implementation of course redesign for The Humanities in Fall 2015;
- 2) Collaborative faculty teams have already been created to allow for sharing of responsibilities, enhancement of Program needs, and knowledge growth and strengthening of the Program;
- 3) Collaboration with the GET Office has been ongoing and has plans to continue.



## General Education Courses

Prefix & Number	Course Title	Credit Hours
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
HIST 1483	U.S. History to the Civil War --OR	
HIST 1493	U.S. History Since the Civil War	3
POLSC 1113	American Federal Government	3
MATH 1503	Contemporary Mathematics --OR	
MATH 1513	College Algebra for Business, Life Sciences,	
	and Social Sciences --OR	
MATH 2013	Introduction to Statistics	3
	*Biological Science	3-4
	*Physical Science	3-4
PSY 1113	Introduction to Psychology --OR	
SOC 1113	Introduction to Sociology	3
PHIL 1013	Introduction to Philosophy	3
ENGL 2123	Introduction to Literature	3
	Any six hours General Education from the Humanities Course List	6
	*At least one science course must include include a lab	
	Students should consult transfer notes for institution	
	specific requirements	
		37

