

Oklahoma City Community College

Program Review Self Study Year: 2015
Division of English and Humanities
Associate in Arts: Liberal Studies (128)
Prepared by: Dr. Michael Snyder, Professor of English Assisted by: Ms. Marybeth McCauley, Professor of English Mr. Dean Reusser, Professor of English Ms. Rachel Olsen, Professor of English

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.

Program faculty members annually assess student learning and program outcomes. Every five years these assessments are evaluated globally. A program review document contains general college information from advising, Recruitment and Admission and Institutional Effectiveness plus program-specific assessments of strengths and weaknesses of the reviewed program and program plans for the future.

The Liberal Studies program was last reviewed in 2009. Several recommendations were made at that time. The following is a summary of the actions that were taken in response to these 2009 recommendations.

1. The first concern addressed the difficulty of Outcomes Assessment because of insufficient data collected to date. The Liberal Studies program uses General Education numbers for assessment. Currently, the General Education assessment data results are being communicated more effectively throughout the college. Collaboration with the Office of Institutional Effectiveness helps Faculty reviewers to determine what information

is needed to effectively assess our program needs.

2. The second concern addressed the assignment of Faculty Advisors for Liberal Studies majors only being focussed in one Academic area. This was perceived as less effective as it could potentially become if additional Academic areas participated. To help with this matter, new faculty such as Dean Reusser and Rachel Olsen have been working in the advising office and accruing special expertise. Moreover, faculty from Divisions other than English and Humanities and who are working in the pilot project in the Advising Office are being included in advising Liberal Studies majors. However, Faculty who have not had the Faculty Advising training experience may be lacking the confidence and/or expertise to advise Liberal Studies majors. At this time, there are no formal advising assignments from other Divisions.

3. The third concern was about Liberal Studies being used as a default major for undecided students. Since it is no longer being designated as a default major, this concern is no more. Confusion among faculty and students does appear to remain in regards to the difference between Liberal Studies and Diversified Studies.

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

The Liberal Studies program possesses several strengths. Any student at the college who wishes to earn an associate of arts degree (AA) to enter into the job market, who wants to be accepted into one of OCCC's competitive programs, or who wants to eventually finish a four-degree at a university, can major in and graduate with a Liberal Studies degree. This plan of study gives students a broad educational foundation and helps them to develop effective communication skills, writing and problem-solving skills, plus a sense of civic responsibility and critical thinking. Because of this degree's broad applicability, increasing awareness among students and faculty could result in benefits for students.

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 all kinds of learners, including non-traditional and low-income students, the Liberal Studies program strongly aids the College in reaching these goals. Liberal Studies offers a great opportunity for students, especially those with Liberal Arts leanings, who think they have been away from college for too long to finish, for those who have not been successful in college, 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 reviewing core 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. Consideration toward investigation of the clarity of distinction between Liberal Studies and Diversified Studies is recommended. Investigation of expanding the inclusion of faculty from multiple Divisions for advising students majoring in Liberal Studies is recommended. Creating a more distinct identity, raising awareness of the Liberal Studies program's strengths, and reinforcing the goal of enhancing awareness of other cultures are recommended along with 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:

In its accessibility, diversity, flexibility, and serviceability to the community, The Liberal Studies program addresses each of the following college ENDS statements:

Student Preparation: Our students are prepared to succeed in college.

Student Success: Our students achieve their individual educational aspirations.

Graduate Success: Our graduates succeed at four-year institutions and/or in their careers.

The program also supports the college mission: OCCC provides the people of Oklahoma and our community with broad access to certificates of mastery, associate degrees, community education, and cultural programs of exceptional quality, empowering our students to achieve their educational goals and our community to thrive in an increasingly global society.

The Liberal Studies program aids OCCC in its efforts to achieve its mission, its ENDS, and to fulfill its vision through:

Innovation: Creative and forward-thinking

Integrity: Honest, ethical, and respectful to all

Diversity: Embrace and appreciate the value of differences

Stewardship: Wise and efficient use of resources

Accountability: Data-driven evidence of mission accomplishment

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

Liberal Studies seeks to meet the needs of students who are unsure of their major or career path by providing a broad foundation in a variety of interests, helping students to develop effective communication, writing, and [continued below]

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 programs 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.

[continued from III B 1. above] ... problem-solving skills, critical thinking skills, and a sense of civic responsibility.

A major objective is successful student transfer to four-year institutions. The program seeks to be flexible and accessible to aid in student success and graduation in a timely fashion and has a slight Liberal Arts emphasis as compared to Diversified Studies.

The Liberal Studies program bases its assessment of outcomes on the assessment of General Education since almost all of the coursework completed in the program is from General Education. Currently, five General Education outcomes are assessed yearly:

- Human Heritage, Culture, and Institutions: Demonstrate an understanding of the ideas, values, and beliefs that shape global communities and the function of major social institutions in them.
- Writing: Demonstrate effective writing skills.
- Mathematical Methods: Demonstrate analytical reasoning and logic skills by using mathematical methods and tools.
- Public Speaking: Demonstrate effective public speaking skills.
- Critical Thinking: Demonstrate the ability to think critically: to analyze, critique, and draw reasoned conclusions.

At least 37 credit hours of General Education are required in Liberal Studies, and many of the support courses students take as part of their curriculum are also classified under the General Education category, with some exceptions.

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

General Education Learning Competencies are measured using specific rubrics for each of the five Outcomes. Each rubric includes items relevant to the particular area. The rubrics are available on the college website in Curriculum and Assessment:

Artifacts are collected across disciplines and distributed to assessment teams that report their scores for all artifacts and general observations. The student artifacts used are not specific to the Liberal Studies program, but data is sufficient to draw general conclusions related to the program. In the 2012-2013 General Education outcomes assessment, between 81 and 227 artifacts were used, depending on the specific general education competency being assessed.

At least 37 credit hours of General Education are required in every program; however, in Liberal Studies, almost every required and support course is classified under the General Education category, with only a very few exceptions, depending on choices students make in their support course selections. If students have completed all or most of their coursework at OCCC, it is likely

that they have contributed artifacts to the outcomes assessment process.

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

Results of past evaluations of data: Development of Critical Thinking courses, Implementation of the Communications Lab, Tips for Writing, Public Speaking, and Critical Thinking distributed to faculty. Faculty were encouraged to implement more opportunities for public speaking in the classroom. Recommendations for the future based upon data will include increased multicultural and/or global content in Liberal Studies core courses. We will continue to stress the development critical thinking skills in all Liberal Studies core courses.

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.

The Liberal Studies program is located in the English and Humanities Division. Faculty members from that division submit artifacts to both the Humanities program and to the General Education Assessment Committee.

Please find below the data for the previous five years. Within that time period, a focused effort has been made to raise both the level of participation by faculty as well as raise the level of competency of students in various General Education categories. Each year, based on general education data, recommendations are made to faculty members. For example, to develop multiculturalism and to pursue our goal of diversity and understanding of other cultures, efforts have been made to globalize and diversify the materials of English Composition courses and other English and Humanities courses. For example, many faculty implement the Global Research Argument research paper in Composition 1. Faculty are also encouraged to follow master course reading suggestions selected by course teams that include diverse offerings to meet course, program, and transfer requirements. Also, to enhance public speaking skills, faculty were provided with tips to provide more public speaking opportunities for their students. By addressing these skills in numerous General Education courses, faculty members reinforce to students that the General Education outcomes are important to not only individual courses but also to the broader educational goals.

Five Year Data

N.B.: The categories of "Social Institutions" and "Human Heritage, Culture and Value" have recently been merged into a new rubric: "Human Heritage, Culture, and Institutions."

Social Institutions

Outcome: Demonstrate an understanding of the function of major social institutions

Goal: 70% of students will score at least a 3 out of 4 on the Social Institutions Rubric

Data:

FY 10--80% (53 out of 66) met the requirements of the evaluation rubric.

FY 11--74% (67 out of 91) met the requirements of the evaluation rubric.

FY 12--71% (37 out of 52) met the requirements of the evaluation rubric.

FY 13--73% (30 out of 41) met the requirements of the evaluation rubric.

[Now Human Heritage, Culture, and Institutions]

FY 14--74% (100 out of 136) met the requirements of the evaluation rubric.

Human Heritage, Culture, and Value

Outcome: Demonstrate an understanding of the ideas, events, and values that have shaped global communities.

Goal: 70% of the students will achieve proficiency on the Human Heritage, Culture, and Value Rubric.

Data:

FY 10-- 70% (68 out of 97 artifacts) met the requirements of the evaluation rubric.

FY 11-- 69% (61 out of 88 artifacts) met the requirements of the evaluation rubric.

FY 12-- 84% (68 out of 81 artifacts) met the requirements of the evaluation rubric.

FY 13-- 74% (69 out of 93 artifacts) met the requirements of the evaluation rubric.

[Now Human Heritage, Culture, and Institutions]

FY 14--74% (100 out of 136) met the requirements of the evaluation rubric.

Writing

Outcome: Demonstrate effective writing skills.

Goal: 70% of the students will score a 3 out of 5 on the Writing Rubric.

Artifacts: 101 artifacts were evaluated.

Data:

FY10 --90% (94 out of 105 essays) met requirements of the evaluation rubric.

FY11 --89% (89 out of 100 essays) met requirements of the evaluation rubric.

FY12 --83% (99 out of 119 essays) met requirements of the evaluation rubric.

FY13 --93% (88 out of 95 essays) met requirements of the evaluation rubric.

FY 14--86% (384 out of 440 artifacts) met requirements of the evaluation rubric.

Mathematical Methods

Outcome: Demonstrate analytical reasoning and logic skills by using mathematical methods and tools.

Goal: 70% of the students will exhibit proficiency (at least a 3 out of 5) on the Mathematical Method Rubric.

Data:

FY 10--92% (97 out of 105) met the requirements for Mathematical Properties.

FY 10--81% (84 out of 104) met the requirements for Mathematical Applications.

FY 11--91% (90 out of 99) met the requirements for Mathematical Properties.

FY 11--84% (83 out of 99) met the requirements for Mathematical Applications.

FY 12-- 74% met the requirements for Mathematical Methods

FY 13- 72% (70.3 out of 98) met the requirements for Mathematical Methods

FY 14- 75% (59 out of 79) met the requirements for Mathematical Methods

Critical Thinking - Science (formerly Science Methodology)

Outcome: The student will demonstrate critical thinking by using scientific methodology.

Goal: 70% of students will score proficiency on the Scientific Methodology Rubric.

Data:

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FY 10--84% (57 out of 68) met the requirements for critical thinking in Science

FY 11--78% (51 out of 65) met the requirements for critical thinking in Science

FY 12--71% (68 out of 96) met the requirements for critical thinking in Science

FY 13--73% (96 out of 132) met the requirements for critical thinking/science

FY 13--82% (61 out of 74) met the requirements for critical thinking/nonscience

FY 14--77% (210 out of 256) met the requirements for critical thinking/science

FY 14--76% (350 out of 454) met the requirements for critical thinking/nonscience

Public Speaking

Outcome: Demonstrate effective public speaking skills.

Goal: 70% of the students will score a 14 or higher on the Public Speaking Rubric.

Data:

FY10--61% (28 out of 46 speeches) met the requirements of the evaluation rubric.

FY11--69% (44 out of 64 speeches) met the requirements of the evaluation rubric.

FY12--81% (61 out of 75 speeches) met the requirements of the evaluation rubric.

FY13--77% (62 out of 81 speeches) met the requirements of the evaluation rubric.

FY 14--88% (71 out of 81 speeches) met the requirements of the evaluation rubric.

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 6th and 7th week for the first 8- week classes and the 14th and 15th 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.

The effective learning environment of any General Education course by definition creates an effective learning environment for the Liberal Studies program. We have many passionate, strong, caring, highly-qualified faculty members who have experience in industry and academia teaching these General Education courses. Many faculty are constantly developing new techniques and approaches to meet the educational goals of their students. Many full-time faculty attend conferences on pedagogy, education, and the humanities to update their skills and to share their research and expertise. Many attend professional development workshops. Many frequently consult with their colleagues to share ideas and strategies for teaching.

The college has many success initiatives for gateway courses. Students often comment upon how helpful and caring the faculty are at OCCC. The Complete College OCCC grant funded the creation of capstone projects using iPads in the gateway courses Success in College and Life and English Composition 1, as well as for Introduction to Philosophy, Introduction to Ethics, Folklore, and Mythology. Currently, Title III grant initiative efforts to re-design gateway courses are underway.

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

Since the Liberal Studies program is a flexible alternative for students who plan to complete a baccalaureate degree, any particular student, with the help of a faculty advisor, may create a unique program of coursework. For this reason, the entire Library collection is considered to support the program and no one portion of the collection can be singled out for review.

Liberal Studies Library Review

Oklahoma City Community College

Fall 2014

Print and Online Resources

The OCCC Library's broad array of resources supports the Liberal Studies program well. The collection includes regular books, ebooks, DVDs, online streaming videos, article databases and a number of specialized online resources useful in the variety of subject areas and courses included in the Liberal Studies program. These comprise a large portion of the Library collection 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, 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 current textbooks are available for students to use in the building.

Regular collection reviews identify topics 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 courses that are found in the Liberal Studies program. 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.

In conclusion, the library is an indispensable resource, not only to students on an individual level, but also for instructors on a course and program-wide level.

- 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.

Almost all General Education courses are on the Oklahoma State Regents for Higher Education (OSRHE) transfer matrix. No known formal "2 x 2" partnerships have been established.

Faculty working as advisors in Academic Advising communicate back to the division providing resources in keeping up with transfer needs of area colleges and universities. This degree provides a student with the basic general education classes needed to transfer to any college and pursue a four year degree, including the ability to distribute and communicate information, make judgments and decisions, understand and analyze difficult concepts, write and speak well. The degree gives a student the academic foundation to transfer to a four-year college or university to pursue a more

specialized area of study. Liberal Studies is a degree for the all-around student needing the General Education classes just to show having college education for entering into any career.

University Parallel/Transfer Programs

OCCC offers a broad range of transfer programs for students planning to continue on at a four-year college or university. Students may enroll in freshman and sophomore courses which lead to a baccalaureate degree in practically any field of study. Upon completion of specified degree requirements, the student is awarded an Associates of Arts or Associate of Science. These degree require the completion of a minimum of 60 semester credit hours. Of the 60 semester credit hours, a minimum of 37 must satisfy the general education core requirements. The remaining approved courses will be related to the student's major or courses which directly support that major.

- 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)

Minimum Productivity Indicators: Graduate Data

Methodology:

- All students graduating with degrees in one of the above programs in FY 2010, 2011, 2012, 2013 and 2014.
- Student could have been counted more than once if degrees were awarded in two or more degree programs during the same year.
- Numbers only include students that have a recorded degree for each fiscal year as of 7-1-14.
- Selection of degrees is based on the credential degree date field within Datatel as exported by business objects.

Program Degree Type FY 2010 FY 2011 FY 2012: FY 2013 FY 2014

Liberal Studies AA 21 35 50 35 24

OCCC Five Year Average: 33
Minimum Standard: 5
Difference: 28

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

Program Degree: Liberal Studies

Type: AA

FY 2010: 6,121

FY 2011: 6,131

FY 2012: 5,282

FY 2013: 3,744

FY 2014 2,005

OCCC Five Year Average: 4,657

Minimum: 25

Standard Difference: 4,632

- 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?

Currently, the English and Humanities Division office emails Liberal Studies majors when they have been assigned a faculty advisor in the Division. The emails provide each student with the name, office location, phone extension, and email address of his or her faculty advisor. The students are

encouraged to reach out to their new faculty advisors with questions or just to visit. Some faculty advisors send emails when they are notified of their new advisees, and others let the students contact them first. Faculty advisors schedule on-campus meetings, exchange emails, and confer with their advisees by telephone when needed.

As part of the new program in which faculty advisors receive additional training and work in the advising office, the English and Humanities Division has five fulltime English professors who work with students in the advising office each week. These connections to the academic advisors and the whole advising process are strengthening our commitment to and knowledge of advising Liberal Studies majors. We plan to examine and evaluate our current system and possibly revise our process using the feedback received as a result of participation with the Advising Program. This semester, the English professors working in the advising office have developed Liberal Studies program handouts and plans and have contacted Liberal Studies majors through the advising office. Additionally, they have provided support to and solicited feedback from their colleagues in the English and Humanities Division

4. Successful Course Completion

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

N/A No program specific courses available for this degree - Generalist degree options

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

N/A

c. Describe program student success initiatives.

The Liberal Studies major supports at least three success initiatives at Oklahoma City Community College: Achieving the Dream, Complete College America, and Title III. According to the Title III Project Narrative, "OCCC is in its seventh year as an Achieving the Dream college, a national initiative focused on facilitating and promoting increased academic success of community college students as defined by successful completion of required developmental education sequence, enrollment and successful completion of college courses in English and Math, persistence form term to term, and attainment of degree or certificate." The College also participates in the Complete College America program which work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations" (5). Title III initiative. On the academic side, Title III seeks to "1.) ensure our students develop the skills and knowledge required to succeed in college, 2.) increase the rate at which our students successfully complete their academic courses, persistence in college, and earn certificates and degrees." The strategies to accomplish this is to "revamp core curriculum through comprehensive revision of high-risk gateway courses" and "revise comprehensive student advising and academic planning system" (17).

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

Marked improvements have been made in public speaking success rates. Critical Thinking classes have been developed and established as an official offering. Plans are suggested herein to increase students' knowledge of diverse cultures. Plans include a new Composition 1 (ENGL 1113) class linked with an English Skills Lab with a smaller number of students is being piloted

with intent to provide a streamlined path toward graduation for students scoring in a borderline range on Reading and Writing placement exams. See above about Title III, which is ongoing over the next five years.

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:

N/A

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

N/A

- 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.

Since there are no courses specific to Liberal Studies, all credit hours generate support of the general education component.

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

All faculty members who teach courses contributing to a Liberal Studies degree hold all appropriate degrees and credentials. Except in isolated instances, all full-time and adjunct professors possess a master's degree or higher and/or have extensive experience in the discipline in which they teach. The Liberal Studies degree requires a minimum of 37 credit hours in General Education plus an additional 24 credit hours in disciplines which have all university parallel curriculum, so all faculty teaching such courses must meet the minimum academic credentials.

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

Liberal Studies - AA*					
	2009	2010	2011	2012	2013
Number Surveyed	15	21	35	49	35
Number Responding	7	12	16	25	21
% Responding	46.7%	57.1%	45.7%	51.0%	60.0%
Continuing Education					
Attending College	71.4%	66.7%	75.0%	68.0%	89.5%
# of Difficulties with Credit transfer: No Answer					
Average = Prepared grad for continued education (1-5 scale through 2009, 1-10 beginning 2010)					
	4.20	8.90	7.55	9.06	8.56
Employment					
Employed full-time	60.0% (3)	62.5%(5)	64.3%(9)	50.0%(10)	41.2% (7)
Employed part-time	40.0% (2)	12.5%(1)	28.6% (4)	30.0% (6)	41.2% (7)
Unemp'd but seeking	25.0%(2)	7.1% (1)	20.0% (4)	17.6% (3)	
Not seeking	2	3	2	4	2
Other			1	1	1
% working in job related to education	25.0%	28.6%	15.4%	23.6%	61.6%
Average = Prepared graduate for performing job (1-4 scale through 2009, 1-10 beginning 2010)					
		8.75	8.14		
Average annual salary: No information					
*(n.b. 2014 graduate survey results are not available as of 12/2014)					

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

Type of Student	2010	2011	2012	2013	2014
	GPA	GPA	GPA	GPA	GPA
UCO					
OCCC Transfer	2.9	2.9	2.9	2.8	2.9
All Undergraduates	2.9	2.8	2.8	3.0	2.9

OSU

OCCC Transfer	3.1	3.0	3.0	3.1	3.0
All Undergraduates	3.0	3.0	3.0	3.1	3.0

OU

OCCC Transfer	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

Over the past five years, OCCC transfers are academically performing as well as the average undergraduate from UCO, ever so slightly better than the average undergraduate at OSU, and slightly worse than the average undergraduate at OU. From these general indicators, we may conclude that students who graduate with a Liberal Studies degree and transfer to a four-year institution will succeed. The requirement that students must have a C or better in coursework surely helps them succeed too.

6. Duplication and Demand

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

Because of its flexibility and transferability to other institutions, Liberal Studies is the optimal degree option for many students. As more faculty members become involved in raising awareness within the student body, the demand for this degree will increase.

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

While Liberal Studies is a general degree program that does not necessarily lead to a single type of career, students in the program are prepared for a wide variety of jobs and four year degree paths. Moreover, employers in general value the skills a Liberal Studies degree cultivates. For example, in a recent study conducted by Forbes magazine contributor Dan Schawbel, "When asked about the top three attributes they want in a candidate, hiring managers said a positive attitude (84%), communication skills (83%) and an ability to work as a team (74%)" (qtd. In Adams). Liberal Studies students possess these qualities, all of which are inherent in the General Education outcomes the program must meet. Just as degrees with roots in the Humanities are valuable to prospective employers, they are also beneficial to students. According to Forbes contributor Jeff Dorfman, students who earn Bachelor's degrees in an area of the Humanities can expect to experience a "lifetime earnings gain" anywhere in the ballpark of \$315,000 to \$650,000 ("Surprise"). Our Liberal Studies degree prepares students to earn four year degrees that lead to increases in earning potential.

Works Cited

Adams, Susan. "New Study: Is No Degree Better than a Liberal Arts Degree?" Forbes. Ed. Steve Forbes. 20 May 2014. Web. 21 Nov. 2014.

Dorfman, Jeff. "Surprise: Humanities Degrees Provide Great Return on Investment." Forbes. Ed. Steve Forbes. 19 June 2014. Web. 21 Nov. 2014.

- 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.

N/A

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

General education courses, online courses, hybrid courses, traditional courses, late- and early- 8-week courses, and Friday-only or Saturday-only courses are offered to meet the needs, schedules, and learning styles of students.

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 Liberal Studies program is using resources effectively. While this is somewhat difficult to assess since Liberal Studies is a generalist degree, one example is its effective use of technology. Faculty are increasingly availing themselves of the possibilities of the Moodle Rooms LMS. Faculty are increasingly making materials available to their students digitally so that they can access them anywhere through their mobile devices. I pads have been implemented into the teaching of gateway courses and selected other courses. Students in the core courses and gateway courses are being instructed by research librarians in basic research and the evaluation of the credibility of sources.

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.

A major strength of the Liberal Studies program is that any student at the college who either wants to earn an associate degree to go into the job market, who wants to be accepted into one of OCCC's competitive programs, or who wants to eventually finish a four-degree at a university could major in and graduate with a Liberal Studies degree. Because of the broad applicability of this degree, more current and future students should be aware of its benefits, along with increasing awareness and expertise for faculty across Divisions. The AA in Liberal Studies contributes to student success through its flexibility, especially for students who have not settled on a specific career path or college major or may want to explore a variety of disciplines in order to find their calling. It is a strong option for students who lean toward the Liberal Arts, but are not sure of their particular focus. It is a good alternative for students whose goals do not fit other AA programs offered at OCCC. The curriculum for Liberal Studies is diverse but prepares students well in General Education, and almost all courses are part of the Oklahoma State Regents for Higher Education Course Transfer Matrix. This assures that the Liberal Studies program is recognized by four-year institutions as well as potential employers in the area. Having an approved curriculum pattern listed in the College Catalog allow Financial Aid recipients to show satisfactory progress toward a degree to remain eligible for financial assistance.

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

1.) The first concern is two-part. It regards 1) a possible lack of student and faculty advisor knowledge of Liberal Studies and 2) a possible lack of distinction between Liberal Studies and Diversified Studies. Some confusion exists among students and even among faculty advisors regarding the difference between the Diversified Studies and Liberal Studies programs. Although Liberal Studies is no longer the default major, it is unfortunately sometimes still confused with Diversified Studies, which is even more flexible. Faculty members, some of them perhaps not realizing that Liberal Studies is exclusively an Associate of Arts degree, while Diversified Studies offers both an AA and an Associate of Science (AS) degree, have expressed concern that the programs may show redundancy. More clarity about the differences between the programs and their respective intended students, including the Liberal Arts emphasis of Liberal Studies, should be communicated more effectively to faculty advisors across campus. Moreover, the possibility of reviewing Liberal Studies to consider a need for changes or not to be made toward increasing its distinction from Diversified Studies should be considered.

2.) Second, the review raises advising concerns specific to Liberal Studies majors. Because Liberal Studies majors are taking classes from four different areas of study, it has been suggested that perhaps it would be beneficial for faculty members from all of these divisions to advise them, since the students' concerns may possibly be outside the scope of faculty members in English and Humanities. Current faculty advisors working with Liberal Studies students are overloaded with advisees, as the OCCC Title III Project Narrative demonstrates: "Faculty advisors are also burdened with large advisement loads, particularly to students enrolled in the top three transfer majors--Business, Liberal Studies and Pre-Engineering. For the Spring 2013 semester, there [were] . . . 916 liberal studies . . . majors assigned to each of three faculty advisors. Coupled with their teaching load, faculty members are often severely challenged to help students with little more than selecting courses for the upcoming enrollment process or approving electives" (11). This makes it more difficult for faculty advisors to fully assume the role of a career coach or mentor to advisees, which of course would be ideal and help success and retention rates. With current

changes to advisee' assignments, there are now 20 full-time faculty in English and Humanities advising for Liberal Studies.

3.) Third, a concern about a drop in Liberal Studies majors' perceptions of their awareness of other cultures and in their performance meeting the Human Heritage, Culture, Values, and Beliefs outcome. This concern is suggested by the Liberal Studies Learning Outcomes reports from the past few years. According to the 2013-2014 report, Liberal Studies majors in a graduate survey "rated the improvement of their perspective of other cultures via their education as 74%. This represents a decline from past years, which were around 80%. Moreover, regarding the Human Heritage, Culture, Values and Beliefs outcome, there was a significant drop from 2012 (84%) to 2013 (71%), which remained static the following year, in the percentage of artifacts showing competence. This significant drop is a concern that should be addressed." One of our cherished Visions and Values is "Diversity: Embrace and appreciate the value of differences. According to the OCCC Office of Diversity, Equality, and Inclusion's "Commitment to Diversity," "We are committed to cultivating a diverse and inclusive educational and working environment that values and respects human dignity and differences, and to maintaining . . . educational settings that are multicultural, multiracial, multi-ethnic, and all-inclusive."

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

1. The Liberal Studies program's identity and purpose is too easily confused with the Diversified Studies degree as a non-major degree plan. A distinction ought to be created. One possible way of doing this is to perhaps define one program as a "general college experience" degree and the other as a tool in constructing a degree with classes needed to transfer with specific needs for further higher education. The distinction between the two programs needs to be made clear to all current faculty advisors; otherwise, the two degrees are seen to suit an equivalent purpose. We recommend that the college examine the Liberal Studies program requirements and investigate the possibility of establishing a firmer curriculum, since at present, most courses are optional.

2. While the Liberal Studies program is managed by the English and Humanities Division, we recommend including faculty advisors from multiple divisions. The Title III Project Narrative recommends: "Work with faculty from each academic discipline to create standard basic degree plans with a set of approved electives for each plan" (13). Because Liberal Studies majors have individualized courses of study (by design or circumstance) and have diverse end goals after OCCC graduation, this multi-division approach to faculty advising would better provide students with input and guidance from faculty members who teach and study different disciplines. Furthermore, the inclusion of faculty from different divisions as colleagues on the Liberal Studies committee would give us insight into the issues faced by Liberal Studies majors who do not intend to pursue baccalaureate degrees in The Humanities. Collaboration across Divisions has already begun and is being addressed, but more specifics should be worked on by the Divisions.

We plan to examine and evaluate our current system and possibly revise our process using the feedback we receive from our professors who work in the advising office. This semester, the English professors working in the advising office have developed Liberal Studies program handouts and plans and have contacted Liberal Studies majors through the advising office. Additionally, they have provided support to and solicited feedback from their colleagues in the English and Humanities Division.

Looking at the big picture, large-scale improvements to advising are in the works via the Title III initiative, which seeks to "revamp the current advising system by streamlining and automating basic processes and assist the student in monitoring progress toward degree completion, thereby providing a seamless system for academic planning and a method to electronically route and record processes that are currently done by hand and face to face. OCCC must restructure the academic advising process to one that is couched on written and approved degree plans and

facilitate dissemination of information regarding degree requirements to students, effectively, efficiently, early, and often. A revamped advising process will expand student knowledge and ownership of their own degree plan [and] allow both central advising staff and faculty advisors more time to engage in substantive guidance to facilitate career planning and corresponding selection of appropriate academic majors."

3. An examination of the most recent summary of the General Education Outcomes Assessment revealed a decline in students' awareness of other cultures, and there was a drop in the outcome of Human Heritage, Culture, Value, and Belief between 2012 and 2013, which remained static in 2014. By design, Liberal Studies is a degree meant to prepare students for a wide variety of university programs and workforce opportunities. This preparation includes completing 24 credit hours that can be fulfilled in part by taking English courses above 2123 and/or Humanities courses. In light of students' drop in cultural awareness, we recommend studying the recommended core courses of Liberal Studies such as ENGL 1113 (this would dovetail with the Title III grant's objective of redesigning English 1113) and ENGL 1213, along with the courses Liberal Studies students take to fulfill Humanities and English elective requirements, such as English 2123: Introduction to Literature, English 2883: Survey of American Literature II, Humanities 2223 (Humanities --Modern), and perhaps others to determine if their existing curricula needs to be modified to raise students' level multicultural knowledge and sensitivity to include more global and multicultural themes and materials of study. Selecting new textbooks that offer a more global or multicultural emphasis, and less strictly Western in focus, might be considered. We might also consider the possibility of creating a new course that would be a non-Western/Global Humanities course at the 2000 level that would meet diversity requirements at four-year transfer institutions such as the University of Oklahoma. The new Reader being introduced to English 1113 and 1213 offers new possibilities for selection of such themes, and we should evaluate to what extent the new Reader offers a wide variety of culturally and ethnically diverse texts for study.

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

The following are recommendations for the Liberal Studies Program:

- 1) A team of faculty from the English and Humanities Division should be appointed to examine the Liberal Studies Program's courses. Analysis and data collection targeting productivity and transferability would be a first step to assess the need for and the needs of the Program for current and future OCCC students. Collaboration with the GET office and Institutional Effectiveness would be crucial to this examination;
- 2) Continue collaboration with other Divisions whose courses directly impact the Liberal Studies Program;
- 3) Begin a systematic evaluation and possible re-design starting with the major courses found in the Liberal Studies 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 Liberal Studies Program to promote confidence and increase knowledge regarding the nuances of a Liberal Studies degree and how to continue to improve working with advisees and majors in this area of study.

Appendix

Program Curriculum

Program Requirements

Minimum Required Hours

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Major Courses		
Prefix & Number	Course Title	Credit Hours
	24 credits hours from courses in the following programs: Art,	
	Communications, English Courses 2123 and higher, Modern	
	Languages, Sociology, Psychology, Humanities, Geography,	
	History, Political Science, Economics, Biological Sciences,	
	Physical Sciences, and Mathematics***	
	*** At least one 3 hour course must be taken from a minimum of	
	4 different disciplines (total of 12 credit hours) and an additional	
	12 credit hours of university parallel courses from the following	
	list: Art, Communications, English courses 2123 and higher,	
	Modern Languages, Sociology, Psychology, Humanities,	
	Philosophy, Geography, History, Political Science, Economics,	
	Biological Sciences, Physical Sciences, and Mathematics. No	
	course work in Computer Science, Business, or technical	
	programs can be used to satisfy major requirements or electives.	
		24

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 & Social Sciences OR	
MATH 2013	Introduction to Statistics	3
BIO	Biological Science*	3-4
PHYS	Physical Science*: chosen from ASTR, CHEM, GEOL, or PHYS	3-4
HUM	Humanities Elective	6
SOC	Sociology Elective	3
	General Education Elective	6
	* one of the Biological or Physical Sciences must have a lab	
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