Oklahoma City Community College

Program Review Self Study Year 2010

Division: Arts and Humanities

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1. Program Curriculum

Program Name   Humanities 021

Options: General Humanities, Literature, and Philosophy

I. Program Requirements   Minimum Required Hours   61

Major Courses		
Prefix & Number	Course Title	Credit Hours
PHIL 1013	Introduction to Philosophy	3
HUM 1113	Music Appreciation	3
ART 1013	Art History Survey I	3
ART 1023	Art History Survey II	3
ENGL 2773	Survey of American Literature I	3
ENGL 2883	Survey of American Literature II	3
ENGL 2543	Survey of English Literature I	3
ENGL 2653	Survey of English Literature II	3
ENGL 2423	Survey of World Literature I	3
ENGL 2433	Survey of World Literature II	3
PHIL 1213	Introduction to Ethics	3
PHIL 1603	Introduction to Logic	3
ENGL	Literature Electives	9
PHIL	Philosophy Electives	3

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	3
HIST 1493	U.S. History Since the Civil War	3
POLSC 1113	American Federal Government	3
PSY 1113	Introduction to Psychology	3
SOC 1113	Introduction to Sociology	3
HUM 2213	Humanities-Classical and Medieval	3
HUM 2223	Humanities-Modern	3
MATH 1503	Contemporary Mathematics	3
MATH 1513	College Algebra	3
MATH 2013	Introduction to Statistics	3
BIO	Biological Science	3-4
PHYS	Any Physical Science	3-4
GEN ED	General Education Electives	8

Support Courses		
Prefix & Number	Course Title	Credit Hours
HUM/ENGL/PHIL	Pre-Approved Support Electives	6

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL 1001	Success in College and Life	1

2. **General description of review process and participants assisting with and conducting the review.**

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

   b. A list of the student learning outcomes

Outcome 1: Upon completion of an Associate in Arts degree in Humanities, students will demonstrate a proficient knowledge of the appropriate disciplinary selected reading.

Outcome 2: Upon completion of an Associate in Arts degree in Humanities, students will critically think and write about their specific disciplines. This may include demonstrating an understanding of major works and movements and their historical and social impact.

Outcome 3: Upon completion of an Associate in Arts degree in Humanities, students will demonstrate proficient knowledge and application of the scholarship, principles, concepts, or vocabulary of their disciplines.

   c. A list of program outcomes for the program

Output 1.
Program Output: Exit Survey and Interview for Humanities Program: General Humanities, Literature, and Philosophy Emphases

Students who graduate from Oklahoma City Community College in Humanities: General Humanities, Literature, and Philosophy Emphases will participate in an Exit Interview with their advisor and complete an Exit Survey. The interview will not focus on students' knowledge of the discipline; instead, faculty advisors will ask questions related to the strengths and weaknesses of the Humanities Program and the three emphases. Similar to the interview, the survey will provide our department with practical feedback for strengthening and revising our program. It will pinpoint the reasons why the students decided to purse an A.A. degree in Humanities in one of the three emphases at Oklahoma City Community College. Also, the survey will ask students to rate our program on the following ideas:

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

PART I – MEASURES AND CRITERIA FOR SUCCESS

The identified student learning outcome and program output for the Humanities Program: General Humanities, Literature, and Philosophy Emphases will be evaluated using the measures and criteria for success identified below:
This outcome will be measured by a Course-Embedded Assessment Artifact (Essay for Humanities) from one of the following designated courses in General Humanities: HUM 2000 and above, Literature: ENGL 2123 and above, and Philosophy: PHIL 2000 and above. By using the Rubrics from the three emphases, faculty members (from the Language Arts Department) will evaluate the Course-Embedded Assessment Artifact/Essay. After the results are tabulated, we will consider the outcome achieved if 80% of the students in the General Humanities Emphasis score a 3 out of 4, students in the Literature emphasis score "yes" in at least five categories, and students in the Philosophy emphasis scores a 2 out of 4. (Philosophy recommends that students who earn a score of 2 on the artifact should be said to have achieved proficiency because "emerging" knowledge should be an appropriate threshold for sophomore level students.)

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

In an attempt to better assess the program as a whole, we have decided to combine all three emphases, humanities—general humanities, humanities—literature, and humanities—philosophy, and present an overview of the program.

The humanities program broadened our view of acceptable artifacts for assessment of student learning, increased the number of courses from which to solicit artifacts, and identified emphasis-specific criteria by which to choose the students whose work is assessed. Though we received and scored an insufficient number of artifacts to accurately assess the program, an average of 75.285% of student artifacts achieved the program outcome; this is slightly lower than the 80% success rate we desired.

To better reflect the process for our annual assessment of student learning, the humanities program will delete the phrase "Upon completion of an Associate in Arts degree in Humanities" that prefaces each of our three student learning outcomes.

The humanities program output survey will now be administered by the Office of Institutional Effectiveness. We hope this will increase the number of surveys we receive. (See Addendum 1)

The changes in the assessment of student learning are indicative of the program

faculty's dedication to the yearly review of our program and courses. We intend to streamline assessment activities to achieve a more efficient and effective process that will garner more accurate results to inform our program-improvement decisions.

Though the three emphases represent separate courses of study for the humanities program, we have decided to identify a common 9-hour core to be completed by all majors in the humanities program. Program faculty members and the Director of the Language Arts Department continue to discuss the implementation of this common core.

Our humanities program is strong, and we enjoy an excellent faculty and attract many students who are non-majors to our program courses. While we strive to meet student needs for General Education purposes, we are proud of the variety of classes we offer our majors.   We continue to modify program requirements, courses, and curriculum in an attempt to identify ways in which we may improve our program and the education in the humanities we offer students.

3. **Research and evaluation must be conducted on a continuing, systematic basis as an integral part of the program. All aspects of the program must be evaluated and the results used to improve services to students. There must be evidence that the program is reaching its stated student learning outcomes/program outcomes. The review should address each of the following areas. The program:**

      a. is central to the institution's 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.

Students who earn a degree in humanities are prepared to succeed in college and in life.

Those students who earn a degree in humanities learn about the idea and interests of mankind. They probe the cultural history of western civilization and discuss significant developments from classical, medieval and modern times. Through considering these developments, students learn new, logical ways to examine the world around them and to anticipate what the future may bring.

Students take this awareness into other courses at OCCC thus making them better able to make connections among disciplines, resulting in knowledge rather than mere information.

In the same vein, by studying literature, students gain a solid background in liberal arts. Literature students study English, American and World Literature. The study of literature provides students with insight into cultural values and significant experiences that shape the world. This understanding allows students to see the world through eyes different than their own which may cause them to act with empathy and compassion because they better understand others' points of view.

Philosophy is perhaps best described as reasoned discourse. Students who study philosophy begin their participation in an ongoing conversation that began over three thousand years ago about the nature of the universe and reality and the possible meanings of human existence. A solid understanding of the foundation of philosophy sharpens students' critical thinking skills and encourages them to question and evaluate--rather than to blindly accept--the ideas of others.

Associate degrees in humanities give students the academic background needed to continue their education at a four-year college or university. Once they graduate, students can pursue career opportunities in teaching, writing, visual arts, the ministry (theology), law, theatre and film.

Additionally, the humanities program drives student success in that our students achieve their individual educational aspirations

"Access: Our community has broad and equitable access to a valuable college education."

The increase in the number of declared humanities majors suggests that members of the Oklahoma City Community College community are availing themselves of a degree program which stresses familiarity with a cultural canon, close reading, and critical thinking and writing.

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

The General Education sequence for all AA/AS degrees provides the framework for students to complete these requirements and to demonstrate competency in general education skills and knowledge. The humanities program begins with the General Education sequence and continues from there, depending on the areas of emphasis selected by the student.

"Student Success - Our students succeed in achieving their individual educational goals."

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

As indicated earlier, there are no current graduate surveys to measure these two criteria. However, informal conversations with graduates indicate satisfaction with the way the humanities program helps students achieve their individual

educational goals. The quality of graduates, some of whom have returned to full-time and part-time teaching positions at OCCC, is testimony to the quality of their preparation to succeed at the baccalaureate and the graduate levels of study.

Additionally, the AA programs in the humanities have current, appropriate, useful, and sufficiently comprehensive instructional media and materials. Students in good standing have access to library holdings and to the use of the Internet through the Computer Lab and the Communications Lab, and other facilities located in the library and in other locations on campus. ECHO (Electronic Communications Help Online) and Smarthinking are online tutoring services provided by the campus.

The following ENDS are achieved by OCCC students including those in our humanities program, but humanities specific data is not available at this time. The OCCC college wide statistics are as follows:

*Student Preparation: Our students are prepared to succeed in college. Data indicates 71.2% of OCCC students successfully complete college-level courses, 58.1 % are persistent fall to spring semesters, and 37.8% are retained fall to fall.

*Student Success: Our students achieve their individual educational aspirations. Data indicates a 90% satisfaction rating with job preparation for OCCC students.

*Graduate Success: Our student graduates succeed at four-year institutions and/or in their careers. Data indicates a 90% satisfaction rating for transfer preparation for OCCC students.

b. meets stakeholder expectations:

OCCC programs provide our community with broad equitable access to a college education. OCCC students are prepared to succeed in college and are able to achieve their individual educational aspirations. OCCC graduates succeed at four-year institutions and/or in their careers. OCCC has a rich history of enriching our community both economically and socially through our educational and cultural programs.

c. produces graduates and former students who are successful on transferring:

*The humanities program has produced 32 graduates in FY 2006-2008 and 567 program majors in FY 2006-2009.

*Transfer data indicates the OCCC transfer student grade point average at UCO, OU, and OSU to be equal to (UCO-2.80, OCCC-2.80), above (OSU 2.98, OCCC-3.03), or slightly lower (OU-3.09, OCCC-2.72)than undergraduate students at those institutions. Data is OCCC institutional data: humanities specific data is not available at this time.

d. contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities

Programs of Study
OCCC offers two types of associate degree programs: transfer and technical/occupational. In addition, a number of certificates of mastery are offered in technical and occupational fields of study.

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 Associate in Arts or Associate in Science. These degrees 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 (see Degree Requirements). The remaining approved courses will be related to the student's major or courses which directly support that major.

Requirements and Articulation assures that the general education core (37 credit hours) of the Associate in Arts or Associate in Science degree at OCCC will apply directly toward the lower division general education requirements at any state university in Oklahoma.

Policy Statement on Undergraduate Degree Requirements and Articulation

In accordance with the Oklahoma State Regents for Higher Education Policy Statement on Undergraduate Degree Requirements and Articulation, a student who completes an Associate in Arts or an Associate in Science degree at OCCC "may transfer into a Bachelor of Arts or a Bachelor of Science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion." The Policy Statement on Undergraduate Degree

In addition, students are advised to secure the official catalog of the university to which they plan to transfer. Each university's official catalog provides pertinent information about admission policies and academic programs. That information is essential to the student's successful transfer to that university. Students should also consult a faculty advisor in their major at OCCC. With approval, the associate degree program may be modified to meet a student's needs depending on the intended transfer college or university.

Students are encouraged to visit the "Transfer Center" on the Oklahoma State Regents for Higher Education web site at http://www. okhighered.org/studentcenter/transfer-stdnts. This site will assist a student in determining which course or courses will transfer to another Oklahoma college or university.

Transfer guides showing course-by-course articulation between OCCC and a number of state universities are available in Office of Academic Advising. By using the appropriate transfer guide, the student can be assured that courses in the student's major will transfer directly toward the bachelor's degree.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. The curriculum patterns listed below are presented in the next section of the Catalog.

e. Have systems to evaluate courses and faculty by students, administrators, and departmental personnel

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 or Director as appropriate. In preparation for the review, the employee will provide relevant information to the Division Dean or Director as appropriate at least two working days prior to the evaluation conference. The results of the subsequent performance appraisal conference will be documented on a rating sheet signed by both the employee and the Division Dean and/or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction form is a means of gathering student perceptions of instruction at the college. The results are intended for use by you and your dean in identifying ways to improve instruction. A copy of the form is in the appendix of this document. The forms and supportive instructions will be distributed for you to administer during the 8th, 9th, or 10th week of 16-week courses or the 5th or 6th week of eight-week courses. Prior to administering the instrument, you should:

1. Plan class time to help ensure that time is available for completing the forms.

2. Where desirable, prepare up to three (3) questions, which are unique to the course or section for inclusion as the optional questions on the form. You should have multiple copies of these questions printed for use by the students.

3. Select a student to be responsible for administering and returning the forms and brief him or her about the process. It is best to keep the forms and instructions in your possession until the day you plan to administer them. Your cooperation in helping to ensure that the Student Input on Instruction forms are completed in a timely manner will go a long way to provide useful student input concerning your instructional methods.

f. Is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience

Service-Learning

Incorporating service-learning as a part of a course's curriculum is easy to do and can enhance students' ability to understand and apply course material. Service-learning can generally be used as a part of any course's learning objectives and tailored to desired learning outcomes. The Student Life Service-Learning Center partners with over 80 community agencies, so there is something for every course and interest area. Office of Student Life coordinates student involvement in service learning.

g. Has current, appropriate, useful, and sufficiently comprehensive instructional media and materials.

Humanities Library Review
OKC Community College
Fall 2009

Materials supporting the Humanities program comprise a very large portion of the Library collection. They include topics such as world and western civilization, music appreciation, classical ideas, religions, film, history of science, literature and poetry, world regional geography, cultural anthropology, theatre, ethics and logic. No one portion of the collection can be singled out for review.

Enrollment in philosophy is down but the other areas are up. There is now more emphasis on Eastern cultures and thought. There is also a new course "Critical Thinking." Many Humanities faculty members have taken an active interest in Library holdings. Lead program review faculty consulted this fall agreed that maintaining a "global" perspective in acquisitions will strengthen the Humanities materials, as well as will be used across the curriculum. Anything related to world geography, culture and arts is useful.

To support the curriculum librarians continually build the Library's resources, both online and in other formats. The first point of access to the majority of these materials is the Library's website. The web pages are an integrated and dynamic source of information. Students can search a variety of online article databases, as well as look up the Library's book, DVD and video holdings. It is also easy to check on items owned by other libraries in the Oklahoma City area, holdings of other libraries across the state and world, as well as use some 9,000 e-books for research. A recent acquisition is CAMIO, a searchable database of images from numerous art museums, which can be used freely for student or faculty presentations and papers, or incorporated into online class materials.

Online article databases are very popular resources for students and faculty. The Library provides about 40 online databases, which can be searched for periodical articles and some reports on specific topics. Librarians are always looking for ways to improve these offerings by adding new databases or upgrading. For example, a database within EbscoHost—Academic Search Premier—offers full text articles from nearly 3900 scholarly journal titles, which is double what it provided five years ago. In addition to EbscoHost, students can search databases such as CQ Researcher, Opposing Viewpoints, Literary Reference Center, SIRS Knowledge Source, and Newspaper Source Plus. The online Proquest Historical Newspapers includes many decades of back issues of several major U.S. newspapers. This year the Library added another online literature resource, Gale Literature Criticism Online. Finally, last year we added two online databases useful as starting points for research on other cultures and countries: Culturegrams and

CountryWatch.

In addition to the searchable online periodical databases, students are well served by the Library's print subscriptions to the following Humanities-related titles:

Absolute (OCCC student journal)
African American Review
America
American Indian Quarterly
American Literary Review
American Short Fiction
Architectural Record
Atlantic Monthly
Christian Century
Christianity Today
Cineaste
College English
Commentary
Commonweal: A Review of Religion,
 Politics & Culture
Dance Magazine
Entertainment Weekly
Film Comment
Granta: The Magazine of New Writing
Harper's Magazine
Hastings Center Report
Human Rights Quarterly
Humanist
India Abroad
India Today International
Journal of Peace Education
Musical Quarterly
National Geographic
New Yorker
Poets & Writers Magazine
Saturday Evening Post
TDR: The Drama Review
U.S. Catholic
Wilson Quarterly

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
D—DX	History & customs of specific countries
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
E 77-99	Indians of North America

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E 184.5-185.98      African Americans
GN 301-673  Cultural anthropology
GR 1-950      Folklore
Q 124-180      History of science
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Shelf by shelf review of these areas has revealed both topics that need updating and enlarging, as well as out-of-date and dilapidated items that need to be withdrawn. Ordering of new materials is ongoing, but a concerted effort will be made to quickly address gaps identified in this review. Humanities faculty will collaborate on recommending some AV titles to buy. Additionally, librarians are currently looking at the possibility of adding a new ebook collection to supplement the other Library resources.

Librarians teach a variety of class sessions on research skills. These sessions are done in different courses —including the many sections of the new course Success in College and Life—and are usually hands on in the Library classroom area. However, since the last program review, the Comp II course has been modified and those classes typically no longer have a library session on resources for analyzing literature. Our Research Paper Help pages provide tips on doing library research, including a checklist on evaluating sources. These pages were created and integrated with the main Library web pages several years ago. With the recent hiring of an Electronic Services/Reference Librarian, the Library hopes to move forward with new projects to develop additional or different approaches of instruction for specific online courses.

Headway has been made since the last program review, in that the Library can now provide wireless access for laptops. Students and community members regularly and increasingly use this means of connection.

The array of resources in the Library supports students in the Humanities courses and program. These resources continue to grow and evolve. Faculty is very happy with the Library and how it has been progressing, year to year. And finally, when specific resources are not available in the Library or online, students have more choices than ever. Students are encouraged to use interlibrary loan. With the OK-SHARE card students have borrowing privileges at other Oklahoma academic libraries. The bottom line is that librarians make every effort to borrow or acquire what students need for success in their course work.

h. Provides adequate resources and adequate and appropriate faculty whose qualifications (including educational background, related experience, and service contributions related to the program) support the objectives and curriculum of the program.

The Department of Language Arts has nineteen full-time faculty members, each with at least an appropriate Master's Degree, several with doctoral work, and one who holds the Ed.D. The amount of experience they bring to the position varies from 2 years to 35 or more years.

In the past five years, our faculty has strongly supported local, state, regional, and national professional and academic associations by their membership in organizations and service as officers; their attendance and frequent presentations at regular conventions and meetings; and their receipt of numerous awards.

Faculty support state organizations such as the Oklahoma Association of Community Colleges, the Oklahoma Global Educational Consortium, Oklahoma Teachers of English to Speakers of Other Languages, regional organizations include TYCA-SW, and national organizations include NISOD and the League for Innovation in the Community College, to name a few.

In the past five years, our Language Arts Department faculty have hosted on our campus the state conference of OKADE, Spring Writing Symposium, and the SW Regional Six State Conference of TYCA-SW.

Department faculty continues to engage in improving online learning by seeking the latest research and further developing technological expertise. Since the last program review, faculty has developed several

new online course offerings making course work more available to meet the needs of our student population.
*Survey of World Literature I and II
*Survey of British Literature I and II
*Creative Writing
*Introduction to Logic
*Film Genre: Science Fiction

The availability of the two-semester World Literature sequence allows students opting for the literature emphasis to complete the entire degree online. Similarly, the addition of Introduction to Logic (online) makes the online degree available to students selecting a philosophy emphasis. Overall, the flexibility provided by online courses has helped our students meet their educational and career goals.

We have also expanded our curriculum to include the following new campus courses:
*Critical Thinking
*Multicultural English Composition I and II series
*Folklore
*International Cinema
*Film Genre: Crime, Comedy, and Science Fiction
*American Cinema

In striving to reach our goals through the "Achieving the Dream" initiative, collaborative learning and multicultural teaching methodologies are taking place in dedicated classroom environments with specially trained faculty.

Individual course curriculum now includes global components. It has been requested that a Non-Western humanities course be required for graduation, but has yet to be approved.

4. **Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met:**

   General Education Assessment Plan

Objective:

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

Strategy:

The General Education Committee will create six interdisciplinary teams with embers 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 36 hours of General Education Courses from OCCC. During each Spring Semester, the reports from each team will be shared at the meeting of the whole General Education Committee and dispersed to faculty within each division. Specifically, during the Fall Semester, each team in charge of a specific Student Learning Outcome area will make curriculum recommendations to the General Education Committee. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website. Faculty members on each team will be compensated each semester.

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. However, the artifacts should adhere to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC's curriculum.

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

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 36 credit hours in General Education Courses. From this list, they will identify a random sampling of students enrolled in courses, which faculty have included "artifacts" relating to the Student Learning Outcomes measured each semester.

For example, if an outcome in Math is measured, then the following courses beyond a Math Prefix could also be used: Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Accounting, Physical Science, or other General Education Courses involving Math and including the objectives for the Math Student Learning Outcome. Likewise, data collection could be attained from an outcome in Writing from any course involving writing, including a scientific lab report, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education curriculum.

The premise behind this kind of data collection (1) allows for an interdisciplinary approach to the General Education curriculum; (2) creates a shared vision of faculty collaboration beyond the microcosm of specific divisions; (3) allows for a more accurate depiction of student learning as they progress from one General Education Course to the next; and (4) creates a shared approach to improve student learning and success by reiterating General Education Skills from multiple 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, Values, and Beliefs

Students will demonstrate an understanding of the ideas, values, and beliefs that have shaped global communities. Specifically, students should be able to

Demonstrate understanding of basic world geography; Demonstrate familiarity with major cultural issues of selected global communities; Demonstrate knowledge of significant historical events and figures of selected global communities; and Demonstrate an understanding of ethical concerns of selected global communities.

II. Communication and Symbols

A. Students will demonstrate effective writing and public speaking skills.

For writing, students should be able to

Generate a clear, specific, and arguable thesis or dominant idea; Formulate evidence and examples to support the topic idea; Construct a logical pattern of paragraph development; and Demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

For public speaking skills, students should be able to

Demonstrate the effective use of an introduction, body, and conclusion of a formal speech; Demonstrate an audience-centered purpose that adapts to the audience, occasion, and time limit of the speech; Deliver the speech with effective eye contact relative to the use of presentational aids (when applicable) and the audience; Vary the tone of voice appropriate to the content of the speech and context of the audience; and Demonstrate appropriate attire, gestures, good posture, and meaningful body movement.

III. Social, Political, and Economic Institutions

Students will demonstrate an understanding of the function of major social institutions. Specifically, students should be able to

Analyze how political systems impact society; Analyze how economic systems impact society; Analyze how religion serves to shape the norms of a society; Analyze how education interacts with cultural values and norms; and Analyze how shifts in social institutions impact the family.

IV. Relationships in Nature and Science

Students will demonstrate critical thinking by using scientific methodology. Specifically, students should be able to

Analyze a set of data or qualitative observations using previously learned tools; Draw reasoned conclusions based on the results of the analysis; and Support conclusions logically and communicate them effectively.

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. Provide Evidence that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met.

After a careful review of our program, we have identified the following:

a. General Education Competencies are being met;

All graduates of the humanities program must complete the General Education course requirements established by the Oklahoma State Regents for Higher Education and Oklahoma City Community College.

In addition, faculty advisors make every effort to assist students in choosing General Education classes which best fit their degree program. This facilitates transfer and helps eliminate courses which do not contribute to the student's BA.

b. A global education competency (one of the General Education Competencies) has been integrated into the curriculum;

Faculty has adopted a global approach in humanities courses taught in the Department of Language Arts. Even in something as fundamentally Western as, say, ENGL 2773 Survey of American Literature I, students are at least introduced to the literature of the American Indian. Many courses (e.g. HUM 2133 Comparative Religions, HUM 2153 Introduction to Eastern Thought, and HUM 2373 Introduction to World Music, among many others) have as one of their principal objectives helping students develop a global perspective.

c. Curriculum is in line with the major transfer institutions.

The Department of Language Arts at OCCC participates as fully as possible in the OSRHE Course Transfer/ Course Equivalency Project (CEP) as indicated in the OSRHE Course Equivalency Tables at http://www. okhighered.org/student-center/transfer-stdnts/course-transfer.shtml. Department course listings provide maximum possible transferability to state institutions in all areas which support baccalaureate degrees in the humanities, including literature, philosophy, English, Native American studies, and religion among others.

5. **Provide a summary of how concerns and recommendations identified in the last program review were addressed.**

a. Concern: Too many sections are taught by adjunct faculty.

Recommendation: Hire at least three more full-time faculty.

Addressing Concern and Recommendation: Since the previous program review, three full-time faculty and one full-time administrator have been hired. The 2006 restructuring of the Arts and Humanities Division combined the Learning Skills Department, the Department of English, and the Humanities to create the Department of Language Arts. At the present, there are a total of nineteen full-time faculty in the Department of Language Arts. Due to the economy and higher education budget cuts, resignations and retirements are replaced, but new positions are added based on college need and

program priorities.

b. Concern: We do not have access to all the rooms we need at certain times of the day.

Recommendation: Continue to remodel the Arts and Humanities Building to provide a greater number of classrooms; also, build the Arts Center and give the leftover space to classrooms.

Addressing Concern and Recommendation: The new Visual and Performing Arts Center was completed during Fall 08. Faculty are teaching classes in the new building and vacated classroom spaces in the Arts and Humanities building are in the process of being renovated. With the continual enrollment increases, sufficient classroom space remains a problem.

c. Concern: Some rooms on the second and third floors of the Arts and Humanities Building are virtually unusable because of the noise.

Recommendation: Throw away the paper walls in AH 3E1, 3E2, 3E3, 2E1, and 2E2, and build some real walls. Take at least a little care to see that they are soundproof. Replace (not repair) noisy air-handling units.

Addressing Concern and Recommendation: Some renovation of classrooms has occurred in Arts and Humanities on the 2nd and 3rd floors, but soundproofing is still a problem in some areas.

d. Concern: We do not attract and graduate enough humanities majors.

Recommendation: We need to make earlier and better contact with majors and prospective majors. We need to make better use of brochures, phone contact, and departmental social gatherings as means of connecting with students. Plans are in the works to try to accomplish these goals.

Addressing Concern and Recommendation: A new OCCC advisement process is helping to connect majors with program faculty when the students are first admitted to the college. Arts and Humanities faculty have more contact with program majors through phone calls, e-mail, and appointments, but attracting new majors continues to be a concern.

e. Concern: The college does not provide sufficient support for recruitment and retention of Humanities majors.

Recommendation:
*Provide ready and convenient access to contact information about majors and prospective majors to the department leadership.
*Discourage student self-advisement.
*Provide a departmental budget for recruiting.
*Provide a departmental budget for helping students transfer to better programs; this would certainly include communication and advertising, but could also include travel for the students.

Addressing Concern and Recommendation: The area of recruitment and retention of humanities majors continues to be a concern. Many students still self-advise by enrolling online. We do not have a department budget for recruiting. The Student Service area of campus does take students on Transfer Days to area campuses for transfer information.

f. Concern: Opportunities for staff development, while more numerous and varied than at some times in the past, are still too limited. Faculty need to stay current in their disciplines. This requires attendance and presentations at national conferences in their disciplines. It also requires making journals easily available. Whether or not we achieve our goal of being a "premiere" institution will depend on faculty.

Recommendation: Provide even better support (read that "more money") for staff development. A workshop in MS Word will probably not damage anyone, but it will in no way help us become a "premiere" institution. A presentation at a major convention is another matter. Administration might

give some thought to recognizing the achievement of those who do present a little better. A start would be ensuring that faculty who present at conventions in their disciplines have registration and travel paid by the college from a budget separate from the Division travel budget.

Addressing Concern and Recommendation: Staff development opportunities are provided through the Center for Learning and Teaching. Sessions are provided throughout the year in WOW sessions and during orientation week activities. Some training sessions are provided online. Travel to conferences is still budgeted through the divisions. Staff development is essential to continued faculty growth.

g. Concern: The existing Outcomes Assessment scheme is not viable.

Recommendation: This can be dealt with only by the department. We are currently revising our Outcomes Assessment procedures and plan to have them in place and ready for testing in the fall semester of 2005.

Addressing Concern and Recommendation: The humanities program has just been through a nine month revision process which included changes to outcomes, outputs, and the assessment process utilized in each of the three emphases. The entire Language Arts Department faculty have been involved with the changes and updates. Some curriculum changes are planned in the near future.

h. Concern: Some course titles and descriptions do not accurately or effectively reflect actual course content.

Recommendation: The department will rewrite course descriptions and titles and send them through the curriculum change process.

Addressing Concern and Recommendation: With the approval of the Curriculum Committee, the department has been revising course descriptions and course titles to more accurately reflect course content.

i. Concern: Scheduling an inordinate number of HUM 1113 sections every semester creates serious problems for other humanities options.

Recommendation: Three possible solutions exist:
*Quit scheduling so many sections of HUM 1113
*Move HUM 1113 into the Department of English and Humanities with the other HUM courses
*Give HUM 1113 a music prefix

Addressing Concern and Recommendation: HUM 1113 (Music Appreciation) falls outside the Language Arts Department and continues to be a course offering under the Department of Communications and the Arts. It is still a music department course offering due to proper course placement. We do not see this as a concern at this time.

j. Concern: Students seem to need better writing skills than they have to maximize their success in humanities courses.

Recommendation: The department is currently examining the possibility of giving 2000-level humanities courses a prerequisite of ENGL 1213.

Addressing Concern and Recommendation: Requiring ENGL 1213 as a prerequisite for 2000-level humanities courses will be an item of discussion. English Composition I remains the prerequisite of 2000-level humanities course offerings. English Composition I and English Composition II courses have been revised to better meet the writing skill needs of our students. With increased enrollment due to the economy, many students are entering college without the basic writing skills necessary for upper-level courses. Learning Skills and English faculty have piloted course studies to better understand the skills needed for student success and realign the curriculum. In an attempt to facilitate successful learning for our multicultural diverse students, the Language Arts Department is providing special sections of

writing classes geared toward our second language students. Both Learning Skills courses and the new Multicultural English Composition I and II courses are helping students acquire better writing skills. The collaborative learning and multicultural teaching methodologies and classrooms dedicated to those methodologies are evidence of the Division of Arts and Humanities desire to maximize students' success in courses across campus.

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

Strengths
• An innovative faculty who work well with students and collaborate with one another
• A dynamic and increasing variety of quality course offerings which complement one another, creating a varied but coherent degree program
• Flexible scheduling of courses
• Excellent program transfer options
• The Absolute and annual essay contests which underscore the importance of writing and reward excellence
• Emphasis on a global perspective in all courses
• Attention given to non-native speakers of English
• Accessible and free flow of information within departments and between departments and the division as a whole
• Ongoing outcomes assessment process which identifies program strengths and challenges, allowing for ongoing refinement of--and high quality in—program and its courses

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

Concerns
• Some Faculty report being over-burdened with non-teaching duties
• Absence of regular pay increases and opportunities for travel can cause program to become stagnant
• Too few full-time faculty, and existing faculty is torn between need to teach composition courses and program-specific courses
• Significant college-wide insensitivity to unique needs of students whose first language is not English
• Office of Institutional Effectiveness not providing program faculty and administration with enough data
• Lack of a non-western humanities course requirement
• Student's basic writing skills are inadequate

• Classrooms and other areas of Arts and Humanities Building are in immediate need of repair
• Classrooms in the Visual and Performing Arts Center are challenged with noise bleed between rooms making learning nearly impossible at times.
• Need to attract more humanities majors

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

Recommendations
• When budget is stabilized, compensate faculty retroactively for merit and cost-of-living increases
• Restore generous travel opportunities for faculty
• Hire more full-time faculty to cover a larger percentage of composition as well as program-specific courses
• Support faculty in their call for a non-western humanities requirement to address the college's stated mission
• Make repairs to Arts and Humanities Building an urgent priority
• Make soundproofing of walls between classrooms in the Visual and Performing Arts Center a priority
• Develop means of attracting more majors
• Emphasize the importance of superior writing skills in all courses across the campus and hold students to highest standards
• Increase collaboration among the three areas of emphasis within program to enable seamless and well-integrated outcomes assessment process while retaining emphasis-specific evaluation of artifacts
• Implement common nine-hour core in program

II. Institutional Requirements

1. **Provide factual and accurate documentation which demonstrates acceptable standards of ethics in recruiting and advertising activities.**

   All materials provided to students are thoroughly reviewed by appropriate personnel to ensure they are factual and accurate. In addition, appropriate personnel review all recruiting and advertising activities to ensure they meet acceptable standards of ethics. Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions.

   Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. College information is provided to students through traditional means such as class schedules, catalogs, student handbooks, Recruiters Manual, and new student orientation as well as through the College website.

2. **Provide recruitment and admission policies and practices reflecting that the program is available to qualified applicants and that qualified applicants will be admitted regardless of sex, race, ethnic background, religious preference, disability or any disadvantage.**

   Recruitment practices and activities are planned and reviewed by appropriate personnel to ensure the institution's vision, mission, and ENDS are met. Every effort is made to ensure that all qualified prospective students are contacted and provided with opportunities to be informed about College programs, services and courses and are provided with the opportunity to apply for admission to the College.

   Students entering Oklahoma City Community College as a Regular Degree Seeking Student will meet the following admissions requirements:

   - graduated from high school or earned a GED;

   - completed the ACT, SAT or a similar acceptable battery of tests; and

   - completed all high school curricular requirements.

Students who do not meet the above criteria may be admitted under one of seven Special Admission Categories outlined in the Catalog. All students who meet the above requirements or who fall into one of the special admissions categories are admitted without regard to sex, race, ethnic background, disability or disadvantage.

3. **Provide documentation that an organized, coordinated program of guidance and counseling exists. The program should foster maximum development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a program.**

Faculty from each program work very closely with the Student Development Center staff. Each student is encouraged to have a counselor from Student Development as well as a faculty advisor.

Degree sheets are available in the Student Development Center as well as in faculty advisors' offices. Students may also access degree requirements and complete an up-to-date degree audit online. Faculty advisors work closely with Student Development Counselors to minimize the number of hours unable to be counted when a student transfers to a four-year institution.

The general philosophy and objectives of the Student Development Center include informational, relational and conceptual processing of educational planning and student goal achievement, including degree completion, articulation or personal development and apply to all students.

The functions of Student Development are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Student Development objectives are also outlined in the above mentioned documents.

Counselors follow guidelines listed below in working with students. After admission to the College, a student is evaluated for placement. After the evaluation is complete, the student meets with a counselor to determine enrollment. Course selections are based on test scores, anticipated program and required courses, workload, possible transfer and past academic history. If the student expresses indecision over goals, especially for career or program choice, they explore them with a counselor in Student Development.

When a student indicates a desire to pursue a specific program, they are referred to the appropriate faculty advisor or program director. An individual strategy is built for each student, designating courses to be enrolled in for each semester.

Counselors in the office of Student Development are available to discuss career objectives and degree programs with each student. The staff of Student Development assists all students with educational planning, career decisions, and occupational choices. Further assistance is available in conjunction with the Discover Program and the other resources of the Career Counselor.

Academic Advisement (faculty handbook)

In the course of interacting with students, it is the responsibility of faculty members to serve as academic advisors. In addition, faculty give advice on a broad range of topics and issues. The kinds of advice offered by faculty can be categorized in the following way.*

* It is important to underscore that this listing is intended to be suggestive rather than exhaustive or prescriptive.

Program Requirements

It is important for students to meet with an advisement professional to establish a Student Academic Plan (SAP). Returning students who are familiar with their degree requirements and those not seeking a degree or certificate may self advise.

Students are also encouraged to work concurrently with their faculty advisor in the academic discipline of their degree choice. A faculty advisor can help ensure that major specific educational objectives are met in an efficient, orderly fashion. If you have questions on course selection, entry-level skills required or general academic information contact Office of Academic Advising. With respect to program requirements, faculty advisement may address such things as degree planning (timing and sequencing of courses), identifying the appropriate catalog (degree plan to follow), selecting support electives, and meeting special requirements for a program or student (e.g., clinical performance, immunization, CPR).

Transfer Concerns

Relative to transfer concerns, faculty advisement may include such things as providing information on programs at area transfer institutions, information on out of state/state institutions, and transfer procedures to those institutions. It may also include evaluation of course content of major courses being transferred in for a particular major.

Career Information

Providing career information may include information about employment opportunities with various levels of education and responding to questions regarding how to select a path to follow within the field.

Referral

Referral may be done when faculty advice is sought on such matters as financial aid, transportation problems, problems with transcripts, formal degree checks, personal problems requiring counseling, graduation procedures, or any issue that the faculty member determines can be best served by others.

4. **Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including**:

   a. **The number of majors (head count and FTE) in the instructional program during each of the last three years and projections for the next two years.**

FY 2006			FY 2007			FY 2008			FY 2009		
HC	CrHrs	FTE	HC	CrHrs	FTE	HC	CrHrs	FTE	HC	CrHrs	FTE
158	2,170	72	132	2.003	67	119	1,744	58	158	2,473	82

FY 2010 PROJECTED			FY2011 PROJECTED		
HC	CrHrs	FTE	HC	CrHrs	FTE
163	2,547	84	168	2,623	87

   b. **the size of specialized (program major) classes, if any, identified as integral elements in the program during the last three years.**

	FY 2007	FY 2008	FY 2009
Humanities Avg	22	23	22
Literature Avg	20	20	19
Philosophy Avg	7	10	16

   c. **Instructional cost, including efficiencies and improved learner outcomes achieved through the use of any technology.**

OCCC is committed to providing quality education at times and places most convenient to students. To accomplish this, Distributed Learning Instructional Technology has developed courses which offer several options to students who cannot attend on-campus courses. Those options are online courses, and web-

enhanced courses. In addition to providing access Distributed Learning assists faculty in their utilization of technology to enhance student learning by providing software and technology training. Camtasia Software (used for the development of narrated online lectures and tutorials), learning management system (ANGEL) license, Evergreen training on the LMS, Podcast assistance, equipment and software are among the tools available at the cost of $120,000.

d. The number of FTE faculty in specialized (program major) courses within the curriculum

Humanities Total	FY 2007	FY 2008	FY 2009
	8.5	8.4	8.5
Literature Total	FY 2007	FY 2008	FY 2009
	2.9	2.9	2.7
Philosophy Total	FY 2007	FY 2008	FY 2009
	1.4	1.5	1.4

e. Projected job market for graduates in occupational programs during the next two years.

Humanities is a transfer program. There is no data associated with this item.

f. The success of transfer students based on GPA comparisons.

The Office of Institutional Research can provide no Humanities program specific data to demonstrate successful transfer based on GPA comparisons. Qualitative data seems to indicate Humanities transfer students fare as well as the overall OCCC transfer population to the three most popular transfer institutions.

UCO	Sp. 2005	Sp. 2006	Sp. 2007	Sp. 2008	Sp.2009
OCCC Transfer	2.9	2.53	2.85	2.85	2.8
All Undergrad	2.8	2.74	2.77	2.8	2.8

OU	Sp. 2005	Sp. 2006	Sp. 2007	Sp. 2008	Sp.2009
OCCC Transfer	2.72	2.57	2.77	2.77	2.72
All Undergrad	3.07	3.08	3.08	3.08	2.8

OSU	Sp. 2005	Sp. 2006	Sp. 2007	Sp. 2008	Sp.2009
OCCC Transfer	2.9	3.1	3	3	3.03
All Undergrad	2.9	2.9	2.9	2.96	2.98

5. **Provide documentation that a process exists to insure that cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts are issued upon student request.**

The Registrar's Office establishes an official record for each student admitted to the college. Cumulative academic records are maintained and archived in compliance with all federal and state requirements and in accordance with American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

The College complies with the Federal Rights to Privacy Act of 1974, as amended, regarding record integrity, security, access, and the release of Directory Information. Transcripts are issued directly to the student upon request and at no charge.

6. **Provide evidence that a formalized and effective process to address student complaints is in place and available to students.**

   The Student Handbook describes the student grievance procedure. The Student Handbook is published annually so that changes can be made to stay current with all state and federal policies and rules.

   Also students may at any time submit questions or complaints in boxes located across campus. The Office of the Vice President for Enrollment and Student Services collects the input from these boxes and addresses the student's question or complaint. The results are given to the student, reviewed by The Leadership Council, published on a public bulletin board in the Main Building of campus, and published in the Student Services Annual Report.

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

• Require a Non-Western humanities for graduation
• Hire more AH faculty to teach a larger percentage of composition and program-specific courses
• Increase travel funds for faculty
• Upgrade computer software for faculty offices and classrooms on a regular basis
• Provide humanities specific data from the Office of Institutional Effectiveness
• Soundproof classroom walls in the Visual and Performing Arts Center
• Address environmental concerns and potential health and safety hazards in classrooms and faculty offices in AH building: leaky ceilings and mildew odors
• Increase number and availability of troubleshooters for classroom computers and multi-media equipment
• Provide technologically advanced equipment in classrooms and training for faculty

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