

Oklahoma City Community College

Program Review Self-Study Year: FY 2020	
Division of: Arts, English, and Humanities	
Enter Name and Number of Program:	Humanities (021)
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I. Introduction

This 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.

The following recommendations were made in the 2015 program review:

- 1. A team of faculty from the English and Humanities Division should be appointed to examine The Humanities Program's courses to determine whether they 1) sufficiently support the General Education outcome regarding Human Heritage, Culture, and Value, 2) enhance student awareness of other cultures, and 3) aspire to our institutional Vision/Value of Diversity.**

An official team has been appointed to oversee all the Humanities Program courses. As people have left the College, the membership of this committee has changed somewhat each year; a core group has been established now.

Faculty who have worked on course redesign teams have been mindful to include course objectives, support materials, and student assignments that emphasize the value of diversity. For example, HUM 2143 (Mythology), which has long included myths from all over the globe, has increased its focus on the origins of the myths. Maps and additional cultural background were added to the support materials. Three of the revised course objectives relate directly to the aforementioned Gen Ed outcome:

- Analyze the universal truths common to all myths through the context of regional geography and individual cultures.
- Infer cultural values by interpreting various myths.

- Compare and contrast myths to illustrate knowledge of cultural diversity and related practices and beliefs.

Another course, HUM 2213 (Classical-Medieval Humanities), has also been revived with a more global perspective. To broaden the scope of the course to include more non-Western cultures, the redesign team incorporated OER materials to supplement the textbook. The new course objectives for HUM 2213 are as follow:

- Evaluate the interconnectedness of people and systems.
- Evaluate the influence of history and world events.
- Critique the impact of cultural values and beliefs throughout history.
- Interpret the significance of cultural artifacts (architecture, arts, literature, music, and technology).

Also, the final projects in both of these classes require students to analyze and compare literature and other artifacts from multiple cultures.

2. A team of faculty from the English and Humanities Division should be appointed to explore artifact collection and evaluation processes and develop a new strategy for measuring recent curriculum changes to the Program.

The perfect artifact-collection practice continues to elude us, but we have made progress in the evaluation process. Prior to the previous Five-Year Program Review, Humanities had been the umbrella designation for three distinct emphases: Literature, Philosophy, and General Humanities; these were assessed by three different teams using different measures. Starting in 2014, the three emphases were phased out, and artifacts from all Humanities courses started to be evaluated together. In the ensuing years, various objectives were introduced, but none completely satisfied program needs. In FY 2019, a new set of objectives was written to encompass the skills desired from all students who major in Humanities; these objectives can be measured in any of our program courses.

3. Begin a systematic evaluation and possible re-design starting with the major courses found in The Humanities Program to ensure consistency, rigor, and objectives are being met and build a scaffold framework within the courses and for the Program as a whole.

Three courses, HUM 2143 (Mythology), HUM 2213 (Classical-Medieval Humanities), and HUM 2223 (Modern Humanities) have been redesigned since the last program review. The scaffolding framework has been the guiding principle of all the course redesigns.

4. Work with Advising to help with further training for all faculty advising for The Humanities Program to promote confidence and increase knowledge regarding the variation of options available to students in the areas of General Humanities, Literature, and Philosophy.

Since the previous Five-Year Program Review, several of our full-time faculty have worked for one or more semesters in Academic Advising. Faculty are no longer employed in Advising, but some gains were made through this practice: instructors who worked there learned more about the process, and they had the opportunity to educate full-time advisors about the Humanities Program. We now have a designated Humanities advisor. The College has adopted new academic advising tools and processes to better assist students.

- 5. A team of faculty from the English and Humanities Division should be appointed to evaluate needs for creating a more distinct identity and raising awareness of The Humanities Program's strengths. Working with the GET Office might be an additional resource.**

Very nice posters featuring the various programs within the Arts, English, and Humanities Division have been created and displayed on the bulletin boards in the Arts & Humanities building. More, however, could be done to address this recommendation. Since the previous Program Review, we have experienced a significant change in full-time faculty members, with many experienced instructors retiring or otherwise leaving; fortunately, this has been offset by an influx of new faculty. With so much change, it has been difficult to form and promote a cohesive Humanities Program identity.

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's Mission Statement: "OCCC provides broad access to learning that empowers students to complete a certificate or degree and that enriches the lives of everyone in our community."

1. How does the program relate to the mission?

Humanities empowers students with critical thinking and communicating both in writing and speaking, and it enriches with understanding of and inspiration from other cultures and area knowledge. Since the Humanities program offers multiple areas of emphasis, students have the flexibility to pursue a variety of career options.

2. What are the program's objectives?

- 1) Students will be able to compose coherent essays with correct MLA formatting.
- 2) Students will be able to integrate information from a variety of sources within major course assignments.
- 3) Students will be able to interpret the cultural significance of humanities artifacts, such as literature, art, and philosophy.
- 4) Students will be able to think critically to support reasoned conclusions.
- 5) Students will be able to apply foundational concepts and discipline-specific vocabulary to the analysis of selected artifacts, such as literature, art, and philosophy.

3. What are the program's strengths?

The Humanities Program provides a solid liberal arts foundation that will transfer to most colleges and universities. Students find our program to be flexible, allowing them to focus on literature or philosophy or to study an array of humanities subjects. Classes have been offered in a variety of formats: face-to-face, online, hybrid/web-enhanced; daytime, evening, and weekend; 16-week semesters, 8-week terms, intersession, and fast track. Our faculty are adept with instructional technology and are often early adopters.

4. What are the program's areas for improvement?

In the last decade or so, students have shifted away from pursuing degrees in the arts and humanities, so part of our job is making them realize that employers want people who are critical thinkers and who appreciate diverse cultures. Increasing the variety of our course offerings by bringing back popular successful electives, such as Advocates of Peace and Folklore, would help to make the Humanities Program more appealing to students who otherwise might not have considered pursuing a degree in humanities.

Also, as the College transitions to eight-week classes while simultaneously moving towards wide use of Open Educational Resources (OERs), we will have a lot of work ahead of us in the next year in particular.

5. What key findings about the program have been discovered over the last five years?

The results of our annual outcomes assessments show that our students are succeeding at higher percentages since we streamlined the three programs (English, Humanities, and Philosophy) into one.

6. What recommendations have been made about the program over the last five years?

In the 2018 Program Review, we recommended revising the Program Learning Outcomes to better align with General Education outcomes and with the critical skills students need to be successful. We wrote new outcomes last year; in fall 2019, the first of these objectives was successfully evaluated.

Another one of our recommendations was for sufficient time to be allotted for Program faculty to meet. We now have regularly scheduled meetings to conduct outcomes assessments, review program objectives, and collaborate on reports, among other things.

Streamlining the artifact collection process has been recommended, and while larger numbers of faculty, including adjuncts, now regularly submit artifacts for Outcomes Assessment, participation should be greater.

III. Analysis & Assessment

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

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

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

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

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

OCCC provides broad and equitable access to learning that empowers students to complete a certificate or degree and that enriches the lives of everyone in the community. The Humanities Program supports general education by offering classes that help students to fulfill degree requirements and meet general education objectives, most notably in the areas of Writing; Critical Thinking; and Human Heritage, Culture, and Institutions.

OCCC's current plan of "Renewal, Change, and Innovation" is evident in the Humanities Program. Our faculty provide creative lesson plans and are early adopters of innovative technology and teaching methodology, such as the flipped classroom model. In the past five years, several of our courses have undergone a formal redesign process through the Title III grant, including the two General Humanities courses (HUM 2213 and HUM 2223) that are required of all Humanities majors.

B. Vitality of the Program

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

1. List Program Objectives and Goals

The Humanities Program supports General Education and successful transfer to state university programs such as Humanities, English, Philosophy, and Language Arts Education. To offer greater flexibility for student enrollment, we offer our courses in a variety of formats (online, hybrid, and traditional face-to-face) and at various times and entry points, including 16-week, eight-week, intersession, and fast track. To foster degree completion and transferability, we offer a streamlined Program that emphasizes both foundational knowledge of the humanities and critical thinking skills.

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.

In 2018-2019, the Humanities Program assessment team wrote the current outcomes.

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

Outcome 1: Compose coherent essays with correct MLA formatting.

Outcome 2: Integrate information from a variety of sources within major course assignments.

Outcome 3: Interpret the cultural significance of humanities artifacts, such as literature, art, and philosophy.

Outcome 4: Think critically to support reasoned conclusions.

Outcome 5: Apply foundational concepts and discipline-specific vocabulary to the analysis of selected artifacts, such as literature, art, and philosophy.

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

Course-embedded assignments, such as essays, discussion forums, exams, and other written projects, are assessed using a rubric designed for measuring one specific outcome per year. Each outcome contains three subcomponents. For example, the outcome measured for 2018-2019 is as follows:

Outcome 1: Students will be able to compose coherent essays with correct MLA formatting. Specifically, they will:

- Communicate using academic language and conventions of Standard American English. Spelling, punctuation, grammar, and/or usage do not obscure the writer's meaning or distract the reader. Word choice and diction establish authority and a professional tone.
- Present information in a unified and coherent manner: Introduction contains a claim, body paragraphs support the claim and synthesize information, and the conclusion reinforces the claim.
- Use current MLA style for citations and format. Provide in-text citation in the body of the essay if outside sources are used. Include a works cited page if required.

Only students majoring in humanities who have completed at least 30 credit hours at OCCC are evaluated. Our goal is for at least 80% of these students to be proficient in all three subcomponents of the outcome.

The Program learning outcomes broadly inform course objectives, especially during course redesign processes, as well as specific student assignments. Across our course offerings, assignments are evaluated using the same basic criteria by which we evaluate the Program.

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

In the fall of 2019, artifacts were collected from fall 2018 and spring 2019 English 2123 and above, Philosophy, and Humanities courses; Outcome 1, listed above, was evaluated. When an instructor submitted multiple artifacts from the same student from the same class, only one artifact was selected for evaluation to avoid skewing the results. Of the 20 artifacts evaluated, 17 passed. This is a pass rate of 85%, which surpasses our goal of 80%.

In general, students who wrote essays or journals succeeded in the first two components: (A) Communicate using academic language and conventions of Standard American English and (B) Present information in a unified and coherent manner.

Two of the three unsatisfactory artifacts are PowerPoint presentations that failed to "synthesize information" and consistently support claims in a "unified and coherent manner" (B).

While the use of “current MLA style for citations and format” (C) was seldom flawless within the artifacts submitted, it was generally acceptable. Only two artifacts (one presentation and one journal) failed to meet this component due to significant errors in documentation.

The high success rate is encouraging, but the program can always improve. Below are some suggestions:

- Design major assignments to provide students with opportunities to demonstrate mastery of program objectives.
- Emphasize higher-order skills, particularly synthesis of information.
- Emphasize careful adherence to required format and documentation style.
- Encourage greater faculty participation in the submission of student artifacts.
- Clarify artifact requests so instructors know which program outcome is being assessed and select the most appropriate examples of student work for evaluation.
- Request assignment instructions to be submitted with the artifacts. What the students have been asked to do is not always clear.

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.

Human Heritage, Culture, and Institutions
Public Speaking
Writing
Mathematical Methods
Critical Thinking

Strategy:

The General Education Committee will create five 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 pre-existing 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 five general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, and institutions; writing; public speaking; mathematical methods; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

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

category	2019	2018	2017	2016	2015
Human Heritage, Culture, and Institutions	83.2% (94/113)	90.5% (95/105)	71.5% (138/193)	73% (96/131)	76% (59/78)
Writing	92.5% (186/201)	86.9% (233/268)	92.8% (373/402)	94% (220/235)	99% (187/189)
Public Speaking	90.7% (98/108)	93.2% (82/88)	87.8% (72/82)	76% (69/91)	75% (69/92)
Critical Thinking	79.5% (236/297)	82.4% (295/358)	76.9% (290/377)	77% (235/306)	75% (183/244)

To better align the Humanities Program outcomes with OCCC's General Education goals, we have changed our outcomes assessment rubrics as well as specific major course assignments. To improve in the category of Human Heritage, Culture, and Institutions, greater emphasis has been placed on cultural and historical influences on art and literature. Major assignments in HUM 2213 and 2223 call for analytical thinking; as these and other courses have been revised, we have included scaffolding assignments that help students develop their critical thinking skills. Also, some classes

include public speaking components in the forms of small, informal presentations and as well end-of-term collaborative research projects.

- 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 or Director as appropriate.

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 during the 14th and 15th week for the second 8-week/16-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.

Creating an effective learning environment has always been our primary goal. To this end, we offer our courses various formats (online, lecture, hybrid) and draw from training, experience, and collaboration to design course materials and assignments. Transparency of course objectives enables students to understand our expectations and reminds us as faculty to align all assignments with the Humanities Program and General Education goals. To support intellectual growth, we provide scaffolding to help students build confidence while developing their skills. We attempt to engage our students at all levels of Bloom's Taxonomy. Low-stakes assignments, such as quizzes and journal writings, are designed to test for recognition and understanding of basic facts; whereas, major assignments call on students to analyze and evaluate content and sometimes even create their own literary works and other projects intended for wider audiences.

To help ensure that we are meeting our students' needs, we encourage them to participate in the online course evaluations. To enhance our understanding of students' needs, faculty members sometimes include their own questions on course evaluations to deepen information gleaned from student input. Additionally, some faculty request explicit feedback on end-of-term assignments which ask students to identify specific strengths and weaknesses of their courses.

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

Instruction and Reference

Librarians provide instruction and reference assistance to OCCC students. Librarian staffing is 4.5 FTE. Many students receive hands on instruction for using library resources and selecting and evaluating sources as part of the required Success in College and Life course. Additional instruction is also provided to a variety of other classes, with a focus on the appropriate resources for that discipline or a specified assignment.

Librarians are available at the Library Assistance Desk 44 hours per week. Students may also request additional research help outside those hours. Video tutorials and LibGuides on the Library's website supplement instruction by providing guidance for students who are off campus.

Online and Print Resources

Librarians select and purchase materials specific to Humanities, as well as maintain a broad collection of resources to support the overall OCCC curriculum. Areas of the collection that are in direct support of Humanities are:

B – BD	Philosophy, logic, metaphysics
BH – BJ	Aesthetics, ethics
BL – BX	Religions, mythology
M – MT	Music
N – NX	Art
P – PZ	Literature (including film)

Other areas of secondary support include:

AM 1 – 201	Museums
AZ 20 – 999	History of scholarship & learning
CB 3 – 481	History of Civilization
GR 1 – 950	Folklore
Q 124 – 180	History of science

Librarians use professional resources such as *Choice*, *Publishers Weekly* and *Booklist* to select materials based on dependable reviews. The collection is weeded periodically to maintain currency and relevance.

Course textbooks are available at the Library Circulation Desk for in-library use. Textbooks are available for all General Education courses, as well as most other courses taught at OCCC.

Some print periodicals have been retained, though electronic periodicals make up the bulk of the periodical collection. Students can utilize *EBSCOhost* to find credible, peer-reviewed articles. The multidisciplinary databases *MasterFILE Premier* and *Academic Search Premier* are generalized databases that contain relevant article collections for this program. Also available through *EBSCOhost* are the *Religion and Philosophy Collection* and *Art and Architecture Complete* database collections. Other online databases that pertain to the Humanities are *World Religions Online*, *A to Z the World*, *CAMIO*, *CultureGrams*, and *Digital Theater Plus*.

Streaming academic and scholarly videos are available through *Films on Demand*, and documentary and feature films are offered through *Swank Digital Campus*. Both resources are utilized on and off campus by both faculty and students. Another tool is *ImageQuest*, a database of millions of copyright-cleared images for student and faculty projects and presentations.

The Library also strives to support the professional development of faculty. The book collection is updated with materials on teaching, learning, classroom technology, and curriculum development. Additionally, the *Education Source* and *Professional Development Collection* databases, available via *EBSCOhost*, provide faculty access to periodical literature on teaching.

In summary, the Library supports this program comprehensively and appropriately.

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

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

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

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

- English
- English/Creative Writing
- Education-English Education
- Humanities
- Philosophy

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

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

3. Minimum Productivity Indicators

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

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

Degree Type	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	OCCC Five-Year Average	Minimum Standard
A.A. Humanities	3	6	7	6	11	6.6	5
*A.A. Literature	10	6	0	2	1	3.8	5
*A.A. Philosophy	3	4	0	1	0	1.6	5
Total Humanities degrees	16	16	7	9	12	12.0	5

*The Literature and Philosophy emphases were deleted from the catalog in 2013-2014; these numbers represent students who had entered these programs prior to 2014.

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

Degree Type	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	OCCC Five-Year Average	Minimum Standard
A.A. Humanities	14	27	23	20	21	21	25

4. Successful Course Completion

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

Success Rates					
Course	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
ENGL-2213*	85.7%	87.8%	87.5%	88.2%	91.4%
ENGL-2223*	90.2%	94.7%	87.7%	77.4%	78.4%
HUM-2213**	74.1%	71.7%	69.9%	73.3%	78.8%
HUM-2223**	63.7%	64.9%	70.9%	76.2%	72.5%
PHIL-1123**	78.4%	81.5%	80.6%	83.2%	82.1%

Enrollments					
Course	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
ENGL-2213*	36	36	42	30	32
ENGL-2223*	37	18	50	41	29
HUM-2213**	120	124	93	63	78
HUM-2223**	170	168	178	141	124
PHIL-1123**	207	291	324	366	377

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

Course	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
ENGL-1113/ ENGL-1103	64.9%	66.7%	67.4%	67.5%	66.0%
ENGL-1213/ ENGL-1123	72.6%	74.2%	75.3%	73.6%	75.7%
ENGL-2123	77.0%	83.0%	83.7%	77.7%	83.2%

ENGL-2423	78.3%	71.4%	NA	84.0%	NA
ENGL-2433	79.2%	85.0%	NA	85.7%	NA
ENGL-2543	64.3%	NA	84.2%	NA	NA
ENGL-2653	100.0%	NA	85.7%	NA	NA
ENGL-2773	78.3%	93.3%	NA	NA	87.5%
ENGL-2883	68.0%	70.6%	NA	NA	87.5%
HUM-1113	77.0%	82.9%	83.6%	80.1%	79.1%
HUM-2001	100.0%	100.0%	NA	NA	NA
HUM-2003	85.7%	66.0%	83.3%	NA	NA
HUM-2120/ HUM-2123	84.2%	100.0%	100.0%	NA	NA
HUM-2133/ PHIL-2133	79.2%	80.5%	84.3%	83.3%	78.5%
HUM-2143	75.9%	75.7%	75.3%	74.1%	75.3%
HUM-2153/ PHIL-2153	70.0%	71.4%	NA	NA	NA
HUM-2163	85.5%	85.0%	89.2%	84.5%	80.3%
HUM-2243	79.9%	88.9%	81.6%	73.2%	82.4%
HUM-2293	79.8%	81.5%	NA	NA	NA
HUM-2373	70.0%	NA	NA	NA	NA
HUM-2423	87.9%	90.0%	NA	NA	NA
PHIL-1013	75.1%	73.5%	73.9%	74.3%	82.1%
PHIL-1213	75.2%	83.0%	84.9%	85.4%	85.9%
PHIL-1603	81.8%	92.7%	90.9%	73.7%	63.2%

Enrollments

Course	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
ENGL-1113/ ENGL-1103	2,653	2,839	2,731	2,696	2,843
ENGL-1213/ ENGL-1123	2,372	2,661	2,655	2,519	2,564
ENGL-2123	184	225	175	136	124
ENGL-2423	18	15	NA	21	NA
ENGL-2433	19	17	NA	12	NA
ENGL-2543	9	NA	16	NA	NA
ENGL-2653	9	NA	24	NA	NA
ENGL-2773	18	14	NA	NA	21
ENGL-2883	17	12	NA	NA	7
HUM-1113	681	733	762	643	560
HUM-2001	12	18	NA	NA	NA
HUM-2003	6	31	10	NA	NA
HUM-2120/ HUM-2123	16	13	15	NA	NA

HUM-2133/ PHIL-2133	271	343	423	345	300
HUM-2143	848	988	947	764	657
HUM-2153/ PHIL-2153	35	35	NA	NA	NA
HUM-2163	53	85	124	191	196
HUM-2243	199	216	200	153	201
HUM-2293	67	44	NA	NA	NA
HUM-2373	14	NA	NA	NA	NA
HUM-2423	51	27	NA	NA	NA
PHIL-1013	251	250	264	226	252
PHIL-1213	82	117	141	152	152
PHIL-1603	36	38	30	14	12

c. Describe program student success initiatives.

The Humanities Program continually participates in student success initiatives that aim to recruit, retain, and graduate students. Some of the most recent initiatives include Title III course redesigns; faculty training to facilitate with the shift to eight-week course offerings, the addition of hybrid courses, and use of OERs; and a complete overhaul of the student advising process.

Two of the Humanities Program's core courses – Classical/Medieval Humanities (HUM 2213) and Modern Humanities (HUM 2223) – were selected for Title III course redesigns. The redesigns ensure that the course objectives accurately identify the core outcomes for our students and that all aspects of the courses, from unit objectives to assignments, support those course objectives. HUM 2213 underwent the redesign process during the 2018-2019 school year; HUM 2223 underwent the process during 2019-2020.

In anticipation of and preparation for the Fall 2020 shift to eight-week terms, faculty of the Humanities program are currently undergoing training to facilitate the shift. The training sessions aim to prepare faculty to adapt course content to an eight-week structure, adjust existing courses to a hybrid format, and transition instruction methods to accommodate the change and ensure student success. Training will continue throughout the spring 2020 semester.

Beginning in 2019, OCCC started to overhaul the student advising process so that the student experience is streamlined, more efficient, and more effective. OCCC greatly increased the number of advisors and each student is assigned to a single advisor over the entire course of his or her time as a student. Additionally, each division is now staffed with an advisor who specializes in the division's degree programs. These changes have allowed Humanities majors to more efficiently plan out their degree plans and complete their degrees.

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

The results of OCCC's General Education Assessment reflect that our student success initiatives are working. In the category of Human Heritage, Culture, and Institutions, the percentage of students meeting the outcomes has tended to trend upward, reaching a high of 90.5% in 2018. In the category of Writing, the percentage of students meeting the outcomes has remained over 90%

in all but one of the last five years. In the category of Public Speaking, the percentage of students meeting the outcomes has increased from 75% in 2015 to 93.2% and 90.7% in 2018 and 2019, respectively. The category of Critical Thinking has consistently seen improvements, reaching a high of 82.4% in 2018.

The course that has had the greatest impact overall is English Composition I, required by all students regardless of major. The success rates are as follow:

Success Rates

Course	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
ENGL-1001/1003/1011	64.0%	70.6%	71.2%	58.5%	52.8%
ENGL-1113	64.4%	66.2%	67.2%	67.5%	66.0%

Enrollments

Course	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
ENGL-1001/1003/1011	55	178	232	206	214
ENGL-1113	2,559	2,730	2,694	2,696	2,843

Currently, a design team is revising both ENGL-1113 and ENGL-1213 to accommodate eight-week term scheduling and to incorporate recommendations from Program faculty.

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:

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Number of Classes	36	38	35	32	33
Average Class Size	22.1	22.7	25.9	25.3	25
Students Enrolled	794	864	908	808	826

- b. Student credit hours by level generated in all major courses that make up the degree program for five (5) years.

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
1000-Level Courses	27,971	30,259	29,778	29,067	29,798
2000-Level Courses	8,892	9,621	9,072	7,617	7,014
All Courses	36,863	39,880	38,850	36,684	36,812

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

Technology use in the classroom continues to expand to meet the needs of our students. One hundred ninety (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. A faculty committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation station, and moveable furniture. This committee's proposal was adopted and supported by the Academic Affairs' Deans and President's Cabinet. Through a multi-department effort, a total of \$650,000 were spent to redesign 11 classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style.

Faculty members are continuing to utilize student response software, interactive whiteboards and projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. 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, Blackboard Open LMS. The CLT team has strategically worked to meet the needs of our 133 full-time faculty as well as the 424 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, email, or in person. The consultations focus on instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

OCCC has begun providing informal collaborative learning spaces for our students called "Huddle Stations". We currently have 13 of these highly utilized spaces and have spent approximately \$4000 per space for a total of \$52,000.

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

Other Quantitative Measures: Student Credits and Credit Hours Generated in All Courses with a Program the Supports Gen Ed Requirements

The sum of all course credits and credit hours earned within a major program that were offered during FY 2019 that support the General Education components of other programs as defined on pages 53-56 of the 2018-19 OCCC course catalog.

Gen Ed Courses – Number of Credits (Example: Sociology would include the sum of credit hours for 8 courses (each worth 3 credit hours) listed as being part of the general education course options from pages 53-56 of the OCCC 2018-2019 course catalog).

Gen Ed Courses: 70

Gen Ed Course Credit Hours Generated: 33,768

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

A list of faculty names for FY 2019 within the courses of a program appears below.

Yellow cells indicate faculty members that taught one or more specialized courses (2000 level).

Anglin, Carlotta
Bannister, Lori
Bilbrey, Hayden
Black, Terri
Bohn, Jennifer
Boyle, Michael
Callaway, Charles
Chalaire, Mary
Chappell, Helen
Chilton, Tiffaney
Cleek, Jeff
Cornelius, Anita
Cotner, Angela
Craig, Callie
Daubenspeck, Gregory
Davis, Melissa
Eddings, Kevin
Epps, Peter
Evans, Ashlee
Fackler, Alexandra
Farr, Lori
Ferguson, Martina
Ferrari, David
Fillmore, Jennifer
Finney, David
Franco, Michael
Giammario, Mark
Gillis, Jennifer
Goodner, Lillian
Hancock, Hugh
Hanks, Sarah
Helm, Jeanne
Helsley, Jack
Hendricks, Keith
Hinds, Lee
Holman, Thomas
Horne, Thomas
Hughes, Lauren
Inglett, Jon
Jacobs, Courtney
Jenson, Jennifer
Jones-Matrona, Kasey

Karim, Danielle
Knapp, Adam
Krieger, Katy
Kymes, Tonya
Lacy, Leeanne
Largent, Liz
McCauley, Marybeth
McKee, Candie
McKinney, Kacee
McLean, Matthew
McLoed, Garth
Mongold, Gerald
Monteiro, Lauren
Morrow, Stephen
Nelson, Jacob
Noerdlinger, Johannah
Paniccia, Clare
Passek, Dana
Petermann, David
Provine, Jeffrey
Rahm, Shay
Reusser, Dean
Roberts, Hayden
Robinett, Linda
Rollins, Joshua
Slayton, Bonner
Smith, Dakota
Smith, Shea
Snyder, Michael
Solomon, Mitchell
Spindle, David
Stewart, Mark
Stout, Pamela
Tollison, Robert
Vaughan, David
Vollmer, Mary
Walker, April
Warner, Stacie
Washington, Pamela
Webber, Clayton
Wedel, Steven
Whatley, Jane
Winn, Mary
Wise, Craig
Yeager, Matthew

Young, Jared

Zindelo, Markus

The full-time equivalent (FTE) faculty for each specialized course within a curriculum for FY 2019.

FTE Methodology: Sum of course credit hours divided by 30 (Full-time instructor annual course load). For example: In FY 2019, PHIL-2133 has 15 sections of 3-credit hours each, which equals 45 credit hours. The 45 credit hours is divided by 30 credit hours to provide a faculty FTE of 1.5 during FY 2019.

“Specialized courses” refers to any 2000-level course within a program.

Program and FTE Totals	Course	FY 2019 (sections x credit hours)
Humanities - AA FTE: 10.9	ENGL-2123	21
	ENGL-2213	6
	ENGL-2223	6
	ENGL-2773	3
	ENGL-2883	3
	HUM-2133	45
	HUM-2143	111
	HUM-2163	24
	HUM-2213	15
	HUM-2223	21
	HUM-2243	27
	PHIL-2133	45

- f. If available, information about employment or advanced studies of graduates of the program over the past five (5) years.

N/A

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

Target: Students who transfer to OU, OSU, or UCO will have a grade point average equal to or greater than the grade point average in that institution.

Type of Student	FY 2015 GPA	FY 2016 GPA	FY 2017 GPA	FY 2018 GPA	FY 2019 GPA
UCO					
OCCC Transfer	2.9	2.89	2.89	2.97	2.93
All Undergraduates	2.9	2.99	2.77	2.90	2.91

OSU					
OCCC Transfer	2.99	3.02	3.02	3.03	3.05
All Undergraduates	3.01	3.03	3.07	3.09	3.12
OU					
OCCC Transfer	2.9	2.96	2.96	3.02	3.13
All Undergraduates	3.2	3.17	3.19	3.22	3.25

OCCC transfer students at UCO had a higher GPA than their native students. OCCC transfer students were slightly below the total undergraduate population GPA at OSU and OU.

6. Duplication and Demand

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

N/A

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

N/A

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

N/A

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

Humanities faculty encourage students to engage with cultural events on campus and within the community. Plays, poetry readings, and art shows are promoted; and students are encouraged to submit original writing and visual art to OCCC's creative publication, *The Absolute*. Also, several of our faculty have served as College Club sponsors.

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

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

7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit

hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

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

IV. Program Review Recommendations

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

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

Because of the six-hour Humanities requirement for graduation, the Humanities Program supports all A.A., A.S., and A.A.S degrees. Our faculty members have the opportunity to work with all students, not just those majoring in Humanities. We establish a foundation of understanding and fostering optimism that is critical to good community-building to our graduates and those planning to transfer. Our range of courses helps to provide transferring students credits that will apply readily to other institutions. Humanities courses provide critical thinking, consideration of the human condition, and communication skill that are increasingly in demand by employers. The courses also expose students to a wide diversity of culture, religion, and reasoning that they might otherwise never see. Faculty in the Humanities are always eager to apply new methods to the classroom, such as being leaders among Title III redesigns and hybridization.

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

1. The biggest concern facing the Humanities Program is limited course offerings, both in the types of courses being offered and the frequency of the courses by term. Some students seeking their degree in Humanities are delayed waiting for different courses to be available to complete their required number of hours. Students working to gather transferable credits may seek other institutions where there is a broader range of available courses.

2. Humanities would also benefit from further program assessment, including artifact collection and faculty assessment procedures.
3. The Humanities Program committee only has three members, one fewer than usual. As faculty who previously served on the committee have retired or otherwise left the institution, they have not been replaced.

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

1. Offer more variety in courses in accordance with the Oklahoma State Regents for Higher Education's Transfer Matrix. OCCC, unlike other institutions, does not offer the following courses: Great Books, Arts and the Humanities, Theater and the Humanities, or Music and the Humanities, a higher level of Music Appreciation. In addition, courses such as HUM 2163 Leadership Development should be offered more regularly.
2. Encourage more collection of artifacts from faculty and communicate in a forum for discussion.
3. The committee would benefit from a fourth member added to our team. The Dean would have to make that assignment.

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

On the level of the institution, we can better facilitate students by working the Student Success Advisors to direct their advisees toward Humanities courses that best fit their learning styles and needs for non-Western and Global requirements. Working with models from the Transfer Matrix, we can expand and update the Course Catalog. Humanities instruction would also benefit from two-day-per-week hybrid courses in which students may more readily engage with the material.

APPENDIX

Program Curriculum:

Program Requirements:

Minimum Required Hours:

61

Major Courses		
Prefix & Number	Course Title	Credit Hours
HUM 2213	Humanities Classical & Medieval	3
HUM 2223	Humanities Modern	3
PHIL 1123	Critical Thinking	3
	Fourteen credit hours chosen from HUM, ENGL (2123 or above), or PHIL prefixes	14
	Total for Major	23

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 1877 –OR	
HIST 1493	U.S. History 1877 to Present	3
POLSC 1113	American Federal Government	3
MATH 1483	Functions and Modeling –OR	
MATH 1503	Contemporary Mathematics –OR	
MATH 2013	Introduction to Statistics	3
	*Biological Science	3-4
	*Physical Science	3-4
PSY 1113	General Psychology –OR	
SOC 1113	Introduction to Sociology	3
PHIL 1013	Introduction to Philosophy	3
ENGL 2123	Introduction to Literature	3
	Any six hours of General Education Humanities Courses	6
	*At least one science course must include a lab.	
	Total General Education Courses	37

Support Courses		
Prefix & Number	Course Title	Credit Hours

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