

Program Review Self-Study Year: FY 2020

Division of Arts, English, and Humanities (AEH)

Liberal Studies (128)

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## I. INTRODUCTION

### I. Introduction

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

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

Program faculty members annually assess student learning and program outcomes. Every five years these assessments are evaluated globally in a program review, which contains general college information from Student Success Advising, Recruitment and Admissions, and Institutional Effectiveness, in addition to program-specific assessments of strengths and weaknesses of the reviewed program and program plans for the future. The Liberal Studies program was last reviewed in 2015. Several recommendations were made at that time:

- 1) A team of faculty from the English and Humanities Division should be appointed to examine the Liberal Studies Program's courses. Analysis and data collection targeting productivity and transferability would be a first step to assess the need for and the needs of the Program for current and future OCCC students. Collaboration with the Records and Graduation Services office and Institutional Effectiveness would be crucial to this examination.

This specific recommendation was not formally addressed. In the AEH division, program teams responsible for reports and program reviews are rotating teams. As such, there is no consistent team to follow-up on recommendations made in program reviews.

- 2) Continue collaboration with other Divisions whose courses directly impact the Liberal Studies Program.

Submission of Liberal Studies artifacts remains low across disciplines. Because Liberal Studies majors are required to and can take courses across multiple disciplines, collaboration is needed between the Divisions in artifact submission for Liberal Studies majors. A part of the collaboration effort should include educating Divisions on what artifacts specifically qualify for the Human Heritage, Culture, and Institutions (HHCI) outcome.

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

Since the 2015 program review, ENGL 1113 (English Comp. 1), ENGL 1213 (English Comp. 2), HUM 2143 (Mythology), and HUM 2213 (Classical-Medieval Humanities) have been re-designed (either through the formal Title III redesign or a similar process). HUM 2223 (Modern Humanities) began a re-design in fall 2019 and will conclude in spring 2020.

- 4) Work with Advising to help with further training for all faculty advising for the Liberal Studies Program to promote confidence and increase knowledge regarding the nuances of a Liberal Studies degree and how to continue to improve working with advisees and majors in this area of study.

Since the 2015 program review, the advising model at OCCC has drastically changed. Instead of a combination of faculty advisors and general advisors, students now have a designated student success advisor, and each division has a dedicated advisor for all programs. This does not negate the need for faculty members in other divisions to understand Liberal Studies as a program, but the new model will ensure more expertise and less need for all faculty to understand the program.

## 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.

The Liberal Studies program possesses several strengths. Any student at the college who wishes to earn an Associate of Arts degree (AA) to enter into the job market, who wants to be accepted into one of OCCC's competitive programs, or who wants to eventually finish a four-year degree at a university can major in and graduate with a Liberal Studies degree. This plan of study gives students a broad educational foundation and helps them to develop effective communication skills, writing and problem-solving skills, plus a sense of civic responsibility and critical thinking. The degree is easily recognizable for other institutions, both within

Oklahoma, as well as in other states. Because of this degree's broad applicability, increasing awareness among students and faculty could result in benefits for students.

This program review suggests three specific areas for improvement: 1) Identification of Liberal Studies majors in order to collect accurate data, 2) Improvement of artifact submission, and 3) Continuity in program faculty to implement on-going improvements.

First, the Liberal Studies program is challenged by the inability to adequately identify which students are actual Liberal Studies majors and which have been defaulted into the major.

Because of financial aid requirements for students to have a designated major, Liberal Studies has, at times, been a default major for undecided or undesignated students. This has skewed data collection and made it difficult for the Liberal Studies program to collect artifacts from students intending to pursue Liberal Studies. The program team should work with the Records and Registrar's Office and Advising to correctly identify majors and to reassign students not intending to pursue a Liberal Studies degree.

Second, improvement of artifact submission for students identified as Liberal Studies majors is greatly needed. In efforts to increase and diversify the number of artifacts received for Liberal Studies majors, members of the Liberal Studies committee can collaborate with the co-chairs of the General Education committee in soliciting artifacts from faculty across Divisions. The appointed chair of the Liberal Studies committee can request a list of courses that have Liberal Studies majors that qualify for artifact submissions. The committee can work on contacting and soliciting artifacts from the courses identified, as well as working with faculty who teach those courses.

Third, continuity in multi-divisional programs in Arts, English, and Humanities division would ensure that there are program experts. Recommendations from the 2015 program review were not formally addressed. Out of four AEH faculty, two of the faculty on that 2015 committee have resigned, and one is now assigned to another program committee. In the AEH division, program teams responsible for reports and program reviews are rotating teams. As such, there is no consistent team to follow-up on recommendations made in program reviews. Once a program review is over, there has typically been no formal place to put recommendations into action or even to gather evidence and data for whether those recommendations will improve the program.

### **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:

The Liberal Studies program supports the college mission: OCCC provides broad access to learning that empowers students to complete a certificate or degree that enriches the lives of everyone in our community.

In its flexibility, accessibility, diversity, and serviceability, the Liberal Studies program addresses the college END statements:

- **Access:** The Liberal Studies program provides opportunities for students to explore an area of concentration or a special interest intended to give students a well-rounded education that incorporates a variety of different knowledge areas.
- **Student Success:** The Liberal Studies program provides access to a general field of study that prepares students to achieve their individual educational aspirations, transfer to a four-year institution, and/or pursue a career path.
- **Workforce Development:** Liberal Studies students gain vital skills required for the workforce including critical thinking, communication (oral and written), research, analytical reasoning and cultural understanding.
- **Community Development:** The Liberal Students program helps students develop civic and social responsibility critical to community development.

The Liberal Studies program aids OCCC in its efforts to fulfill the institution's values by promoting and encompassing:

- **Accountability:** Use of evidence to measure performance and make decisions
- **Stewardship:** Wise and efficient use of resources
- **Integrity:** Honest, ethical, and respectful to all
- **Innovation:** Creative and forward thinking
- **Diversity:** Embrace and appreciate the value of differences

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

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan

for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

## 1. List Program Objectives and Goals

Liberal Studies provides a broad foundation for a variety of interests and helps students develop effective communication, writing, problem-solving and critical thinking skills, as well as a sense of civic responsibility. This program of study prepares students for:

- Four-Year degree paths: A major objective of the program is successful student transfer to four-year institutions. The program seeks to be flexible and accessible to aid in student success and graduation in a timely fashion and has a slight Liberal Arts emphasis as compared to Diversified Studies.
- Variety of career paths: Skills cultivated through a Liberal Studies degree can be an asset to employers seeking a well-rounded employee with communication and social proficiency. Students with an interest in areas such as sociology, psychology, history, art, communications, English, political sciences, modern languages, biological sciences, humanities, or mathematics will find this degree lays the foundation for a myriad of career options.

## 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.

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

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

The specific outcomes for the Liberal Studies program include:

- Human Heritage, Culture, and Institutions: Liberal Studies students will identify how ideas, beliefs and values help shape global communities and the function of major social institutions in them.
- Writing: Liberal Studies students will compose written work that displays adherence to the conventions of academic writing, including development of thesis or main idea, paragraph development, proper spelling and grammar usage, and usage of evidence and examples.
- Mathematical Methods: Liberal Studies students will demonstrate analytical thinking using mathematical properties, application of properties and performing computations, and summarizing conclusion and evaluation.
- Public Speaking: Liberal Studies students will exhibit proficient communication principles and practices in public speaking.
- Critical Thinking: Liberal Studies students will display the ability to think critically, analyze and critique information, and draw reasoned conclusions.

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

Liberal studies outcomes are measured using the General Education Learning Outcomes rubrics. Each rubric includes items relevant to the particular area. The rubrics are available on the college website in Curriculum and Assessment. Anticipated targets include:

- Human Heritage, Culture, and Institutions: A passing score consists of making a score of 1 (competence) or better in 1 of the 6 areas. The program goal is that 70% of the students pass.
- Writing: A passing score consists of making a 1 or better in all 4 areas measured by the rubric. The program goal is that 70% of the students pass.
- Mathematical Methods: A passing score consists of competence in all three areas measured: mathematical properties, application of properties/calculations and conclusion and evaluation. The program goal is that 70% of the students pass.

- Public Speaking: A passing score consists of scoring 18 out of 30 possible rubric points. The program goal is that 70% of the students pass.
- Critical Thinking: A passing score is considered scoring 3 out of 4 possible points on the Holistic Critical Thinking Scoring Rubric. The program goal is that 70% of the students pass.

Artifacts are collected across disciplines and distributed to assessment teams that report the scores for all artifacts and general observations. The student artifacts used are not specific to the Liberal Studies program, but data is sufficient to draw general conclusions related to the program.

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

In addition to outcomes assessment, students graduating with an Associate of Arts in Liberal Studies will be prepared to succeed at a four-year institution or continue to meet their educational goals. Each year the Institutional Effectiveness Office sends out a Graduate Survey to all graduates of the previous year. The criteria for success include the following:

- 70% of Liberal Studies majors meet their educational goals at OCCC.

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

The two instruments or evaluation methods used in making recommendations are the General Education Assessment results and the annual graduate survey. The evaluation tools and results are generated using the scientific method and overseen by the Office of Institutional Effectiveness. Recommendations are based directly upon these results by a team of assigned full-time OCCC faculty members.

Results of past evaluations of data include: a new reader being introduced to English 1113 and 1213 that offered a wider range of culturally and ethnically diverse texts for study, the development of promotional items for Liberal Studies (handouts) to provide more information about the program, Title III redesigns of courses that fall within the Liberal Studies degree plan, and the implementation of a Success Advisor that works with Liberal Studies students. Faculty were encouraged to implement more opportunities for public speaking and assignments that address human heritage, culture, and institutions.

### **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.

**General Education Assessment Results  
Summary of 2015 -2019**

The goal for each outcome is that 70% of students pass. Passing means scoring equivalent to “acceptable” or better on the rubric for that outcome.

category	2019	2018	2017	2016	2015
<b>Human Heritage, Culture, and Institutions</b>	83.2% (94/113)	90.5% (95/105)	71.5% (138/193)	73% (96/131)	76% (59/78)
<b>Writing</b>	92.5% (186/201)	86.9% (233/268)	92.8% (373/402)	94% (220/235)	99% (187/189)
<b>Public Speaking</b>	90.7% (98/108)	93.2% (82/88)	87.8% (72/82)	76% (69/91)	75% (69/92)
<b>Math</b>	61.2% (134/219)	69.5% (198/285)	62.1% (231/372)	61% (156/257)	63% (60/95)
<b>Critical Thinking</b>	79.5% (236/297)	82.4% (295/358)	76.9% (290/377)	77% (235/306)	75% (183/244)

- b. The program values and supports effective teaching.

**Faculty Performance Review and Evaluation**

Faculty will be evaluated based on 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 courses, 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.

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

OCCC has implemented new technology and learning strategies to create an effective learning environment. Recent initiatives include:

- **Office 365 Student Advantage:** In December 2012, OCCC upgraded student accounts to the new Office 365 email system. Students enjoy the same features that faculty and staff have with the current Outlook email system as well as tools and services that allow them to collaborate and complete schoolwork (Office Online (Word, PowerPoint, Excel, and OneNote), 1TB of OneDrive storage, as well as the latest edition of the full Office software suite on up to 5 PCs or Macs for free).
- **Online Tutoring:** OCCC has partnered with GradeResults to provide on-demand student training, 24 hours a day, 7 days a week. Tutoring is offered for general education and gateways courses central to Liberal Studies including: Accounting – Intro, Accounting, Algebra, Bilingual Math (Spanish-English), Calculate with Confidence, Calculus, Chemistry, Economics, Essay Writing Review, Geometry, Math (Basic-Calculus II), Physics, and Statistics.
- **Hybrid Course Offerings:** Several of the courses in the Liberal Studies program are offered as hybrids. Hybrid courses offer students a flexible method of instruction that incorporates 50% online and 50% face-to-face instruction.
- **Cooperative Learning:** Cooperative learning theory is emphasized in most general education courses.
- **Zoom Meetings/Tutoring:** Before many businesses and schools were using Zoom because of the Covid-19 pandemic, OCCC trained faculty and created professional accounts for faculty members to use in student tutoring sessions and for recording and captioning videos for use in online or in-person courses.

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

**AA Liberal Studies  
Oklahoma City Community College Library Review  
Fall 2019**

**Instruction and Reference**

Librarians provide instruction and reference assistance to OCCC students. Librarian staffing is at 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**

Since the Liberal Studies program can encompass most all subjects/disciplines taught at OCCC, the broad array of resources held by the library supports the program well. 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. The OCCC circulating collection contains nearly 80,000 print books, audio books, and music CD's. The library also maintains a reference collection of over 4,500 items and an A/V collection of over 4,800 items for in-library use by all members of the OCCC community.

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 provide access to articles related to most OCCC disciplines. Students can also utilize many other database options within EBSCOhost to find resources supporting their degree specific coursework and general education courses.

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. AtoZ the World and CultureGrams provide cultural information for many different countries, as well as overviews of language and video dictionaries for common terms. Another tool is ImageQuest, a database of millions of copyright-cleared images for student and faculty projects and presentations. Additional appropriate database subscriptions include Digital Theater Plus and World Religions Online.

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, provides 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.

- 1) OCCC presently has a 2+2 agreement in Liberal Studies with the University of Oklahoma:
  - AA Liberal Studies and BA Administrative Leadership
  - AA Liberal Studies and BA Liberal Studies
  - AA Liberal Studies and BA Lifespan Care Administration
  - AA Liberal Studies and BS Criminal Justice
- 2) OCCC has made effort to align General Education courses with the Oklahoma State Regents for Higher Education (OSRHE) transfer matrix. OCCC no longer offers zero level courses to assist earning credit and to assist all courses transferring to a four-year university.
- 3) Academic Affairs has assigned an Academic Success Advisor to the Arts, English, and Humanities division. The Success Adviser is located in the Arts and Humanities building and dedicates time advising students seeking any degree within the Arts, English, and Humanities Division, including Liberal Studies.

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

- 1) Co-Requisite Companion classes are offered for students who test in the low range of readiness for college courses. This allows them to take the course with a support course to assist in their success instead of a zero, pre-requisite course.
- 2) OCCC works with local high schools in enrolling concurrent students in General Education courses.
- 3) Transfer agreements have been established with four-year colleges in Oklahoma.
- 4) 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 the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not

meeting either one of the two standards listed below and other quantifiable measures in this section.

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

**Minimum Productivity Indicators: Graduate Data - Degrees Conferred**

1. Methodology:
  - All students graduating with degrees in one of the below programs in FY 2015, 2016, 2017, 2018, and 2019
  - Student could have been counted more than once if degrees were awarded in two or more degree programs during the same year.
  - Numbers only include students that have a recorded degree for each fiscal year as of July 1, 2019.
  - Selection of degrees is based on the credential degree date field within Datatel as exported by business objects.

**Program: Liberal Studies**

Degree Type: AA

FY 2015: 32

FY 2016: 10

FY 2017: 16

FY 2018: 26

FY 2019: 17

OCCC Five-year Average: 20.2

Minimal Standard: 5

Difference: 15.2

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

**Program Degree: Liberal Studies**

Type: AA

FY 2014: 42

FY 2015: 45

FY 2016: 35

FY 2017: 56

FY 2018: 76

OCCC Five-year Average: 50.8

Minimal Standard: 25

Difference: 25.8

#### 4. Successful Course Completion

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

##### Liberal Studies Associate in Arts

Fiscal Year:	2015	2016	2017	2018	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%
ASTR-1504**	62.0%	62.0%	67.2%	60.0%	61.8%
BIO-1023**	65.0%	66.9%	68.1%	70.7%	76.6%
BIO-1114**	69.4%	73.8%	67.7%	70.6%	68.3%
BIO-1314	60.5%	62.4%	56.3%	39.9%	50.4%
BIO-1414	78.8%	80.6%	71.9%	70.9%	75.6%
CHEM-1115**	58.4%	55.7%	56.8%	57.6%	54.3%
COM-2213**	71.3%	75.1%	76.1%	77.7%	79.8%
GEOG-2603**	72.2%	75.8%	76.3%	78.2%	77.5%
HIST-1483**	66.0%	67.2%	72.7%	70.0%	71.2%
HIST-1493**	73.5%	73.7%	75.3%	76.5%	77.9%
MATH-1503**	80.5%	85.8%	78.8%	80.3%	76.3%
MATH-1513**	67.6%	66.0%	68.6%	65.4%	66.9%
MATH-2013**	73.0%	73.3%	75.4%	70.3%	75.9%
PHYS-1114**	48.7%	51.1%	56.9%	58.1%	55.1%
POLSC-1113**	74.6%	75.0%	74.7%	76.7%	74.1%
PSY-1113**	68.3%	69.3%	71.6%	68.7%	71.5%
PSY-2403**	77.3%	77.7%	78.1%	77.0%	79.3%
SOC-1113**	69.6%	71.9%	73.6%	70.7%	73.3%
SPAN-1115**	64.6%	64.6%	70.5%	73.5%	77.0%

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

##### Liberal Studies Associate in Arts

Fiscal Year:	2015	2016	2017	2018	2019
ENGL-1133	50.0%	NA	NA	NA	NA
ENGL-1233	NA	75.0%	88.4%	76.1%	72.5%
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					
/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%

c. Describe program student success initiatives.

- 1) Academic Affairs has assigned an Academic Success Advisor to the Arts, English, and Humanities division. The success adviser is located in the Arts and Humanities and dedicates time advising students seeking any degree within the Arts, English, and Humanities Division, including Liberal Studies.
  
- 2) Since 2016, Title III committees have worked on redesigning nineteen (19) courses that feed into the Liberal Studies degree: SCL 1001 - Success in College and Life, ENGL1113 - English Composition I, BIO 1113 - General Biology (without lab), BIO 1114 - General Biology (with lab), PSY 1113 - Political Science, ENGL 1213 - English Composition II, ECON 2123 - Principles of Microeconomics, ACCT 2113 - Accounting I/Financial, HIST 1483 - U.S. History to the Civil War, SOC 1113 - Introduction to Sociology, POLSC 1113 -American Federal Government, BUS 2033 - Business Communication, CS 1103 - Intro to Computers and Applications, BIO 1314 - Human Anatomy and Physiology I, ACCT 2123 -Accounting II/Managerial, HUM 2213 - Classical/Medieval Humanities, MATH 2013 - Intro to Statistics, BIO 1023 - Introductory Nutrition, HUM 2223 - Modern Humanities.

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

Future plans to increase student success include:

- **Course Structure** – Oklahoma City Community College (OCCC) will change the length of term for the majority of courses by moving from one 16-week semester to two 8-week terms beginning fall 2020. OCCC will be the first college in Oklahoma to make this important switch, which is designed to give students more flexibility. Course formats will still include traditional, hybrid, and online courses.
- **Open Educational Resources (OER)** – More OCCC courses are moving to open educational resources (OER). OER saves students millions on the cost of education. Low costs mean that students can access course materials from the start of class and, therefore, have every opportunity to succeed.

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:

**Program: Liberal Studies**

Degree Type: AA

Fiscal Year	Number of Courses Taught	Average Class Size	Total Enrolled
FY 2015: 32	797	29.1	23,163
FY 2016: 10	811	29.6	24,005
FY 2017: 16	788	29.6	23,333
FY 2018: 26	761	29.1	22,159
FY 2019: 17	775	28.8	22,352

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

**1000 Level Courses within Program**

**Program: Liberal Studies**

Degree Type: AA

FY 2015: 103,863  
 FY 2016: 108,158  
 FY 2017: 105,666  
 FY 2018: 100,692  
 FY 2019: 102,171



**2000 Level Courses within Program****Program: Liberal Studies**

Degree Type: AA

FY 2015: 20,058

FY 2016: 19,515

FY 2017: 18,372

FY 2018: 16,920

FY 2019: 16,122

**All Level Courses within Program****Program: Liberal Studies**

Degree Type: AA

FY 2015: 123,921

FY 2016: 127,673

FY 2017: 124,038

FY 2018: 117,612

FY 2019: 118,293

- 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. 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 was 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 within a Program that Supports General Education 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)."

Liberal Studies AA Fiscal Year 2019: 70

**Gen Ed Course Credit Hours Generated**

Liberal Studies AA Fiscal Year 2019: 33,768

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

**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.

**Liberal Studies AA FTE: 22.5**

Course	FY 2019 (sections x credit hours)
COM-2213	114
GEOG-2603	75
MATH-2013	57
PSY-2403	102
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

**Other Quantitative Measures: Faculty Roster within courses of a program.**

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

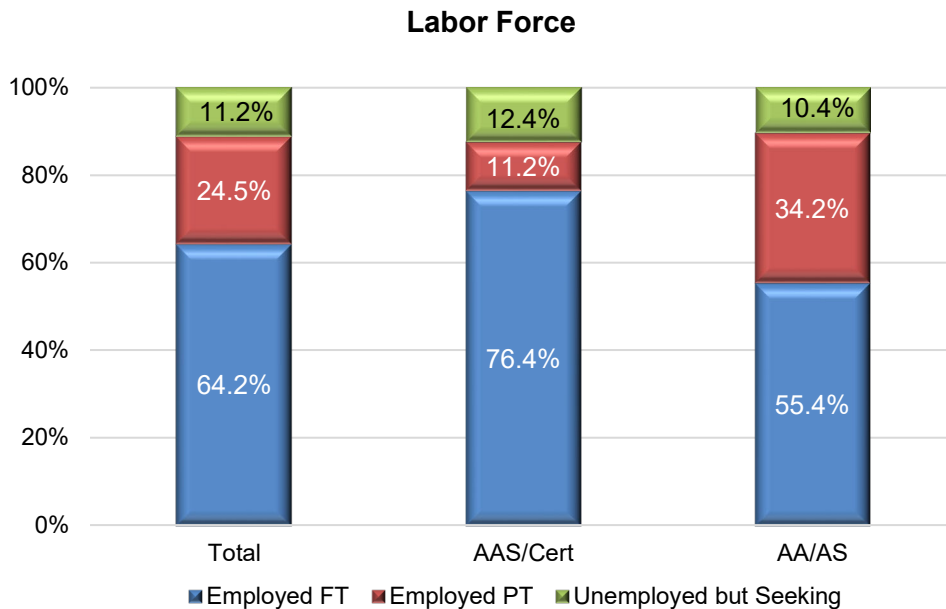
Names in bold indicate faculty members that taught one or more specialized courses (2000 level).

**Adams, Thomas**; Agbor, Humphrey; Allen, Jennifer; Anderson, Dennis; Anderson, Frank; Anderson, Jeffrey; Anglin, Carlotta; Arthur, Sherri Ashworth, Morgan; Bailey, Bruce; Bailey, Daniel; Bailey, Kristy; **Bakewell, Daniel**, Balko, Kristen; Ball, Alan, **Bannister, Lori**; Barnard, Alexandra; Barua, Soumitra ; Benton, Daniel; Bilbrey, Hayden; Black, Terri; Bockus, Gordon; Bohn, Jennifer; **Bowlby, David**; Boyle, Michael; Breeding, Brenda; Broyles, Shawn; Buckelew, Lisa; Buckelew, Paul; Burnam, Amanda; Burns, Joshua; Buss, Jared; Callaway, Charle;, Campbell, Joe; Campbell, John; Carlisle, Jeffrey; Cason, Trent; **Castleberry, Garret**; **Cavazos, Marcial**; **Chalaire, Mary** Chappell, Helen; Chavez-Anaya, Patricia; **Chilton, Tiffaney**; Chitrakar-Hall, Alisha; Choate, Roger; Clanton, Janet; **Cleek, Jeff**, Col; Michelle; Coleman, Bett; Collins, Aaron; **Cook, Bruce**; **Corff, Julie Cornelius, Anita**; Cotner, Angela; Craig, Callie; Crider, Beverly; **Cuneo, Jennifer**; Daneshfar, Jamal; **Daubenspeck; Gregory**, Davis, Melissa; Deberry, Stephanie; Delozier, J; Dowd, Kelley; **Duke, Dale**; **Eaves, Katherine**; **Eddings, Kevin**; Ehrhardt, John; Elix, Jerry; Enns, Rebecca; Epperson, Cari; **Epps, Peter**; Eriksen, Martha; **Evans, Ashlee**; Fackler, Alexandra; Farr, Lori; Featherston, Jamie; Ferguson, Craig, Ferguson, Martina; Fernando; Kachchakaduge, Ferrari, David Figueroa; Abra, Fillmore, Jennifer; Finney, David; **Franco, Michael**; Franzmann, Thomas; Freeman, Dathan; Gabaldon, Joseph; Gable, Twyla; **Gardner, Glenn**, Giammario, Mark; Gillis, Jennifer; Glencross, Dana; **Gobert, Ernest**; Goodner, Lillian; Gray, Ronald; **Hall, Shannon**; Hall, Tayler; Hancock, Hugh; **Hanks, Sara**; Harding, Coretta; Harris, Ragan; **Harrison, Kylie**; Harvey, Rickey; Hawkins, Judith; Hayes, Stephanie; Helm, Jeanne; Helsley, Jack; Hendricks, Keith Hermansen, Eric; Higgins, Betty; Hinds, Lee; **Holman, Thomas**; Hopkins, Randy; Horne, Thomas; **House, Anetra**; Hovda, Virginia; Howard, Stuart; Hughes, David; Hughes, Lauren; Hunter, Shelley; **Inglett, Jon**, Jacobs; Courtney; Jamison, John; Jenson, Jennifer; Johnson, Stacy; Jones, Leslie; Jones-Matrona, Kasey; Karim, Danielle; Karl, Erin; Kash, Stephen; Kihega, Harold; **Kim, Yuthika**; Kimpel, Mollie; Kindinger, Thomas; Knapp, Adam; Koger, Megan; Kornell, Jennifer; Kowalczyk, Christina; **Krieger, Katy**; Kyker, Kimberly; **Kymes, Tonya**; Lacy, Leeanne; **Largent, Liz**; Leaf, Beau; Lewis, Catherine; Low, Michael; Lowrey, L; Ludlow, Jerry; Malmstrom, Jay; **Malmstrom, Priscilla**; **Maphet, Howard**; Marshall, Jon; Martin, Jennifer; Mata, Sara; Matveev, Alexander; Maxey, Michael; **McCauley, Marybeth**; McCullar, Marion; McGee, Louis; **McKee, Candie**; McKinney, Kacee; McLean, Matthew; McLoed, Garth; **Medley, Petrina**; Mirill, Molly; Mitchell, Deja; Mitchell, Janet; Mongold, Gerald; Monteiro, Lauren; **Morrow, Stephen**; Mowery, Delora; Mullens, Susan; **Murray, Shauna**; Naukam, Rebecca; Nazworth, Melody; **Nelson, Jacob**; Noerdlinger, Johannah;

Nourmohammadi, Issa; Oates, Charles; **Oehrlein, Christopher**; Osman, Mohammed; Ozoya, Emminete; Padgham, Shanna; Paniccia, Clare; Park, Kimberly; **Parks, Gregory**; Passek, Dana; Patton, Christopher; Pavic, Ivana; Petermann, David; Peters, Rance Pillar-Little, Timothy; **Post-McCorkle, Amy**; Probasco, LiErin; **Provine, Jeffrey**; **Rahm, Shay**; Rajaratnam, Meera; Ramirez, Raul; Rasbold, Andrea; Ray, Sherry; Red, Anton; Reed, Jeri; **Reusser, Dean**; **Rho, Ku**; Rhodes, Lucas; Ricaurte, Eduard; **Rice-Rollins, Julie**; Risinger, George; **Roberts, Hayden**; Robertson, Claudette; Robinett, Linda; Rodriguez, Maritz; Rollins, Ellen; **Rollins, Joshua**; Rose, James; Rose, Kir; Rudat, Todd; Scott-Downe, Melissa, Senter, Robyn; Sheldon, Jeffrey; Shivers, Lathonya; Siddiki, Mohammad; Simmons, Cecil; Slayton, Bonner; Smith, Dakota; Smith, James; Smith, Jennifer; Smith, Markus; Smith, Shea; Solomon, Mitchell; Spindle, David; St Clare, Lisa; Stacey, Emily; Stewart, Mark; **Stout, Pamela**; **Teaman, Justin**; Tello, Patricia; Tessneer, Kandice; **Tollison, Robert**; Tomaszewski, Irma; Tomson, Ashley; Tomson, Brandon; **Tran, Quan**; Troy, Stephen; **Tumblson, Leeann**; **Turner, Mary**; Ubeidat, Muatasem; Vahlberg, Courtney; Vangilder, Frank; **Vaughan, David**; Vaughn, Debra; Vo, Nhanh; Vollmer, Mary; Votaw, Hilde; **Walker, April**; **Warner, Stacie**; **Washington, Pamela**; Webber, Clayton; Wedel, Steven; **Welch, Nakia**; Whatley, Jane; Whisenhunt, Teresa; Williams, Kelly; **Wilson-Mumpower, Stacie**; Winn, Mary; Winters, John; Wise, Craig; Wold, Steven; Wu, Peng; Wyant-Seelig, Michelle; Xia, Yan; **Yeager, Matthew**; Young, Jared; Zhu, Changjiang; **Zindelo, Markus**

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

The term labor force is used to define graduate success in the field of work. The labor force is comprised of graduates who are working or actively seeking work. Eighty-nine percent of the respondents in the labor force were employed (See Q5). As expected, there were more graduates with the AA/AS degree that are working part-time because many of these graduates are attending a university/college full-time while the AAS graduates have a “terminal” degree and are interested in obtaining employment.



Data gathered on success of graduates and students are generalized in the last five years of OCCC data reports, leaving us without specific data for our students.

Institutional reports with this data are:

- Graduate Success
- Student Success

Student Survey data are available for the following years:

- 2014
- 2015
- 2017

Student Survey data are not available for the following years:

- 2019
- 2018
- 2016

	<b>2014</b>	<b>2015</b>	<b>2017</b>
Number Surveyed	24	32	16
Number Responding	13	17	10
% Responding	54.2%	53.1%	62.5%
<b>Continuing Education</b>	61.5%	76.5%	
# continuing their education	1	0	5
# with difficulties transferring credits	8.50	8.54	--
Prepared graduate for continued education (Scale 1-10)			--
	80.0% (8)	57.1% (8)	
<b>Employment</b>	20.0% (2)	42.9% (6)	
Employed full-time	--	--	50.0% (5)
Employed part-time	1	3	40.0% (4)
Unemployed but seeking	2	--	10.0% (1)
Not seeking	--	7.1%	0
Other	--	--	0
% working in job related to education			--
Prepared graduate for performing job (Scale is 1-10)	--	--	--
	30.8%	35.3%	
<b>General Education Skill Set Preparedness (scale of 1-10)</b>	--	--	
Critical thinking	--	8.88	8.80
Understanding culture and social structure	9.46	9.35	9.20
Mathematical methods	100%	100%	9.10
Public speaking	2014	2015	9.00
Writing	24	32	8.40
	13	17	
<b>Other</b>	54.2%	53.1%	
% who met their educational goals at OCCC			90.0%

% 1 <sup>st</sup> in family to earn a degree	61.5%	76.5%	40.0%
% who volunteer in their community	1	0	25.0%
Extent to which OCCC is open to diversity (scale of 1-10)	8.50	8.54	--
Overall satisfied with OCCC (Scale is 1-10)			9.20
% Would recommend OCCC to another person	80.0% (8)	57.1% (8)	100%
	20.0% (2)	42.9% (6)	
<b>Job Title and Company directly or somewhat related to degree</b>			
<b>2015</b>			
Job Title		Company	
Emergency Medical Technician		EMSA	
<b>2017</b>			
Job Title		Company	
Endoscopy Technician		St. Francis GI Endoscopy	

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

The Graduate Success data are generalized. At this time, we do not have a method for determining this information based on our program. We are recommending a process for gathering this information.

The Student Survey data are listed below, based on this question:

Question: How well did OCCC prepare you for your continued education? (1-10, 1 not at all and 10 very well)

Year	Total Surveyed	Responses #	Responses %	Rating
2019	0	0	0	Not given
2018	0	0	0	Not given
2017	16	0	0	Not given
2016	0	0	0	Not given
2015	32	0	0	Not given
2014	24	1	.041%	Not given

## Transfer Student Performance

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

Transfer Student Performance					
Type of Student	FY2015 GPA	FY2016 GPA	FY2017 GPA	FY2018 GPA	FY2019 GPA
<b>UCO</b>					
OCCC Transfer	2.9	2.89	2.89	2.97	2.93
All Undergraduates	2.9	2.99	2.77	2.90	2.91
<b>OSU</b>					
OCCC Transfer	2.99	3.02	3.02	3.03	3.05
All Undergraduates	3.01	3.03	3.07	3.09	3.12
<b>OU</b>					
OCCC Transfer	2.9	2.96	2.96	3.02	3.13
All Undergraduates	3.2	3.17	3.19	3.22	3.25

*Source: UCO, OSU and OU.*

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.

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

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

While Liberal Studies is a general degree program that does not necessarily lead to a single type of career, students in the program are prepared for a wide variety of jobs and four-year degree paths. Moreover, employers in general value the skills a Liberal Studies degree cultivates. For example, in a recent study conducted by Forbes magazine contributor Dan Schawbel, "When asked about the top three attributes they want in a candidate, hiring managers said a positive attitude (84%), communication skills (83%) and an ability to work as a team (74%)" (qtd. In Adams). Liberal Studies students possess these qualities, all of which are inherent in the General Education outcomes the program must meet. Just as degrees with roots in the Humanities are valuable to prospective employers, they are also beneficial to students. According to Forbes contributor Jeff

Dorfman, students who earn bachelor's degrees in an area of the Humanities can expect to experience a "lifetime earnings gain" anywhere in the ballpark of \$315,000 to \$650,000 ("Surprise"). Our Liberal Studies degree prepares students to earn four-year degrees that lead to increases in earning potential.

#### Works Cited

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

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

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

Not applicable to program.

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

Not applicable to program.

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

OCCC offers general education courses as well as core courses in a variety of formats. The following forms of delivery are utilized to meet the needs, demand, schedules, and learning styles of OCCC students: 2-week, 4-week, 8-week and 16-week course offerings, traditional courses, hybrid courses, online courses, early and late 8-week courses, and Saturday courses.

## 7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

The Liberal Studies program uses resources effectively. Resource usage is somewhat difficult to assess since Liberal Studies is a generalist degree; one example is its effective use of technology. Faculty are increasingly availing themselves to the functionality and



possibilities of the Moodle Rooms LMS. Faculty are increasingly making materials available to their students digitally so that they can access them anywhere through their mobile devices. Students in the core courses and gateway courses are being instructed by research librarians in basic research and the evaluation of the credibility of sources. Other resources largely utilized for to assist students in successfully completing gateway and core courses include:

- Academic Labs: OCCC offers over 20 academic labs
- Student Success Advisors
- Faculty Advisors
- Office of Student Support Services
- Assessible Technology: Computers, HUBS and Printers
- TRIO Programs
- Students Connecting with Mentors for Success (SCMS) Program
- Veterans Services
- Honors Program
- OCCC Food Pantry
- OCCC Clothing Closet
- Virtual Learning Center

#### **IV. Program Review Recommendations**

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

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

A major strength of the Liberal Studies program is that any student at the college who either wants to earn an associate degree to go into the job market, who wants to be accepted into one of OCCC's competitive programs, or who wants to pursue a four-year degree at a university could major in and graduate with a Liberal Studies degree. Because of the broad applicability of this degree, more current and future students should be aware of its benefits, along with increasing awareness and expertise for faculty across Divisions.

The AA in Liberal Studies contributes to student success through its flexibility. It is a strong option for students who lean toward the Liberal Art but are not sure of their particular focus. It is a good alternative for students whose goals do not fit other AA programs offered at OCCC. The curriculum for Liberal Studies is diverse but prepares students well in General Education, and almost all courses are part of the Oklahoma State Regents for Higher Education Course Transfer Matrix. This plan of study gives students a broad educational foundation and helps them to develop effective communication skills, writing and problem-solving skills, plus a sense of civic responsibility and critical thinking. The degree is easily recognizable for other institutions, both within Oklahoma, as well as in other states. Having an approved curriculum pattern listed in the College Catalog allows Financial Aid recipients to show satisfactory progress toward a degree to remain eligible for financial assistance.

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

- 1) Because Liberal Studies was previously used as a default degree, actual numbers of students identified as true Liberal Studies students are unknown.
- 2) Artifact submissions is low amongst students identified as Liberal Studies majors.
- 3) Turnover in the faculty serving on the Liberal Studies committee presents issues with follow-up and consistency.

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

- 1) Efforts should be taken to identify students that are active Liberal Studies students. Students Success Advisors can follow-up and survey students presently identified as Liberal Studies. Although Liberal Studies is no longer the default major, it is unfortunately sometimes still confused with Diversified Studies, which is even more flexible. More clarity about the differences between the programs and their respective intended students, including the Liberal Arts emphasis of Liberal Studies, should be communicated more effectively to students and faculty across campus. Moreover, the possibility of reviewing Liberal Studies to consider a need for changes or not to be made toward increasing its distinction from Diversified Studies should be considered.
- 2) Improvement of artifact submission for students identified as Liberal Studies majors is greatly needed. In efforts to increase and diversify the number of artifacts received for Liberal Studies majors, members of the Liberal Studies committee can collaborate with the co-chairs of the General Education committee in soliciting artifacts from faculty across Divisions. The appointed chair of the Liberal Studies committee can request a list of courses that have Liberal Studies majors that qualify for artifact submissions. The committee can work on contacting and soliciting artifacts from the courses identified. Continued promotion of using the Moodle drop box for artifact submission may also increase the number of artifacts.
- 3) Continuity in multi-divisional programs in AEH would ensure that there are program experts. Recommendations from the 2015 program review were not formally addressed. Out of four AEH faculty, two of the faculty on that 2015 committee have resigned, and one is now assigned to another program committee. In the AEH division, program teams responsible for reports and program reviews are rotating teams. As such, there is no consistent team to follow-up on recommendations made in program reviews. Once a program review is over, there has typically been

no formal place to put recommendations into action or even to gather evidence and data for whether those recommendations will improve the program.

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

- 1) Begin a systematic evaluation of the number of students who are actively pursuing a Liberal Studies degree.
- 2) Continue collaboration with the General Education Chair and other Divisions whose courses directly impact the Liberal Studies Program to solicit artifacts. A specific data collection process should be created that addresses the student learning outcomes. A potential process could be selecting a small group of faculty (chosen from the bolded individuals listed above in section 5e) that will provide data for specific Liberal Studies courses.
- 3) A team of faculty from the Arts, English, and Humanities Division should be appointed to examine and provide recommendations for the Liberal Studies program. Analysis and data collection targeting productivity and transferability would be a first step to assess the need for and the needs of the Program for current and future OCCC students. Collaboration with the Records and Graduation Services office and Institutional Effectiveness would be crucial to this examination.

#### APPENDIX

Program Curriculum: Liberal Studies (AA)

Program Requirements:

Minimum Required Hours

62

Major Courses		
Prefix & Number	Course Title	Credit Hours
	24 credit hours from courses in the following programs: Art, Communications, English courses 2123 and higher, Modern Languages, Sociology, Psychology, Humanities, Philosophy, Geography, History, Political Science, Economics, Biological Sciences, Physical Sciences, and Mathematics**	24
	** At least one three-hour course must be taken from a minimum of four different disciplines (total of 12 credit hours) and an additional 12 hours of university	



