LAMAR STATE COLLEGE – ORANGE

PROGRAM REVIEW OF THE LIBERAL ARTS
ASSOCIATE OF SCIENCE (AS) DEGREE

Reviewer Signatures:

Chair Person: ____________________________ Date: 10/30/14

Committee Member: ______________________ Date: 10/30/14

Committee Member: ______________________ Date: 11/3/14

Committee Member: ______________________ Date: 11/3/14

Director, Institutional Research: __________ Date: 11/3/14

Director, Institutional Effectiveness: ________ Date: 11/4/14
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COMPONENT I

Program Review

I. A. Associate Degree purpose statement. (Type or Copy & Paste)

This degree is recommended for students who plan to pursue baccalaureate degrees in fields for which no specific associate degree is offered or for students who have collected hours in a variety of disciplines, perhaps by changing majors.

B. Associate Degree Goals & Objectives.

The main objective of the Associate of Science degree in Liberal Arts is to produce graduates who are academically prepared to pursue study in any discipline, and accordingly, the AS in Liberal Arts from LSC-O articulates with all baccalaureate programs. After completing varying degrees of education, liberal arts degree graduates are widely recruited into myriad career paths—business and management, education, journalism and technical writing, sales and marketing, psychology and the law are a few of the more popular choices.

C. Describe the needs and/or demands for this Associate Degree.

The term "liberal arts" refers to many diverse fields of study such as literature, drama, history, sociology, rhetoric, speech, political science and the humanities. The oldest and most prestigious institutions of higher education in America built their reputations around the excellence of their offerings in the liberal arts and coursework in this class of disciplines is still a cornerstone of any baccalaureate program. Thus, the degree remains in high demand to its versatile application toward a variety of bachelor degree programs in the arts and sciences.

D. Describe any innovations regarding this Associate Degree/

Approximately 90% of all course offerings in the program are now available online. This provides increased flexibility and access, allowing the program to reach a larger population of students who may not have been able to attend, previously, due to various limitations.
E. Other relevant information

In addition to the core curriculum, the Associate of Science Degree in Liberal Arts requires completion of 12 hours of credit in a discipline or combination of disciplines determined by the student in consultation with a faculty advisor, for a total of 60 credit hours. This flexibility in the degree plan makes the AS in Liberal Arts an attractive option for students who have changed majors or who needed to explore various possibilities before deciding on a major field of study.

The faculty who teach in the Liberal Arts areas—including one Vice President and a Dean, as well as the current faculty senate president—hold advanced degrees from major universities, are highly decorated for teaching and professional excellence, publish widely and in various fields and perform important leadership roles on the campus and in the local communities of our service area.
COMPONENT II

Curriculum

II. A. Identify by name the Associate Degree.

Associate of Science (AS) in Liberal Arts

B. Copy & paste an Associate Degree plan.

Old Associate Degree Plan Followed by New Degree Plan:

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<td>Semester Hours</td>
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Total Program Hours

† See Division Director
*Choose from options for:
   Communication- SPCH 1315, SPCH 2335, SPAN 1311, or SPAN 1312
   Fine Arts- ARTS 1301, DRAM 1310, HUMA 1315, or MUSI 1306
   Literature- ENGL 2322, ENGL 2323, ENGL 2326, ENGL 2331, or ENGL 2341
   Natural Science w/Lab- BIOL 1406, BIOL 1407, BIOL 1408, BIOL 1409, BIOL 2401, BIOL 2402,
                          BIOL 2406, BIOL 2420, CHEM 1406, CHEM 1408, CHEM 1411, CHEM 1412, GEOL 1403, GEOL
                          1404, PHYS 1401, PHYS 1405, PHYS 1407, or PHYS 2425
   Physical Education- PHED 1164, PHED 1238, or PHED 1304
   Social Science- ECON 2301, ECON 2302, PSYC 2301, or SOCI 1301
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Lamar State College - Orange
Associate of Science Degree
Academic Studies - Liberal Arts Concentration

**Major Requirements**

Students must make a grade of "C" or better in all Major Requirements.

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*Choose one of the following:*

- ENGL 2322
- ENGL 2326
- ENGL 2341
- ENGL 2323
- ENGL 2331

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**Approved Academic Elective**

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**TOTAL 60**

Students must check with the institution they are planning to transfer to for advice on which Math course works best for their major.

**Note:** Division Director may authorize substitutions.

**Approvals:**

1. Advisor: Date:
2. Division Director: Date:
3. Dean of Instruction: Date:
4. Registrar: Date:

VRA93e (10/99)
C. Copy & paste a list of the Associate Degree course requirements & descriptions.

Core Curriculum Required Courses

3 hours ENGL 1301 - Composition I
3 hours ENGL 1302 - Composition II

3 hours Mathematics
Choose from these options:
MATH 1314-College Algebra
MATH 1316-Plane Trigonometry
MATH 1324-Math for Business and Social Sciences I
MATH 1325-Math for Business and Social Sciences II
MATH 1332-Contemporary Mathematics I
MATH 1342-Elementary Statistical Methods
MATH 2305-Discrete Mathematics
MATH 2312-Pre-Calculus Math
MATH 2318-Linear Algebra I
MATH 2413-Calculus I
MATH 2414-Calculus II
MATH 2415-Calculus III

8 hours Natural Sciences
Choose from these options:
BIOL 1406-Biology for Science Majors I
BIOL 1407-Biology for Science Majors II
BIOL 1408-Biology for Non-Science Majors I
BIOL 1409-Biology for Non-Science Majors II
BIOL 2401-Anatomy and Physiology I
BIOL 2402-Anatomy and Physiology II
BIOL 2406-Environmental Biology
BIOL 2420-Microbiology for Non-Science Majors
CHEM 1406-Introductory Chemistry I
CHEM 1408-Introductory Chemistry II
CHEM 1411-General Chemistry I
CHEM 1412-General Chemistry II
PHYS 1401-College Physics I
PHYS 1405-Elementary Physics I
PHYS 1407-Elementary Physics II
PHYS 2425-University Physics I
GEOL 1403-Physical Geology
GEOL 1404-Historical Geology

3 hours Fine Arts
Choose from these options:
ARTS 1301-Art Appreciation
DRAM 1310-Introduction to Theater
HUMA 1315-Fine Arts Appreciation
MUSI 1306-Music Appreciation

3 hours Literature
Choose from these options:
ENGL 2322-British Literature I
ENGL 2323-British Literature II
ENGL 2326-American Literature
ENGL 2331-World Literature
ENGL 2341-Forms of Literature

3 hours  HIST 1301-United States History I
3 hours  HIST 1302-United States History II

3 hours  GOVT 2301-American Government I
3 hours  GOVT 2302-American Government II

3 hours  Social Sciences
Choose from these options:
ECON 2301-Principles of Macroeconomics
ECON 2302-Principles of Microeconomics
PSYC 2301-General Psychology
SOCI 1301-Introductory Sociology

3 hours  Communication
Choose from these options:
SPCH 1315-Public Speaking
SPCH 2335-Argumentation and Debate
SPAN 1311-Beginning Spanish I
SPAN 1312-Beginning Spanish II

1/3 hours  Physical Education - PHED 1164, 1238 or 1304

42/44 Total Hours

D. Are syllabi on file for every course?  Yes
Are course syllabi current & updated regularly?  Yes
Are course syllabi comprehensive?  Yes
E. Copy & paste a transfer plan to illustrate how five (5) or so courses in this Associate Degree fit into the plan at a four-year institution to which students typically transfer.

The following degree plan for a B.A. in History at Lamar University contains the core requirements with LSC-O transfer equivalencies included in the A.S.L.A. degree listed in **bold**.

**BA History, Lamar University**

**General Education Core Curriculum**

**Communication - 6 Hours:**
- ENGL 1301 - Composition I
- Select one from:
  - DSDE 1371 - ASL I
  - FREN 1311 - Beginning French I
  - SPAN 1311 - Beginning Spanish I

**Mathematics - 3 Hours:**
- MATH 1314 - College Algebra (Non-Calculus Track)

**Life and Physical Sciences - 6 Hours From:**
- BIOL 1405 - General Biology I
- BIOL 1407 - General Biology II
- BIOL 2401 - Anatomy & Physiology I
- BIOL 2402 - Anatomy & Physiology II
- GEOL 1403 - Physical Geology
- GEOL 1404 - Historical Geology
- PHYS 1405 - Elementary Physics I
- PHYS 1407 - Elementary Physics II
- PHYS 1411 - Introduction to Astronomy
- SPSC 1401 - Space Science

**Language, Philosophy and Culture - 3 Hours From:**
- ENGL 2300 - Close Readings
- ENGL 2310 - British Literature Before 1800
- ENGL 2320 - British Literature After 1800
- ENGL 2322 - British Literature
- ENGL 2326 - American Literature
- ENGL 2331 - World Literature
- ENGL 2371 - Masterworks of Asian Literature
- ENGL 2376 - African-American Literature

**Creative Arts - 3 Hours:**
- ARTS 1303 - Art History I

**American History - 6 Hours From:**
- HIST 1301 - US History I 1763-1877
- HIST 1302 - US History II Since 1877

**Government/Political Science - 6 Hours:**
- POLS 2301 - Introduction to American Government I
- POLS 2302 - Introduction to American Government II

**Social/Behavioral Sciences - 3 Hours From:**
- ECON 1301 - Principles and Policies
- ECON 2301 - Principles of Economics I Macro
- ECON 2302 - Principles of Economics II Micro
- PSYC 2301 - General Psychology
- SOCI 1301 - Introduction to Sociology

**Component Area Option - 6 Hours:**
- ENGL 1302 - Composition II
- LIBR 1101 - Introduction to Library Research
- *The 2 additional hours from the Life and Physical Sciences section are applied here*

**Required Courses for Major**

**Bachelor of Arts Requirements - 18 Hours:**

- English Literature - 3 Hours (in addition to the literature used for the Core Curriculum) from:
  - ENGL 2300 - Close Readings
  - ENGL 2310 - British Literature Before 1800
  - ENGL 2320 - British Literature After 1800
  - ENGL 2322 - British Literature
  - ENGL 2326 - American Literature
  - ENGL 2331 - World Literature
  - ENGL 2371 - Masterworks of Asian Literature
  - ENGL 2376 - African-American Literature
  - Elementary Foreign Language II - 3 Hours
  - Intermediate Foreign Language I - 3 Hour
  - Intermediate Foreign Language II - 3 Hours
  - COMM 1315 - Public Speaking

- Elective - 3 Hours From:
  - ARTS 1301 - Art Appreciation
  - COMM 1375 - Film Appreciation
  - DANC 2304 - Dance Appreciation
  - MUSI 1306 - Music Appreciation
  - PHIL 1330 - Arts and Ideas
  - ECON 1301 - Principles and Policies
  - ECON 2301 - Principles of Economics I Macro
  - ECON 2302 - Principles of Economics II Micro
  - PSYC 2301 - General Psychology
  - SOCI 1301 - Introduction to Sociology
  - ENGL 2331 - World Literature
  - ENGL 2371 - Masterworks of Asian Literature
  - PSYC 2317 - Introduction to Statistical Methods

**History Courses - 27 Hours:**
- HIST 3321 - Issues/World Cultures to 1660
- HIST 3322 - Issues/World Cultures Since 1660
- HIST 3390 - History Research
- HIST 4391 - Capstone
- American History - 6 Hours, 3000-4000 Level
  - World History - 6 Hours, 3000-4000 Level
American or World History - 3 Hours, 3000-4000 Level

Elective Courses

Electives - 15 Hours:
At least 9 hours must be at the 3000-4000 Level
119 hours cannot include physical activity, health and wellness, music performance, or intern program courses.

Other
C or better required in ENGL 1301/1302 and all history courses

Minor
Approved minor of at least 18 hours, 9 of which are at the advanced (3000/4000) level

Hours
120
F. Does this program support the core curriculum?  Yes

G. Describe any articulation or matriculation agreements concerning this Associate Degree.

On October 1, 2014, an articulation agreement between Lamar State College-Orange (LSC-O) and Lamar University (LU) Speech and Hearing Sciences (SPHS) went into effect. The purpose of this agreement is to facilitate a smooth transition between the institutions for students matriculating in SPHS at LU. According to the agreement, LSC-O students will complete their Associate of Arts degree, which includes the core curriculum at LSC-O as well as 18 hours of electives, prior to transferring to the SPHS baccalaureate program at LU. This articulation agreement, which can be terminated by either party with at least 30 days notice to the other, will renew annually unless action is taken.

H. Other information regarding program curriculum.

N/A
COMPONENT III

Student Background / Accessibility

III. Student Background Preparation

A. Of the five or so concentration courses in this degree, list the courses that have Texas Success Initiative (TSI) restriction(s). Identify which restriction(s).

<table>
<thead>
<tr>
<th>Discipline</th>
<th>College Ready</th>
<th>Developmental Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Score of 350 or above – MATH 1314 College Algebra or appropriate class for degree plan</td>
<td>Score of 336 or below – DMTH 0300 Pre-Algebra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 337 to 345 – DMTH 0301 Intro to Algebra</td>
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<tr>
<td></td>
<td></td>
<td>Score of 346 to 349 – DMTH 0302 Intermediate Algebra</td>
</tr>
<tr>
<td>Reading</td>
<td>Score of 351 or above</td>
<td>Score of 350 or below – DIRW 0400 Integrated Reading/Writing</td>
</tr>
<tr>
<td>Writing</td>
<td>Essay score of 5; Essay score of 4 with a multiple choice score of 363</td>
<td>Essay score of 4 with a multiple choice score of 362 or below; Essay score below 4 – DIRW 0400 Integrated Reading/Writing</td>
</tr>
</tbody>
</table>

This information is also located on the Testing Center web page.

B. What assessments are used to ensure students are placed in the proper courses?

As of Fall Semester 2013, TSI assessment is the primary assessment used to place students in the proper courses. However, ACT, SAT, TAKS, and STAAR test scores can be used to determine college readiness. Students found college ready by ACT, SAT, TAKS, or STAAR test scores may be placed in gateway college level courses without any additional testing.
Student Accessibility to Associate Degree

A. Describe and/or list Associate Degree policies or requirements regarding:

1. Physical or Mental Fitness
   N/A

2. Performance Tests
   N/A

3. Safety Standards
   N/A

4. Insurability-Risk Management
   N/A

B. List all Associate Degree policies or requirements that exclude or limit participation of people with disabilities.
   N/A

C. Are there any physical barriers to this Associate Degree or Associate Degree activities? No
   If yes, list these physical barriers.
   N/A

D. Of those items listed above, describe the alternative methods that will be used to provide Associate Degree access (e.g., relocating class to accessible site, redesign of equipment, reasonable modification to rules, etc.).
   N/A

E. List efforts to serve diverse populations.

   The Liberal Arts degree is designed to serve the needs of students seeking a variety of degree options. The curriculum aims to serve a diverse population of students by providing an assortment of courses that will suit students' degree requirements. Additionally, the Liberal Arts degree serves the needs of students who require ADA accommodations in their courses by calling for instructors to provide reasonable accommodations as the needs for those accommodations arise.
F. Other information regarding student background and/or accessibility.

N/A
COMPONENT IV

Resources

IV. Equipment

A. What is the status of the equipment in this program? Satisfactory
   Comment:

B. What is the status of the computers/software in the program? Satisfactory
   Comment:

Facilities

A. What is the status of the space allotted to this program? Satisfactory
   Comment:

B. What is the status of the training materials/aids for this program? Satisfactory
   Comment:
Staff

A. How many faculty members teach in this Associate Degree?

9 Full-Time      16 Part-Time

B. What are the credentials & experience of each of the Full-time Faculty Members who teach in this associate degree program?

Name of Full-Time Faculty Member: Kevin Doss
Degree: M.A., Speech Communication; B.A., Speech Communication
Years of Experience in Field: 25
Licensure / Professional Memberships: National Communication Association, Pi Kappa Delta, Texas Community College Speech Association, Phi Rho Pi, Texas Communication Association

Name of Full-Time Faculty Member: Roberta (Bobbi) Miller
Degree: M.S. Gerontology and B.S. Sociology
Years of Experience in Field: 31
Licensure / Professional Memberships: Southwestern Social Science Assn. and Texas Community College Teachers’ Assn.

Name of Full-Time Faculty Member: Eric Owens
Degree: M.A., History; B.A., History
Years of Experience in Field: 13
Licensure / Professional Memberships: Southwestern Social Science Association; Southern Historical Association; Society for History Education

Name of Full-Time Faculty Member: Andrew Preslar
Degree: M.A., English; B.A., Liberal Arts
Years of Experience in Field: 31
Licensure / Professional Memberships: National Council of Teachers of English; Texas Community College Teachers’ Association; Conference of College Teachers of English

Name of Full-Time Faculty Member: Karen Priest
Degree: M.A., English; B.A., English
Years of Experience in Field: 36
Licensure / Professional Memberships: None
C. What are the credentials & experience of each of the Part-time faculty members who teach in this associate degree program?

Name of Part-Time Faculty Member: Carla Dando
Degree: M.A., English, B.A., English
Years of Experience in Field: 28
Licensure / Professional Memberships: Phi Theta, Kappa, Council of Undergraduate Research (CUR), Texas Community College Instructional Administrators (TCCIA), Texas Community College Instructional Leaders (TCCIL), & Texas Association of College Technical Educators (TACTE)

Name of Part-Time Faculty Member: Donald Harmon
Degree: Criminal Justice Certificate (LSC-O); 3400+ hours Law Enforcement Training (Texas Commission on Law Enforcement Officer Standards and Education)
Years of Experience in Field: 20 + years Orange County Sheriff's Academy and Lamar Regional Police Academy
Licensure / Professional Memberships: Master Peace Officer, Texas Commission on Law Enforcement Standards and Education; Master Jailer, Texas Commission on Law Enforcement Standards and Education; Telecommunications Operator, Texas Commission on Law Enforcement Standards and Education; Law Enforcement Firearms Instructor, National Rifle Association; Basic Instructor, Texas Commission on Law Enforcement Standards and Education; S.W.A.T. Operator, Texas Commission on Law Enforcement Standards and Education; Member and Team Leader, Orange County Area Law Enforcement Special Weapons and Tactics Team; Team Member, Texas Tactical Police Officers Association; Member, National Rifle Association; Member, Texas Municipal Police Association

Name of Part-Time Faculty Member: Bradley Holmes
Degree: M.Mus., Voice; B.Mus., Voice
Years of Experience in Field: 27
Licensure / Professional Memberships: None

Name of Part-Time Faculty Member: Liz Lacy
Degree: M.F.A., Theater; B.F.A., Theater
Years of Experience in Field: 4
Licensure / Professional Memberships: Association for Theatre in Higher Education, Texas Educational Theatre Association, Theatre Communications Group, Alpha Si Omega, Kennedy Center American College Theatre Festival, Texas Community College Teachers Association, Tardigrade Theatre Company (Artistic Director)
Name of Part-Time Faculty Member: Richard Lindsey
Degree: M.A., Political Science; B.A., History and Political Science
Years of Experience in Field: 5
Licensure / Professional Memberships: None

Name of Part-Time Faculty Member: Meredith Little
Degree: M.A., History; 18 graduate hours - Political Science
Years of Experience in Field: 11
Licensure / Professional Memberships: State of Texas – Teaching Certificate 6-12 (Social studies)

Name of Part-Time Faculty Member: Jan Pederson
Degree: M.Ed., Reading; B.S., Reading/Early Childhood
Years of Experience in Field: 25
Licensure / Professional Memberships: None

Name of Part-Time Faculty Member: Dr. Robert Peebles
Degree: Ph.D., History; M.A., History; B.S., Secondary Education (History & English)
Years of Experience in Field: 35
Licensure / Professional Memberships: Organization of American Historians (OAH);
Southern Historical Association; Texas State Historical Association; Society for the History of Technology (SHOT)

Name of Part-Time Faculty Member: Diane Rathbun
Degree: M.A., Speech Communication; B.S., Speech/Theatre Education
Years of Experience in Field: 19
Licensure / Professional Memberships: None

Name of Part-Time Faculty Member: Gil Rector
Degree: M.Ed., Education; B.S., History
Years of Experience in Field: 51
Licensure / Professional Memberships: Lifetime Certification of Teaching; Superintendent's certification
Name of Part-Time Faculty Member: Shana Sellers
Degree: B.S., Criminal Justice; M.S., Applied Criminology
Years of Experience in Field: 10
Licensure / Professional Memberships: Texas Juvenile Detention Association, Texas Probation Association, Alpha Phi Sigma

Name of Part-Time Faculty Member: William Sizemore
Degree: M.A., English Literature; B.F.A., Graphic Design; A.A., Art
Years of Experience in Field: 8 to 10 years teaching in Fine Arts and English
Licensure / Professional Memberships: None

Name of Part-Time Faculty Member: Amanda Smith
Degree: B.S., Mass Communication; M.F.A., Creative Writing
Years of Experience in Field: 6
Licensure / Professional Memberships: None

Name of Part-Time Faculty Member: Jennifer Tate
Degree: M.A., Political Science; B.A., Political Science
Years of Experience in Field: 5
Licensure / Professional Memberships: None

Name of Part-Time Faculty Member: Dr. Shelley Thrasher
Degree: Ph.D., English; M.A., English; B.A., English
Years of Experience in Field: 45
Licensure / Professional Memberships: None

Name of Part-Time Faculty Member: Dr. Gwen Whitehead
Degree: Ph.D., English; M.A., English; B.A., English
Years of Experience in Field: 24
Licensure / Professional Memberships: Conference of College Teachers of English
D. List the staff development activities current faculty members have engaged in within the past five years.

KEVIN DOSS –
Texas Community College Speech Association Meeting - Tarrant County Community College - Northeast February, 2011
Phi Rho Pi Regional Meeting - Lone Star College - North Harris March, 2011
D2L Training - Lamar Orange October 2011
D2L Training - Lamar Orange November 2011
Texas Community College Speech Association Meeting - Lone Star College - North Harris February 2012
Phi Rho Pi Regional Meeting - Austin Community College March 2012
Phi Rho Pi National Meeting - Chicago, Illinois April 2012
Texas Community College Speech Association Meeting - Tyler Community College February 2013
Pi Kappa Delta National Convention - Webster University - St. Louis, Missouri March 2013
D2L Training - Lamar Orange October 2013
Phi Rho Pi Regional Meeting - Tyler Community College February 2014
Phi Rho Pi National Meeting - Denver, Colorado April 2014

ROBERTA (BOBBI) MILLER –
Fall Faculty Conference 2011
Spring Faculty Conference 2012
Faculty Development in Distance Education: Issues, Trends and Tips. 2011
Southwestern Social Science Association Conference 2012
Monday Morning Mentor: I’m Teaching Online Next Term. What Do I Have to Know? - 2011
Developed an Online Course 2011
Fall Faculty Conference 2012
Spring Faculty Conference 2013
Faculty Development in Distance Education: Issues, Trends and Tips. 2012
Southwestern Social Science Association Conference 2013
Developed a Flipped Classroom 2012
Developed an Online Course 2012
Developed rubrics for Sociology 2012
Fall Faculty Conference 2013
Spring Faculty Conference 2014
Faculty Development in Distance Education 2013
Southwestern Social Science Association Conference 2014
Improving Flipped Classroom 2014
Improving Online Courses 2014
Safe internet practices 2013
ERIC OWENS –
Securing the Human (2012)
Securing the Human (2013);

ANDREW PRESLAR –
Organize institutional participation in the Citation Project, a grant-funded national study of student research habits
Prepared test bank questions for 17 chapters of Writing Matters, a handbook issued in October 2009
Authored 57-chapter instructor’s manual for Writing Matters, a handbook issued in October 2009
Prepared PowerPoint presentations and test bank questions for a 23-chapter research manual, Research Matters
Review: Literature: Reading Writing, Reacting by X.J. Kennedy and Dana Gioia.
Continued participation in Citation Project: grant-funded national study
Writing Student Learning Outcomes and classifying chapter activities according to Bloom’s taxonomy and National Writing Program Directors’ criteria for Aims of Writing, reader rhetoric published 2011 by McGraw-Hill
Designing and creating assets and student exercises and quizzes for Learn Smart, a new platform augmenting Connect Composition, the McGraw-Hill student supplement delivery system

It Takes Teamwork: Region 5 annual autism conference 04/17/2011; workshops included “Social Skills Camp,” “Emergent and Advanced Communication,” “Behavior,” and “Advanced Data Collection”


Webinar: “Designing Online Assessments: Session I” (10/26/2010)
Webinar: “Designing Online Assessments: Session II” (10/26/2010)
Webinar: “Copyright for Educators” (01/27/2011)
Webinar: “Copyright for Educators” (03/22/2011)
Presentation: Using the Lumens’ Ladybug document camera/lecture capture system 01/18/2012
Webinar: 20-Minute Mentor: What Are the Three Worst Mistakes to Make in the Classroom? 02/01/2012
Focus Group: “Applying the Citation Project Findings to Composition Course Design and Course Work” 02/20/2012
Focus Group: “McGraw-Hill Adaptive Personalized Learning Focus Group (for English)”
03/06/2012
Focus Group: “Online, Outcomes-based Assessment of Writing SCORE Efficacy Study”
03/08/2012
TCCTA Annual Conference: Frisco, TX 03/01/2012-03/03/12
Faculty Leader: Panel Discussion TCCTA "Faculty and Librarians: A WinWin
Collaboration" 03.03/2012
Participation in focus group to incorporate online grammar and mechanics instruction and
outcomes-based assessment into my courses and to offer insight for colleagues at
other institutions attempting it.
Update Instruction Matters, the instructor's manual, PowerPoint presentations, and test
bank for Writing Matters. 2e Update Instruction Matters, the instructor's manual for
Writing Matters, tabbed version, 2 ed. by Rebecca Moore Howard (McGraw-Hill
handbook: 2013) This project was begun March 2013 but was not completed until
August 2014, with over half of the actual work being performed during the current
evaluation period.
“QEP: From Dialogue to Design”: 12/08/2012
“Evaluating the Quality of Academic Degree Program Assessment”: 12/09/2012
“Marketing the QEP: Creative, Low-Cost Ways to Get Broad-Based Involvement and
General Excitement”: 12/10/2013
Focus Group: “Reporting in Connect’s Outcomes Based Assessment Utility” 06/05/2012
CSI Course Training: 2-day Seminar with Don Fraser, Larry Wilmore, and Dal Moreau
07/05/2012
Online course: “Securing the Human” 07/13/2012
Webinar: "A Good Start: Helping Freshmen During their First Term" 07/30/2012
Webinar: "The Flipped Classroom: Rethinking the Way you Teach" 08/23/2012
D2L 10.1 New Release Training 11/15/2012
Webinar: “Lecture Alternatives: Four Strategies to Engage Students” 01/11/2013
SACSCOC Leadership Orientation Meeting: Atlanta, GA 01/28/2013
“Accreditation as a Tool for Accountability and Quality Enhancement”
“Exploring the Changes to the Principles of Accreditation and Related Policy Changes
Affecting Institutions”
The Quality Enhancement Plan from a SACSCOC Perspective
Institutional Leadership Team Meeting with Assigned SACSCOC Staff Member
D2L Discussion Utility Training 02/14/2013
Focus Groups:
“Adaptive Learning in Composition” 02/25/2013
“Assessing, Tracking, and Reporting Performance in Composition” 02/26/2013
“SCORE in Connect Composition” 02/28/2013
“Motivating Students: Apathetic to Inspired” 08/30/2013
Online course: Security Awareness Training 12/01/2013
“Legal Issue for Faculty: How Not to Get Sued”: 01/09/2014
“Literacy is Fundamental: Leveraging Critical Reading to Improve Student Writing”:
02/13/2014
*Learning Catalytics 02/13/2014
Webinar: “Teaching to the Outcomes and Assessing the Standards at the Same Time”
02/26/2014
Region V Autism Conference Workshop # 8082: 04/12/2014

KAREN PRIEST
DIAA (Division of Innovation and Assessment) conference in Austin, June 17-18, 2010.
“Improving the Persistence of At-Risk Students.” Webinar, October 5, 2011.

MICHAEL RATHER
College Success Workshop – July, 2012,
(Magna Seminar) Lecture Alternatives: Four Strategies to Engage Students 1/11/2013,
(Magna Seminar) Motivating Students: From Apathetic to Inspired –8/23/2013,
Faculty Workshop for Uploading Artifacts to D2L –9/18/2013,
Attended SACSCOC Annual Meeting 12/7/2013,
SACSCOC Summer Institute 7/20-23/2014,
Learning Frameworks Training 8/7-8/2014,
PLO Training 9/19/2014,
QEP Tutor Training Fridays/Thursdays throughout Fall 2014

ANDY STEINFELDT
Webinar: Motivating students: From Apathetic to Inspired 23 Aug 2013;
Seminar: Flipping the classroom, 16 October 2013;
Webinar: Strategies for Classroom Engagement, 30 October 2013;

ARLENE TURKEL
Attended Workshop – Georgia O’Keefe – Albuquerque, NM – June 2012
Webinar – Softchalk 2
Seminar “Designing and Teaching a Combined Reading and Writing Course – CASP Conference– November 8-11, 2012
Session: “A Novel Way to Motivate and Engage Students” CASP Conference
Session: “New Angles for Integrating the Texas College and Career Readiness Standards into Developmental Instruction” - CASP Conference
Session: “College Literacy in Content Areas” - CASP Conference
“The New TSI Assessment” - CASP Conference
Session: “You Say Reading and I Say Writing...” TeamUp/THECB IRW Institute – Feb. 7-8, 2013
Session: “A Tale of Two Disciplines: What Reading Instructors Need to Know about Writing Instruction” - TeamUp/THECB IRW Institute – Feb. 7-8, 2013
Session: “Pen That! Read This! Strategies for Integrating Writing into Reading” - TeamUp/THECB IRW Institute – Feb. 7-8, 2013
Session: “What’s Contextualization Got to Do With It?” - TeamUp/THECB IRW Institute – Feb. 7-8, 2013
Session: “Taking it Back to Your Campus” - TeamUp/THECB IRW Institute – Feb. 7-8, 2013
  o Session: “NEH Funding Opportunities” National Endowment for the Humanities
  o Workshop: “Literary Magazine Advisors’ Workshop”
  o Workshop: “Navigating Human Loss: Seamus Heaney’s ‘Clearances’”
  o Session: “A New Humanities Horizon: Visual Narrative”
  o Session: “Off Course: Overcoming Obstacles to Student Success”
  o Workshop: “How to Write a Successful Application for an NEH Summer Institute”
EOC Training on Cyber Security
Seminar: “Legal Issue for Faculty: How Not to Get Sued”: 01/09/2014

KATHY WILLIAMS
Attended the 24th Southwest Seminar for Great Teaching
Attended the 25th Southwest Seminar for Great Teaching
Studied Theatre in London England
6 graduate credit hours - Theatre - The University of Southern Maine, 2011.
### COMPONENT V

#### Statistical Data

V. **Course Cancellations**

List any scheduled concentration course(s) that was/were canceled over the past three years & why.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Prefix, No., Section</th>
<th>Course(s)</th>
<th>Day &amp; Time</th>
<th>Reason for Cancellation (If other than low enrollment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>DRAM 1351 01</td>
<td>ACTING I</td>
<td>T 6:00-8:45</td>
<td>M 6:00-7:30 TR 4:30-5:30 M 6:00-8:45</td>
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<tr>
<td></td>
<td>MEUN 1141 01</td>
<td>GRAND CHORUS</td>
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<td></td>
<td>MEUN 1151 01</td>
<td>VOCAL ENSEMBLE</td>
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<td></td>
<td>SOCI 1306 02</td>
<td>SOCIAL PROBLEMS</td>
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<td>Spring 2012</td>
<td>DRAM 1351 01</td>
<td>ACTING I</td>
<td>TR 12:30-1:45</td>
<td>T 6:00-8:45 MWF 10:00-10:50</td>
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<td></td>
<td>ENGL 1302 50</td>
<td>COMPOSITION II</td>
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<td></td>
<td>SPAN 1312 01</td>
<td>BEGINNING SPAN II</td>
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<td>Summer 2012</td>
<td>MUEN 1151 01</td>
<td>GRAND CHORUS</td>
<td>T 6:00-8:30</td>
<td>MTWRF 8:00-11:30 MTWRF 8:00-11:30</td>
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<tr>
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<td>INTRO SOCIOLOGY</td>
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<td>ENGL 1301 01</td>
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<td>Fall 2012</td>
<td>ENGL 1301 04</td>
<td>COMPOSITION I</td>
<td>MWF 11:00-11:50</td>
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<td>MUSI 1304 01</td>
<td>MUSIC FUNDAMENTAL</td>
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<td>SOCI 1306 02</td>
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<td>ENGL 1301 01</td>
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<tr>
<td>Spring 2013</td>
<td>ARTS 1311 01</td>
<td>DESIGN I</td>
<td>R 6:00-8:45</td>
<td>TR 12:30-1:45 TR 12:30-1:45 TR 8:00-9:15 R 7:00-8:30 T 6:00-7:30 MWF 11:00-11:50 MWF 10:00-10:50</td>
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## Associate Degree Data by Fiscal Year

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## Associate Degree Data by Semester

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- Since Fall 2009 was in SIS which has been phased out faculty data cannot be disaggregated by demographics depicted in the table.
SUMMARY & RECOMMENDATIONS

Based on your review of this Associate Degree, please concisely identify the following:

**Summary of Associate Degree Review Finding:**

Based on the findings of this review, the current status of the associate degree in liberal arts program appears to be very favorable, overall. However, possible areas in need of slight improvement have been identified. Statistical data on the degree indicates that the program is moving in a positive direction. For instance, the number of liberal arts associate degree earners has risen, steadily, over the period under review. In addition, the percentage of associate degree earners who successfully transferred to four-year institutions has increased, from 80% to 90%, during this period.

**Strengths of Associate Degree:**

- Well-qualified faculty and staff
- Adequate equipment and classroom space
- Versatile degree that can be applied to the completion of numerous baccalaureate programs
- Increasing graduation and transfer rates
- Excellent service to students via face-to-face and online course offerings

**Improvement Needs of Associate Degree:**

- Increase enrollment, possibly by increasing distance education options
- Attract greater interest in the program
- Clearly articulate program goals, and relate them to the program objectives
- Establish new articulation agreements with nearby universities

**Action Plan (with date) to Implement Improvements:**

Although it may not be feasible to offer an online version of every course in the program, the committee believes it may be beneficial to provide as many online options as possible. This could allow the program to reach an even broader base of students, thereby strengthening enrollment by meeting the growing demand for distance education. In addition, creating more content-specific options (i.e. specialties in English, History, etc.) for the associate degree may increase the appeal for students with specific interests in these areas. In addition, the program needs to clearly articulate its goals, distinguish them from program objectives, and make sure they are displayed publicly (e.g. on the program website). Finally, it would be beneficial to seek additional articulation agreements with area universities.
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<td>Increase online course offerings</td>
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<td>Create content-specific liberal arts degree options</td>
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<td>Attempt to forge new articulation agreement(s) with nearby universities</td>
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