Northampton Community College

Liberal Arts

Academic Program Review
April 2017-April 2022

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I. Executive Summary

This section contains a high-level overview of the program, presents a quick review of the past recommendations, and offers a brief glance at some conclusions drawn from the data in this report.

Overview of Liberal Arts

NCC's Liberal Arts program offers students planning to complete a bachelor's degree a strong foundation in both general education and a selected field of concentration. The curriculum has been designed to meet the requirements for the first two years of BA programs at many of the schools to which Northampton students commonly transfer. Northampton has also negotiated a number of Liberal Arts transfer agreements, including dual admissions agreements, with many regional colleges and universities.

Liberal Arts majors often go on to careers in communications, management, public relations, marketing, and the arts. Their generalist background makes them readily employable at many levels in a wide range of career choices.

NCC has a successful Honors Program and Liberal Arts majors are the largest group in the program, other than General Studies majors.   As Honors students, Liberal Arts majors can take Honors versions of all their required courses: English I and II, Speech Communication, and their introductory Psychology and Philosophy courses. Also, a number of electives that Liberal Arts majors take have Honors versions as well, including Irish Literature, African American Literature, Contemporary Biology, American History I & II, Ethics & Moral Problems, Asian Philosophies, and Principles of Sociology. Courses in the Honors Program engage our Liberal Arts students with an "enriched educational environment" that challenges them to "think critically, creatively, and independently...to take responsibility for their own learning," and to "reach their full intellectual potential." In addition, NCC's Honors courses feature opportunities that "foster a sense of community involvement and responsibility through service learning projects, outside learning experiences, and collaborative learning environments. The program nurtures a sense of civic engagement, individual excellence, and cooperative spirit." And Liberal Arts majors in Honors courses can present their research, writing, and other coursework at NCC's annual Honors Convocation held in April, and/or the regional Beacon Conference in June, and/or an annual regional Honors Conference. Upon graduation, Liberal Arts majors in the Honors Program who successfully complete four Honors courses with a 3.5 GPA will be designated Honors graduates. They will also be eligible for special transfer opportunities to Lehigh, Lafayette, Dickinson, Albright, and Arcadia (four-year) colleges, with preferential consideration for scholarships of up to a "full ride."

All graduating Liberal Arts majors are also eligible for a Liberal Arts Award, given each year at our Student Awards Convocation in April. The award is based on GPA rankings, with the money helping one or two students each year continue their education.

NCC also has student clubs that are designed to attract and engage our Liberal Arts majors, including the History Club, the Women's Club, Phi Theta Kappa, *The Laconic* literary and art magazine, the Poetry Club, and the Philosopher's Café. Liberal Arts students are those who more often take advantage of NCC's opportunities to study in other countries during our Spring and Summer breaks, including China, France, Spain, Denmark, Costa Rica, Greece and Italy.

How does the Liberal Arts relate to the strategic goals of college? There are six strategic focus areas for NCC: student access; student success; leadership in technology; leadership in academics; community engagement and global engagement. The faculty in the Liberal Arts program exemplify leadership in academics, community engagement and global engagement.   They regularly lead the study abroad courses which reinforce our students' understanding of language and culture; they use sabbaticals strategically to publish in their fields; and they have worked on several grants that allow them to record the oral histories of soldiers and factory workers in our community.

Recommendations from the Previous Program Review

The previous program review, April 2017, offered four recommendations. Here's how we did.

1. Give more attention to "layered" advising

Implemented: A new initiative at NCC, Guided Pathways was implemented in the years after the previous audit but before the pandemic. Guided Pathways is designed to improve the college's interactions with students beginning with their initial enrollment and continuing throughout their time at the college. As part of the implementation, the college now employs a team of "Success Navigators" to advise students, especially during their first year. One of the Navigators focuses on Liberal Arts students. Then, as Liberal Arts students settle into the program, they become advisees of full-time faculty—most notably faculty in their concentrations, if they choose one.

2. Adopt a technical competency

Not Implemented: One change that did not happen to the Liberal Arts program in the past five years is the inclusion of a course to fulfill the college's computer or technology requirement in our General Education curriculum. In the past, the Liberal Arts program had maintained that other courses in the program had enough contents involving computers and technology so that adding a specific required course (such as Introduction to Computers) was unnecessary. The typical student experience over the past two years, however, has rendered this requirement less critical. College students today have become skilled and knowledgeable in using computers and related technology to an extent that was unexpected pre-pandemic. Computers and the Internet are as basic now to education as pens, pencils, and blackboards were back when this requirement was incorporated into our General Education curriculum. The program, however, is considering an initiative in digital research that would promote technical competency (see **Recommendations**).

3. Ensure online or hybrid courses are available so students can complete concentrations

Implemented: In mid-March 2020, just as the college's annual week-long Spring Break was ending, the COVID-19 outbreak emerged. Rather than return to the classroom, the college added a second week to the break to respond to the pandemic. The Liberal Arts faculty, along with their colleagues

and coworkers, shifted their curriculum and teaching from the classroom to cyberspace for the remaining half-semester.

This shift was easier for some of the faculty than for others, as many were already teaching 1-2 online sections as part of their regular courseload. They were experienced, in particular, with using Blackboard for most aspects of their online teaching and knew how to move their on-ground sections to that platform. Others, however, had little or no experience teaching online, and so they faced a steep learning curve over the next few weeks. Fortunately, NCC was well-equipped to make training available right away. The college already had a variety of training sessions developed by its Online Learning staff and by a faculty-led Center for Teaching, Teaching, and Technology (CTLT).

For the remainder of Spring 2020 as well as the summer months and the Fall 2020 term, faculty had many opportunities to learn new tools and methods – and they did. Such new practices were necessary since the college went to mostly remote in the Fall 2020 term and throughout 2021. The various "modalities" that NCC has implemented ensure that Liberal Arts students can complete their coursework off-campus.

As of this writing, two years after the pandemic began, the college is still responding to the health crisis by offering about 60 percent of its courses online, and that is especially true for many courses taught by the Liberal Arts faculty that don't require hands-on instruction.

4. Explore adding a course on economics to the Liberal Arts curriculum

Implemented: Rather than add an additional requirement for a course in economics, the program refashioned its Political Science requirement into one that includes courses in Economics, all our electives in Political Science and courses in Global Studies and Geography. The educational rationale behind this requirement is that a 21st-century Liberal Arts program should prepare and encourage students to engage themselves in the public arena of today's national and world issues.

This requirement was labeled "Civic Engagement" in the proposal that was submitted for approval to NCC's Curriculum Committee in 2020, but the committee changed the name to "Directed Elective." Later that year, however, the college responded to the murder of George Floyd and the spread of Black Live Matters protests by encouraging faculty to incorporate "DEI" (Diversity, Equity, and Inclusion) contents in their teaching. Since the Directed Elective requirement is designed along those lines, it may be that the Curriculum Committee will now agree to its original name of Civic Engagement.

Looking Ahead

The following program review has generated many thoughts from the program head, Jim Von Schilling, and yet more for the Dean, Christine Pense. We believe more will come from conversations with our auditor. But here, at least, is a first set of conclusions:

- We should do more intentional work to design good spaces for conversation about program assessments and to design good program assessments.
- We should regularly communicate the goals of English I, II and Speech Communication to the whole college and provide resources to other faculty who teach and require strong communication skills.
- We should Collect Oral Proficiency Interview exam data for Modern Language classes
- We need to pay close attention to faculty to student ratios.
- The environmental scan for Liberal Arts is uncertain.
- We have work to do in creating stronger alignment with local transfer schools.
- There is a mis-match between the number of faculty interested in Women's and Gender studies and the number of students choosing this concentration
- The college-wide perception that we have the potential to become a Hispanic serving institution is also shown within the Liberal Arts demographics.

II. Curriculum, Enrollment and Retention

Program Description

Narrative

The Liberal Arts program offers students planning to complete a bachelor's degree a strong foundation in both general education and a selected field of concentration. The curriculum has been designed to meet the requirements for the first two years of BA programs at many of the schools to which Northampton students commonly transfer. Northampton has also negotiated a number of Liberal Arts transfer agreements, including dual admissions agreements, with many regional colleges and universities.

Liberal Arts majors often go on to careers in communications, management, public relations, marketing, and the arts. Their generalist background makes them readily employable at many levels in a wide range of career choices.

Features

The program is both solid and flexible and provides an excellent, tailored preparation for transfer. Students who are undecided about their future major can explore different options by taking elective courses in various departments. Or electives can be chosen to concentrate in English, History, Philosophy, Sociology, or Women's and Gender Studies, in order to prepare to major in these disciplines at a transfer institution. Students are encouraged to start taking classes in the chosen concentration in the first semester.

Freedom of choice in this major extends to scheduling as well: courses are available both day and evening, on campus or online.

Sociology Concentration

Students may begin their path to a BA in Sociology or a related field by using the elective credits in the Liberal Arts program toward a concentration in Sociology. Students must take Cultural Anthropology and Principles of Sociology, and may select the remaining two courses from American Ethnicity, Sociology of Families, Issues in Genocide & Mass Violence, Deviance, Sociology of Gender, and Social Problems.

Sociology allows students to study the society they live in by examining various groups within societies, cultural traditions, and social problems. Students learn the skills of observation, critical thinking, and writing

English Concentration

Students may begin their path to a BA in English or a related field by using the elective credits in the Liberal Arts program toward a concentration in English. To complete the concentration students may select four courses from any of the 200 level English courses.

In English courses students learn how to read and analyze pieces of writing and to respond critically in their own words. A major in English is widely applicable to future careers in journalism, publishing, teaching, business and government.

Women's and Gender Studies Concentration

Students may begin their interdisciplinary work in Women's and Gender Studies by applying the elective credits in the Liberal Arts program toward this concentration. To complete the concentration, students may take any four of the following: 20th Century Literature by Women, Psychology of Sex and Gender, Sociology of Gender, Introduction to Women and Gender Studies, and Women and Politics.

Courses in Women's and Gender Studies allow students to understand and develop an awareness of the impact of gender on the human condition as reflected in the sciences and arts as well as in day-to-day life. Students will be able to communicate and use critical thinking skills in evaluating gender theory as they apply it to disciplines including psychology, sociology, literature, political science and others. Given that gender is a universal human condition, a concentration in Women's and Gender Studies is appropriate for students on virtually any educational path, but is especially valuable for those interested in pursuing a career in the social sciences.

History Concentration

Students may begin their path to a BA in History by using the elective credits in the Liberal Arts program toward a concentration in History. Students may select 12 credits from any of the history courses.

History is a way of studying the past in order to understand the present. It focuses on how societies, cultures, institutions, and even ideas change over time. The richness of a concentration in this field might include learning Ancient, Modern, European, Eastern, and various aspects of American history. Intellectually, historians subject evidence, such as documents and secondary sources, to critical analysis. The reading, thinking, and writing required in the history concentration provide an excellent foundation to a wide range of majors and occupations that value these skills.

Philosophy Concentration

Students may prepare for a BA in Philosophy, or begin a pathway to a variety of degrees and careers including law, teaching, and public service, by using the elective credits in the Liberal Arts program toward a concentration in Philosophy. Students need to complete Introduction to Philosophy, and select three additional courses from the following: On Death and Dying, World Religions, Ethics and Moral Problems, Asian Philosophies, Ancient Philosophy, Modern Philosophy or Existentialism.

Philosophy makes life more intellectually interesting, deeply meaningful, and ultimately rewarding. Training includes analysis, argument, interpretation, judgment, creative and critical thinking. Students learn reading, reasoning, speaking, and writing at advanced levels - all transferable skills, for further academics and employment.

The program's most recent curriculum matrix for the program's learning outcomes can be found in Appendix D.

The key abilities matrix (see Appendix E) indicates how the program satisfies NCC's general education core requirements.

Program and co-curricular maps are in Appendix F and Appendix G.

General Commentary on the Program

1. The sequential learning experiences are organized to introduce Liberal Arts students to a variety of disciplines in their first year and in the second year focus on the courses in their concentration and on the Modern Language requirement, writing-intensive classes, and other 200-level courses. Direct experiential opportunities are not built into the Liberal Arts program. But students can have service learning experiences in some of the courses they take, and they can participate in NCC's Study Abroad initiatives.

2. Co-curricular experiences are optional in the Liberal Arts program. We recognize that many of our students are dealing with a combination of full- or part-time studies, full- or part-time jobs, and home and family responsibilities. On the other hand, participating in a student club or other activity can add important elements to their learning that come from interacting with students and faculty, and especially those in their chosen field of study. Thus, we promote and encourage Liberal Arts students to attend our college's annual signature events, including the NCC Peace Conference in the Fall, Len Roberts Poetry Day in the Spring, and our Humanities Speaker Series.

3. The curriculum Program Map for the Women and Gender Studies concentration in Liberal Arts has a problem in the first semester that needs a resolution. This concentration recommends that students take HUMA140G – Introduction to Women and Gender Studies in the first semester, with the intention of involving students in this area right away. But HUMA140G is designated as a writing-intensive course at NCC and thus has ENGL101 as a prerequisite, which is clearly a problem if students are supposed to take it their first semester.

4. As noted above, the program is considering an initiative in digital research that would promote technical competency (see **Recommendations**).

5. NCC has no assessment of effectiveness at this time that distinguishes between course formats. However, all sections of all courses are evaluated by students each semester, and those evaluations could reveal some insights about the effectiveness of online and hybrid formats

Enrollment

Overall enrollment trends

Trends in enrollment have been sharply down for the past five years. Two concentrations were moved out of the Liberal Arts to Global Studies – Environmental Studies and Political Science. Also, one major was launched as a stand-alone: Psychology. And, overall, enrollment at NCC has dropped by about 15 percent.

Table 5. Overall Student Enrollment Data

Academic Year	2020-21	2019-20	2018-19	2017-18	2016-17
FALL					
Full-Time	74	98	103	113	117
Part-Time	86	88	90	92	119
Total Fall	160	186	193	205	236
SPRING					
Full-Time	46	82	79	114	116
Part-Time	82	77	88	92	107
Total Spring	128	159	167	206	223

Table 5a. Student Enrollment Data for Sociology Concentration

Academic Year	2020-21	2019-20	2018-19	2017-18	2016-17
FALL					
Full-Time	2	7	12	10	14
Part-Time	9	8	3	7	5
Total Fall	11	15	15	17	19
SPRING					
Full-Time	2	7	10	13	8
Part-Time	7	5	8	3	8
Total Spring	9	12	18	16	16

Table 5b. Student Enrollment Data for English Concentration

Academic Year	2020-21	2019-20	2018-19	2017-18	2016-17
FALL					
Full-Time	28	27	24	25	28
Part-Time	14	12	12	16	27
Total Fall	42	39	36	41	55
SPRING					
Full-Time	19	22	19	27	30
Part-Time	20	15	12	15	30
Total Spring	39	37	31	42	60

Table 5c. Student Enrollment Data for Women's and Gender Studies Concentration

Academic Year	2020-21	2019-20	2018-19	2017-18	2016-17
FALL					
Full-Time	2	3	1	1	0
Part-Time	2	0	0	0	1
Total Fall	4	3	1	1	1
SPRING					
Full-Time	1	2	1	1	1
Part-Time	0	0	0	0	0
Total Spring	1	2	1	1	1

Table 5d. Student Enrollment Data for History Concentration

Academic Year	2020-21	2019-20	2018-19	2017-18	2016-17
FALL					
Full-Time	11	12	14	19	20
Part-Time	14	12	15	11	14
Total Fall	25	24	29	30	34
SPRING					
Full-Time	12	18	9	19	23
Part-Time	9	9	8	13	11
Total Spring	21	27	17	32	34

Table 5e. Student Enrollment Data for Philosophy Concentration

Academic Year	2020-21	2019-20	2018-19	2017-18	2016-17
FALL					
Full-Time	6	3	3	6	7
Part-Time	4	10	7	8	2
Total Fall	10	13	10	14	9
SPRING					
Full-Time	3	5	2	8	4
Part-Time	7	8	3	4	2
Total Spring	10	13	5	12	6

Table 5f. Student Enrollment Data for Undeclared Liberal Arts

Academic Year	2020-21	2019-20	2018-19	2017-18	2016-17
FALL					
Full-Time	25	46	49	52	48
Part-Time	43	46	53	50	70
Total Fall	68	92	102	102	118
SPRING					
Full-Time	9	28	38	46	50
Part-Time	39	40	57	57	56
Total Spring	48	68	95	103	106

Enrollment trends regarding student age, gender, race, and socio-economic status since the last program review or the past five years

The numbers in the Tables below (#6-6f) may be too low to draw conclusions from, with one exception: They seem to mirror a national trend during the pandemic in which the health crisis and related hardships affected minorities more than white Americans. That disparity seems apparent in these tables when comparing the decline of Black or African American students in Liberal Arts versus white students in 2019 and 2020.

The number of Hispanic students does not show such a decline, but that may be misleading. The population of Hispanics of college age in the Lehigh Valley is increasing, on a path to double the number of high school graduates this decade and increase by 81% by the end of the 2030s. A static enrollment of Hispanic students is actually a symptom of this population's plight during the Covid pandemic.

Table 6. Overall Student Demographic Data

Academic Year (FALL)	2020	2019	2018	2017	2016
RACE/Ethnicity*					
Asian	1	0	0	0	2
Black or African American	11	11	15	20	17
Hispanic	38	38	33	37	37
Non-resident Alien	1	0	0	0	4
Two or more Races	15	24	26	23	33
White	56	59	52	57	55
Sex					
Male	61	71	82	85	95
Female	99	115	111	120	141

*Unreported races or ethnicities had less than 2 during all reporting periods.

Table 6a. Student Demographic Data for Sociology Concentration

Academic Year (FALL)	2020	2019	2018	2017	2016
RACE/Ethnicity*					
Black or African American	2	3	3	6	7
Hispanic	3	6	3	1	4
White	6	6	7	9	8
Sex					
Male	2	4	5	7	3
Female	9	11	10	10	16

*Unreported races or ethnicities had less than 2 during all reporting periods.

Table 6b. Student Demographic Data for English Concentration

Academic Year (FALL)	2020	2019	2018	2017	2016
RACE/Ethnicity*					
Asian	1	0	0	0	2
Black or African American	4	1	5	5	5
Hispanic	15	9	9	9	12
Non-resident Alien	1	0	0	0	4
Two or more Races	0	2	1	1	5
White	21	26	21	25	27
Sex					
Male	16	17	16	12	20
Female	26	22	20	29	35

*Unreported races or ethnicities had less than 2 during all reporting periods.

Table 6c. Student Demographic Data for Women's and Gender Studies Concentration

Academic Year (FALL)	2020	2019	2018	2017	2016
RACE/Ethnicity*					
Hispanic	1	0	0	0	1
White	3	2	0	1	0
Sex					
Male	0	0	0	0	0
Female	4	3	1	1	1

*Unreported races or ethnicities had less than 2 during all reporting periods.

Table 6d. Student Demographic Data for History Concentration

Academic Year (FALL)	2020	2019	2018	2017	2016
RACE/Ethnicity*					
Black or African American	2	2	2	4	3
Hispanic	4	7	6	8	8
Two or more Races	0	0	1	2	2
White	21	15	19	17	17
Sex					
Male	13	14	22	23	23
Female	12	10	7	7	11

*Unreported races or ethnicities had less than 2 during all reporting periods.

Table 6e. Student Demographic Data for Philosophy Concentration

Academic Year (FALL)	2020	2019	2018	2017	2016
RACE/Ethnicity*					
Black or African American	3	3	2	3	0
Hispanic	2	2	1	2	2
Two or more Races	0	0	2	2	1
White	4	8	4	5	3
Sex					
Male	4	5	6	12	5
Female	6	8	4	2	4

*Unreported races or ethnicities had less than 2 during all reporting periods.

Table 6f. Student Demographic Data for Undecided Liberal Arts

Academic Year (FALL)	2020	2019	2018	2017	2016
RACE/Ethnicity*					
Black or African American	0	2	3	2	2
Hispanic	13	14	14	17	10
Two or more Races	15	22	22	18	25
White	1	2	1	0	0
	5	4	3	3	5
	32	45	56	60	74
Sex					
Male	26	31	33	31	44
Female	42	61	69	71	74

*Unreported races or ethnicities had less than 2 during all reporting periods.

General Commentary on Enrollment

Comparing the enrollment numbers in Liberal Arts from 2020 to the numbers from our last audit in 2017, the difference is startling. According to the above tables, Spring enrollments in Liberal Arts dropped from 223 to 138, down 42%. Our Spring 2022 enrollment is 163, as of this writing, an improvement over Spring 2020 but still almost 30% lower than 2016.

The above tables show only part of the drop in enrollment. The audit from Spring 2017 reported a total enrollment in Liberal Arts of 557 students, so the decrease in Spring 2022 is actually 394 students or a loss of 71% of our Liberal Arts cohort. Most of the dramatic loss came when NCC's administration and Psychology faculty decided after the 2017 audit to exit from Liberal Arts, their home for 50 years, and form their own A.A. degree program. The Spring 2022 enrollment in the new Psychology A.A. program is 342 students, who would likely be Liberal Arts majors had that concentration remained in Liberal Arts.

The year after the Psychology exit from Liberal Arts, NCC decided to move two other concentrations from Liberal Arts: Political Science and Environmental Studies. Both areas are now housed in NCC's Social Science and Human Services Area of Study (along with Psychology), as concentrations within the major of Global Studies. The exits of these two concentrations from Liberal Arts have had a lesser effect on enrollment in the program, with each comprising only a small portion of the students in the program.

Retention

Appendix A has retention trends from the previous program review. The Institutional Research office has not been able to provide updated information. Below are the key activities that faculty in the Liberal Arts have carried out.

1. **Holding sessions at the Open Houses** Although it is not a new initiative, NCC hosts Open Houses for potential incoming students each semester, some virtual and some on-campus, with the Liberal Arts Supervisor and faculty in attendance to speak with students and their parents. What is new is a PowerPoint presentation for Liberal Arts with 24 slides that we now use to highlight and promote the program.

2. **Paying attention to retention in the Interstices** In response to the drop in enrollment during the pandemic, the college increased its effort in Summer 2021 to retain students who are between semesters and who have stopped out. The Liberal Arts Supervisor was tasked along with other program managers with reaching at least twice via email those students who were well into their major but who had yet to enroll for Fall 2021 classes. This effort may be repeated in Summer 2022, and it does offer a way to fill in a gap in our enrollment numbers. Right now, enrollment in programs at NCC is measured by the number of students in a specific major who are taking courses that specific semester. Falling through the cracks are those students who take a semester or two off from their studies but who still see themselves as NCC students in their specific program. It may well be that the past two pandemic years have boosted the number of such students; the health crisis, as noted above, affected the lives of community-college students in particular. Making a stronger concerted effort to reach this cohort of temporarily unenrolled

students may not only boost enrollment in Liberal Arts but make a difference in their lives by encouraging them to return to achieving their education and career goals.

3. **Focus on Finding a Major**

Also, In the current Spring 2022 term, NCC introduced a plan to help students in the Exploratory Studies program transition into a more specific major. Exploratory Studies, formerly known as General Studies, is the major that students are placed into when they haven't selected another program. It's the college's belief that such students, who comprise our largest cohort, would be well served if they found a program that either leads to a career or, as with Liberal Arts, leads to a Bachelor's degree at a four-year college.

The new plan involves "playlists," which are sets of courses for a student's second or third semester that are designed to explore the "area" of a specific program. Here is an explanation of the initiative: "…*to help Exploratory Studies students use their General Education and Free Electives to explore different NCC majors more purposely. Students are not expected to take all of the courses listed but to select those that will help them make informed decisions about areas of interest.*"

Within this initiative, Liberal Arts is grouped with NCC programs in Global Studies, Psychology, Applied Psychology, Social Work, and Criminal Justice under the following tentative playlist:

> **Society and the Self: Developing Critical Thinking**
> **and Diverse Perspectives for the Needs of the 21st Century**
>
> SOCA103   Principles of Sociology (SSHB)
>
> PSYC103   Introduction to Psychology (SSHB)
>
> GLBL130   Introduction to Global Studies (SIT)
>
> PHIL201   Introduction to Philosophy (AH)
>
> SOCA105   American Ethnicity (SIT) **or** CMTH 215
>   Intercultural Communication (Comm Elective)
>
> HIST163   American History II (SIT)

The playlist initiative is in its early stages, and there will likely be adjustments made in the course selection, for example, before it is implemented. But it does offer the promise of adding to the enrollment in Liberal Arts.

4. Continued strategic use of our traditional advising, tutoring support, disability support, student life, and career services.

Among the strengths of NCC are the relationships between our teaching faculty and the staff of our Learning Center, Disability Services, Advising Center, and Student Life. A number of our Liberal Arts faculty members, for example, serve as Club Advisors, and several teach sections of our "College Success" course to NCC's new students. We regularly encourage students to visit our Learning Center for tutoring and other academic assistance, and we can "embed" tutors from the

Center into our specific courses. We're also informed each semester of students in our sections who make use of Disability Services, and we make appropriate accommodations, such as in-class interpreters for the hearing-impaired.

IV. Environmental Scan and Transfer

Environmental Scan of Current program-related local, regional and national trends

In Spring 2022, the over-riding trend in the Liberal Arts program is responding to the local, regional, and national effects of the COVID-19 pandemic. Community colleges have been hit particularly hard these past two years. The factors that have led to decrease college enrollment nationwide have reduced our working-class and first-college-generation student base by 15-20%, and NCC's decline in FTEs was 18.68% from 2015 to 2020.

NCC and other community colleges have responded by promoting themselves as the way to jump-start careers with entry-level jobs in emerging fields that ask for A.A.S. degrees. The typical student in Liberal Arts, however, is already looking ahead to attending a four-year college and not preparing for a career in an A.A.S. field. Meanwhile, four-year colleges have responded in part to lower enrollments by recruiting and welcoming more of the students who might have enrolled in community colleges had there been no pandemic. Both these initiatives have the potential of holding down student enrollment in Liberal Arts.

Also, American society in general may be approaching the time when the bubble of valuing college education is burst to some extent, with the degrees we offer no longer viewed as vital to success. Add to this the political connotations that the word "Liberal" now conjures up to a chunk of our populace, and one can imagine dark clouds on the horizon.

What NCC will be like in the post-pandemic era is just a matter of conjecture here in early 2022. One distinct possibility is that the college's enrollment will settle at a lower level than we experienced pre-pandemic.

Liberal Arts is responding to the uncertain future by working with the college's Success Navigators. They are encouraged to promote the major among first-year, transfer-bound students who matriculate with no specific major or with Exploratory Studies as their program, which has replaced NCC's previous "General Studies" designation.

Transfer

The program does have external transfer articulation or joint admissions agreements, particularly through the Honors Program, listed below, but not through the program itself.

Albright
Arcadia
Cedar Crest
Delaware Valley
DeSales University
Dickinson
Lafayette College
Lehigh University
Moravian University
Princeton University
Smith College
Swarthmore College
Williams College
Yale Eli Whitney Scholars Program

The table below shows where Liberal Arts students transferred for 2019. Subsequent data is not available.

Liberal Arts	Top Transfer 1	TT 2	TT3	TT4	TT5	TT6
Undeclared	Kutztown	PSU	West Chester			
English	Maryville					
History	West Chester					
Philosophy	Moravian	U of Southern C				
Sociology	Molloy College	Temple University				
Womens and Gender						
CONCENTRATIONS WHICH HAVE BEEN MOVED TO GLOBAL STUDIES						
Environmental	Goshen College	U of Mass at Amherst				
Political Science	ESU	Boston	Drexel	Immaculate	Lehigh	Moravian
NEW MAJOR						
Psychology	ESU	Kutztown	Temple	Desales	Dickinson	Moravian

General Commentary on Graduation and Transfer

Graduation rates are not as meaningful indicators for the Liberal Arts program as they are for other programs at NCC. Liberal Arts students may attend NCC for several years and earn 30+ credits, but then transfer to four-year schools and thus graduate elsewhere.

Transfer rates are a better source of data for the Liberal Arts program. Barring financial, health, and/or other personal issues, Liberal Arts students should be transferring to four-year colleges rather than entering job markets. As reported in Appendix C, more Liberal Arts students typically report transferring after leaving NCC either through graduation or withdrawal than graduate without (as far as the college knows) transferring. That is an appropriate outcome for this program.

Community partnerships or other associations or memberships of note include the Beacon Conference organization and with the Northeast Regional Honors Conference.

IV. Program Outcomes and Assessment

This table shows the program learning outcomes and the plan for assessing them. It is incomplete.

	Program Learnng Outcomes	Date	How assessed?	Results
1	Understand the historical and cultural contexts of contemporary civilization.			
2	Evaluate and discuss diverse points of view.	2021	First Liberal Arts Program Assessment 2021	Further development of assessment; round 2 in 2022.
3	Communicate ideas effectively.	2021-2022	English I and II assessment	Continued work with existing and new Gateway Coordinators to standardize this work.
4	Speak and understand a modern language other than English.		Oral Proficiency Interview (final exam in each language class)	No general data collection has been made: **see recommendations.**
5	Retrieve, evaluate, and apply information from a range of sources.	Spring 2022	Upper-level Literature courses assessed through General Education	Writing Program to be codified and promulgated – this year long project will end in 2022. **See recommendations**
6	Develop strategies for solving both abstract and practical problems.			

This table shows the plan for assessing General Education with the Liberal Arts Program

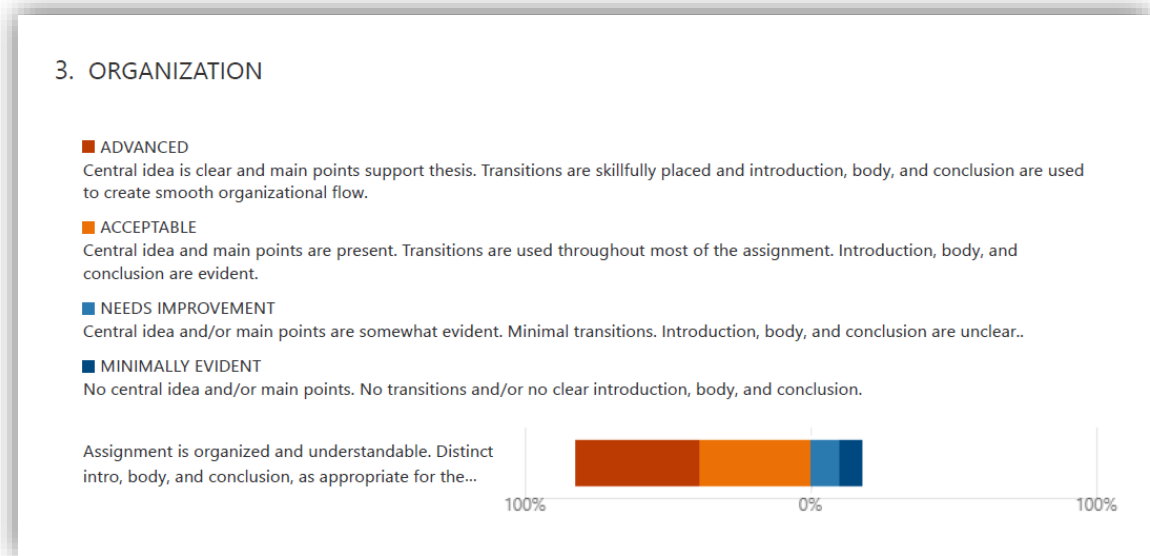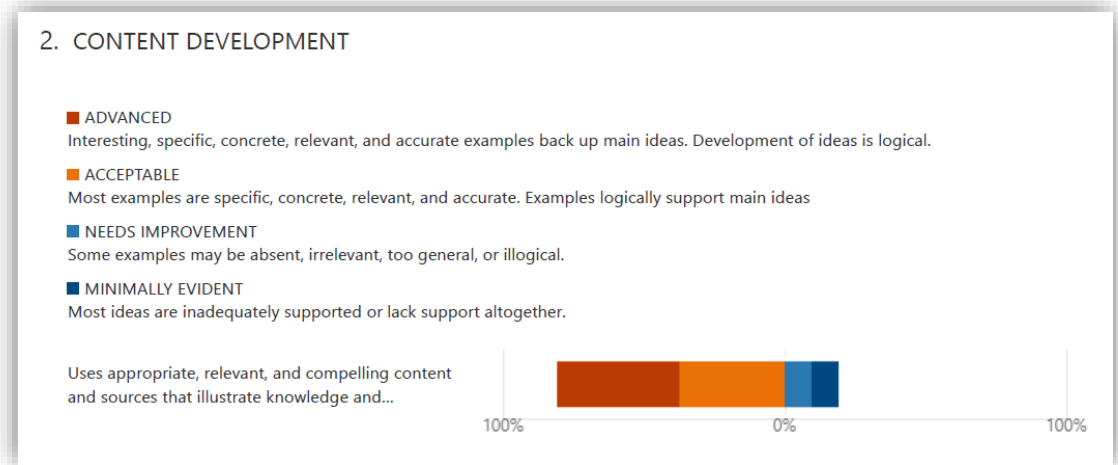| Gen Ed / Key Ability Outcomes	Date	Program Learning Outcomes (PLOs)	COURSE
Ethical Questions	2021-2022	PLO 6, 3 & 5	PHIL201/202, ENGL2XX
Analyze & Solve Problems	2022-2023	PLO 6, 1 & 5	MATH140/150, WI courses, D courses
Understand Diversity	2023- 2024	PLO 2, 1	SOCA103, MDLA XXX
Communicate	2024-2025	PLO 2,3	ENGL 2XX
Use Technology	2025-2026	PLO 5, 6	all WI courses in program

This table, our Curriculum Matrix, has the data which generates the tables above.
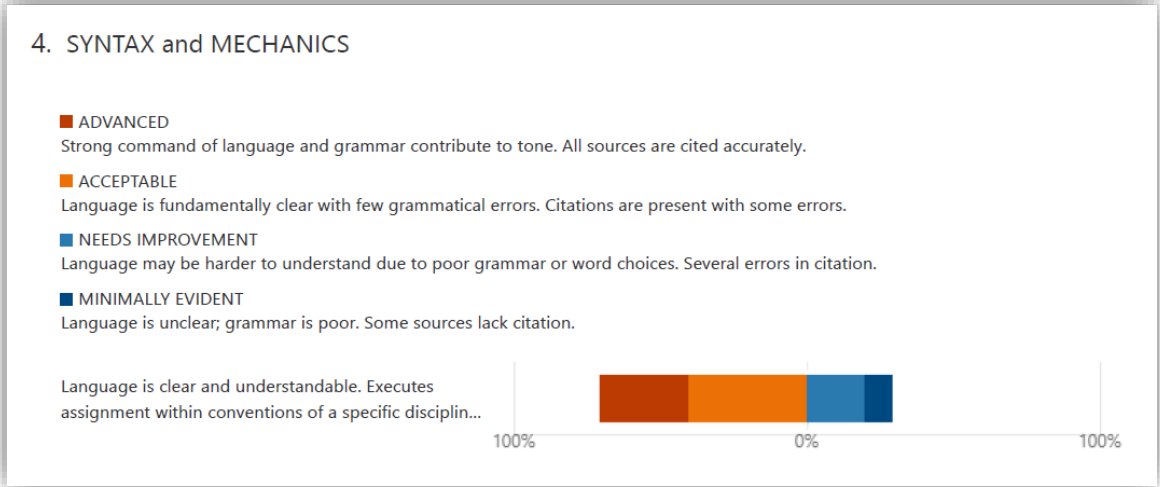
I= Introduce R= Reinforce M= Mastery A=Assessable within this course

Program Learning Outcomes (Upon completion of the program, students will be able to…)	ENGL151L	CMTH102	SOCA103 or SOCA102	PSYC103	HIST___	PHIL201 or PHIL202	MATH or science	MDLA	ENGL2--	ENGL2--
1.Understand the historical and cultural contexts of contemporary civilization.			I		I			I	R	R
2. Evaluate and discuss diverse points of view.	I	I	I, R		I, R	I, R				
3. Communicate ideas effectively.	I, R	I, R						I, R	M	M
4. Speak and understand a modern language other than English.								I, R		
5. Retrieve, evaluate, and apply information from a range of sources.	I, R	I, R			R				M	M
6. Develop strategies for solving both abstract and practical problems.			I, R	I, R		I, R	I, R		M	M
Gen Ed (Key Abilities) Learning Outcomes (Upon completion of the program, students will be able to…)	ENGL151L	CMTH102	SOCA103 or SOCA102	PSYC	HIST	PHIL201 or PHIL202	MATH or science	MDLA	ENGL2--	ENGL2--
Communicate: Share their ideas powerfully and clearly.	A	A						A	A	A
Analyze and Solve Problems: See and solved the problems around them, using solid data to draw and communicate reasonable conclusions.			A	A			A			
Understand Diversity: Understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.	A		A	A	A			?	A	A
Engage in Ethical Questions. Identify choices, consider alternatives and consequences, and choose actions keeping in mind everyone affected.			A		A	A				
Use Technology. Select and ethically use appropriate technology to create, communicate, and discover.	A	A							A	A

Gateway English 101 Communication Assessment

Below is an example of the latest assessment results for English I (ENGL101) from Fall 2021, focused on the program outcomes for communication skills. 267 Student artifacts were assessed (of a possible approximately 726, figuring 33 sections responded and about 22 students in each.)

2. CONTENT DEVELOPMENT

■ ADVANCED
Interesting, specific, concrete, relevant, and accurate examples back up main ideas. Development of ideas is logical.

■ ACCEPTABLE
Most examples are specific, concrete, relevant, and accurate. Examples logically support main ideas

■ NEEDS IMPROVEMENT
Some examples may be absent, irrelevant, too general, or illogical.

■ MINIMALLY EVIDENT
Most ideas are inadequately supported or lack support altogether.

Uses appropriate, relevant, and compelling content and sources that illustrate knowledge and...

3. ORGANIZATION

■ ADVANCED
Central idea is clear and main points support thesis. Transitions are skillfully placed and introduction, body, and conclusion are used to create smooth organizational flow.

■ ACCEPTABLE
Central idea and main points are present. Transitions are used throughout most of the assignment. Introduction, body, and conclusion are evident.

■ NEEDS IMPROVEMENT
Central idea and/or main points are somewhat evident. Minimal transitions. Introduction, body, and conclusion are unclear..

■ MINIMALLY EVIDENT
No central idea and/or main points. No transitions and/or no clear introduction, body, and conclusion.

Assignment is organized and understandable. Distinct intro, body, and conclusion, as appropriate for the...

Liberal Arts Program Diversity Assessment

A new assessment project began in 2021 to focus on the diversity outcome for both the Liberal Arts program and also the English 151L course, which serves many other programs in the college. The General Education Diversity outcome states that students will "understand how each individual's experiences shape our society, and how societies, in turn, shape the way that local and global resources are used."

Within Liberal Arts, the assessment was made of one assignment that students completed in each course. This was a pilot assessment, with just 12 student artifacts. One important purpose was for faculty to understand what assessment could do for the program and for them, as colleagues in the same discipline. The results of the pilot are below.

1. Choose your course

- ● SOCA 160 Issues in Contempo... 1
- ● ENGL 205G American Literature 3
- ● ENGL 265G African American ... 2
- ● HUMA 140 Intro to Women's ... 0
- ● PHIL 121 World Religions 5
- ● PHIL 202G H Ethics and Moral... 2
- ● Other 1
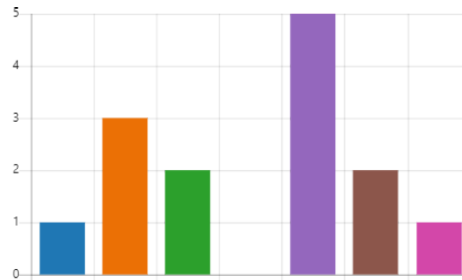
3. The Individual Experience of Diversity
   You understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.

   ■ ADVANCED Can articulate a range of reasons why different social groups (individuals) might experience social institutions and cultures differently

   ■ ACCEPTABLE Can articulate a few reasons why different social groups (individuals) might experience social institutions and cultures differently

   ■ MINIMALLY EVIDENT
   Acknowledges that individuals are treated differently by social institutions and cultures without offering explanation

   ■ NEEDS IMPROVEMENT
   Does not acknowledge that individuals have different experiences within social institutions and cultures

   Explain how individuals experience equality and inequality with a society, its institutions or its...

   100%   0%   100%
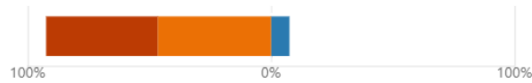
4. Graduates of the LIBERAL ARTS program will:

   Understand the historical and cultural contexts of contemporary civilization.
   ** We ARE DOING THIS ONE** [Evaluate and discuss diverse points of view.]
   Communicate ideas effectively.
   Speak and understand a modern language other than English.
   Retrieve, evaluate, and apply information from a range of sources.
   Develop strategies for solving both abstract and practical problems.

   ■ ADVANCED Discusses more than one point of view, linked to the groups or cultures represented, with the ability to explain why or how they agree or disagree

   ■ ACCEPTABLE Discusses more than one point of view, linked to the groups or cultures represented

   ■ MINIMALLY EVIDENT Recognizes more than one point of view exists on the subject discussed, no specificity

   ■ NEEDS IMPROVEMENT Does not show evidence of understanding more that one point of view exists on the subject discussed

   Evaluate and discuss diverse points of view

   100%   0%   100%
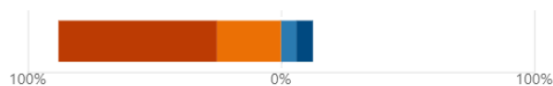
Gateway/Diversity English II Assessment

Within English II, a course that most students will take, a pilot and then a larger assessment was done. The results of the larger assessment is below. (238 responses out of 726 –also 33 sections at 22 students each)
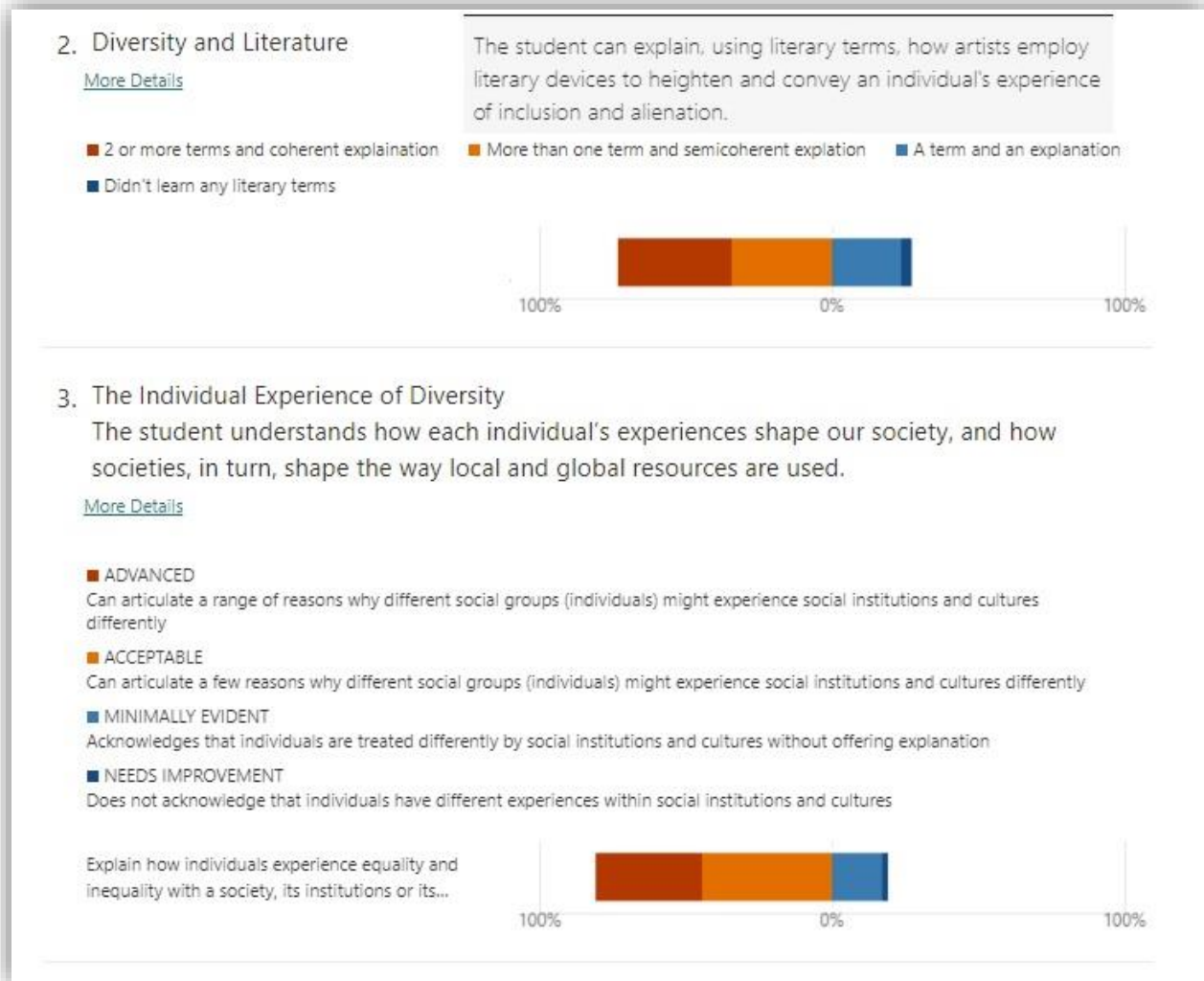
General Commentary on Assessment

Liberal Arts, particularly English I and II, are the core of the required three communication classes which all students at NCC must take. (English 101, 151 and Introduction to Communication). Two further courses within the major, primarily graded through writing assignments, are required of all A. A. graduates. Recent work codifying, assessing and communicating the goals of this four-course writing program will allow us to assess how the Liberal Arts is doing at supporting all programs at NCC.

A prototype of this work is here: https://online.fliphtml5.com/cczps/ygla/#p=1

Hosting a conversation about the goals of the service courses is something that the liberal arts faculty are particularly capable of facilitating and should facilitate.

That said, learning assessment for the Liberal Arts program overall can be problematic in that students share only one course in common, besides the General Education requirements of English I and II and Speech Communication: Introduction to Psychology. Beyond those four courses, students in Liberal Arts take different paths toward their degrees, with six options (the five concentrations and the non-concentration option) and a variety of choices within those options.

One assessment that is already built into the Liberal Arts curriculum focuses on the 4th program outcome:

o   Speak and understand a modern language other than English.

Liberal Arts requires students to take two semesters of the same foreign language, and assessment takes place at the end of the second semester, using national standard testing for college language curriculum to determine if our students have indeed learned to "speak and understand a modern language other than English."

Because assessment is an important component of NCC's academic system, the Liberal Arts program is finding more ways to assess its curriculum. One way is to make use of assessments the college has initiated that involve the program's three General Education required courses: English I, English II, and Speech Communication.

V. Physical, Financial and Human Resources

Table 7. Financial Data – Liberal Arts Overall

Academic Year	FY2021	FY2020	FY2019	FY2018	FY2017
Program Income	621,471	760,964	734,746	836,075	872,138
Tuition	116,719	128,649	124,853	138,743	143,094
Local Reimbursement	285,678	312,013	292,070	316,793	329,112
Operating Reimb.	-	-	-	-	-
Total Income	1,023,868	1,201,626	1,151,669	1,291,611	1,344,344
Program Costs					
Direct Costs	535,650	500,665	503,579	513,822	531,039
Indirect Costs	353,296	570,619	570,149	596,418	587,308
Total Costs	888,946	1,071,284	1,073,728	1,110,241	1,118,347
FTE	118.01	149.62	148.59	172.86	184.60
Income per FTE	8,676	8,031	7,750	7,472	7,283
Cost per FTE	7,532	7,160	7,226	6,423	6,058
Inst. Avg. Cost per FTE	8,901	7,820	7,933	7,075	6,703
Average Rank of Liberal Arts	**88 of 138**	**101 of 135**	**104 of 133**	**98 of 126**	**113 of 132**
Income over Expenses	134,922	130,342	77,941	181,370	225,997

General Commentary on Program Funding, Leadership and Oversight

NCC provides computer-lab classrooms for all English I and II sections and also has classroom sets of computers for writing-intensive courses, when appropriate. The college has a multitude of instructional software and media available for faculty. Training sessions, workshops, and related discussions are scheduled frequently and promoted to us by email and a weekly newsletter.

Our instructional and office space is adequate, and the Liberal Arts program has no specific needs for instructional supplies and equipment.

The Liberal Arts program benefits from a unique and special endowment fund for the Humanities collection in our college library. This fund originated in an NEH Challenge grant in the 1990s that focused on supporting the Humanities at NCC and began with a $500,000 library endowment.

The program has no major expenses in the past five years and has been funded appropriately.

The Liberal Arts program has a Supervisor who is appointed by the Dean of Arts, Humanities, and Social Sciences from among the faculty members in the program's concentrations. The position originally released the Supervisor from one credit of teaching per semester, but for the past two years the released time has been two credits per term. This year, the NCC administration produced a set of guidelines for Program Supervisors that covers much of what the Liberal Arts Supervisor is expected to accomplish.

A complication at NCC is the college's academic structure of "clusters" instead of departments, headed by "cluster coordinators" who are full-time faculty members. The Liberal Arts program has its six concentrations housed in two separate clusters, Humanities and Social Sciences, each with its own cluster coordinator. To fulfill the leadership and oversight roles of the position, the Liberal Arts Supervisor must remain alert for initiatives and proposals from outside his/her own cluster.

When the college administration and Psychology faculty removed the Psychology concentration from Liberal Arts, the exit was handled within the Social Science cluster, with their coordinator signing the proposal form that was submitted for approval to the college's Curriculum Committee. The Liberal Arts Supervisor, who is an English Professor in the Humanities cluster, was unaware of the proposal until after its approval by the Curriculum Committee.

Proposals submitted to the Curriculum Committee have an additional signature line for a second affected party. Thus, any such proposal that affects the Liberal Arts Program should include the signature of the program supervisor. In fact, when a similar proposal later emerged from the Social Science cluster, the Liberal Arts Supervisor did enter the process. That proposal was to remove both the Political Science and Environmental Studies concentrations from Liberal Arts, to become concentrations within the Global Studies program. The Liberal Arts Supervisor reviewed and signed the proposal, after encouraging the proposers to widen their Humanities course requirement from just two options (World Religions and History of Art, both 100-level courses) to include many more of the college's 200-level Humanities courses.

Additional clarification of the role of the Liberal Arts Supervisor within the college governance system is now in order. **(See Recommendations)**

Faculty Demographic Data

Table 8. Faculty Demographic Data

Faculty	Discipline	Years of Service
Jim Von Schilling	English	38
Javier Avila	English	16
Michelle Blease	English	20
Jessica Bacho	English	1/2
Jamie Gallagher	English	1/2
Erik Grayson	English	6
Julie Houston	English	40
Mary Mathis	English	18
Cara McClintock Walsh	English	17
Michael Pogach	English	12
Nancy Trautmann	English	43
Allison Carpenter	English	20
Rebecca Martin	English	8
Alfreida Keltz	English	4
Erin Reilly	Sociology	20
Ronit Shemtov	Sociology	19
Brian Alnutt	History	12
Earl Page	History/Sociology	51
Sholomo Levy	History	17
Harold Weiss	Philosophy	26
Ken Burak	Philosophy	18
Kelly Allen	English/Food Studies	14
Leann Cocca	Academic Literacy	3
Belinda Bartholomew	Academic Literacy	13
Sandra Del Cueto	Spanish	25

Faculty Expertise/Experience

Northampton hires faculty members who are well-credentialed (see [Appendix I](#)) and understand and embrace the open-access mission of the community college.

The ratio of full-time to part-time faculty, and their disposition across day sections, traditional evening/weekend sections,) distance education/hybrid sections is too complicated a question to answer with regard to the very broad-based courses of Liberal Arts: it's perhaps most useful to say that all times and modalities are covered by the full-time faculty. It's also important to say that the ratio of full time to part time faculty is always a point of concern across the college as a whole, and within the Liberal Arts program specifically. We will be hiring two additional faculty to replace three faculty who are retiring this year.

VI. Analysis of Findings and Action Plan

Analysis and Preliminary Recommendations:

First thoughts…

The environmental scan for Liberal Arts is uncertain.

We have work to do in creating stronger alignment with local transfer schools.

There is a mis-match between the number of faculty interested in Women's and Gender studies and the number of students choosing this concentration

The college-wide perception that we have the potential to become a Hispanic serving institution is also shown within the Liberal Arts demographics.

From Jim:

- Consider strategies to increase enrollment in the Liberal Arts program and its concentrations.
- Monitor the effects of the low enrollment in Liberal Arts on the required courses in the program that saw significant drops in enrollment after the departure of Psychology: most notably, the Modern Language courses (especially beyond the first-semester offerings) and the English literature electives.
- Consider strategies to incorporate technical competency in the program to fulfill the general education requirement. For example, explore the use of digital databases and similar resources in electives that are typically part of the Liberal Arts student's academic history.
- Establish and enforce clear guidelines for the role and status of the Liberal Arts Program Supervisor; e.g., making the Supervisor's signature an explicit and enforced requirement for any proposal that affects the program.

From Christine:

- We should do more intentional work to design good spaces for conversation about program assessments and to design good program assessments.
- We should regularly communicate the goals of English I, II and Speech Communication to the whole college and provide resources to other faculty who teach and require strong communication skills.
- We should Collect Oral Proficiency Interview exam data for Modern Language classes
- We need to pay close attention to faculty to student ratios.

To complete after the External Review

A. Identify 2-3 program goals for the future.

  1. Goal – COMPLETE ENGLISH 1 and 2 overview and disseminate to all faculty on campus

      i. Timeframe: Spring 2023

      ii. Responsible Party(ies) – Jess Bacho, Jamie Gallagher, Eric Grayson et al.

      iii. Resource Implications: Use Gateway Coordinator release time

  2. Goal – Add digital databases and similar resources in electives that are typically part of the Liberal Arts student's academic history and use these research/writing projects to connect to transfer schools and to fulfill technical competency*

      i. Timeframe: 2022-2023

      ii. Responsible Party(ies): Doll Mathis, Allison Carpenter, et al.

      iii. Resource Implications: Use WI Coordinator release time and *work with Elizabeth Bugaighis on Liberal Arts graduation audits to simplify WI "by program"

  3. Goal -- Establish and enforce clear guidelines for the role and status of the Liberal Arts Program Supervisor; e.g., making the Supervisor's signature an explicit and enforced requirement for any proposal that affects the program.

      i. Timeframe: 2022 and beyond

      ii. Responsible Party(ies): Dean and Liberal Arts Program Supervisor; other cluster leaders (consultation with Curriculum Coordinator).

  4. Goal -- Collect Oral Proficiency Interview exam data for Modern Language classes

      I. Timeframe: 2022-2023

      II. Responsible Party(ies) – Sandra Del Cueto, Patrick Grubbs, Precie Schroyer

      Resource Implications: Use Language Coordinator release time?

  5. Establish advising team leads within Liberal Arts for each concentration and ensure navigators are well informed about the program retention goals and contact students who are within striking distance of graduation.

      Success Navigators, Mark Henry, Faculty

VII. External Review Report

Appendix A: Program-Level Performance Indicator Data

Program: Liberal Arts - Sociology

Year	Total Students[a]	Withdrew[b]	Withdrew and transferred[c]	Retained in new major[d]	Retained in same major[e]	Graduated[f]	Graduated and Transferred[g]	% retention[h]
2019	15	5	1	3	5	0	1	60.0%
2018	15	7	1	4	1	1	1	46.7%
2017	17	7	1	2	6	1	0	52.9%
2016	19	5	1	4	4	2	3	68.4%
2015	21	6	6	4	3	2	0	42.9%

a. Enrollment as of Fall census date
b. Withdrew prior to following year census
c. Withdrew and transferred prior to following year census
d. Stayed at NCC but was in a different major the following year census
e. Stayed at NCC and was still in the same major the following year census (these students will be part of the following year total enrollment number)
f. Graduated prior to following year census
g. Graduated and transferred to another institution prior to following year census
h. Percent of total students either graduated or still at NCC

Additional Information

Top transfer schools for 2015-2019

- East Stroudsburg University (5)
- Temple University (2)
- There were 8 other institutions with 1 transfer student each

Majors most frequently changed into:

- General Studies
- Criminal Justice
- Liberal Arts, Political Science
- Liberal Arts, Psychology
- Media Production
- Social Work

Program: Liberal Arts - English

Year	Total Students[a]	Withdrew[b]	Withdrew and transferred[c]	Retained in new major[d]	Retained in same major[e]	Graduated[f]	Graduated and Transferred[g]	% retention[h]
2019	39	15	0	2	15	6	1	61.5%
2018	36	10	5	2	15	3	2	59.5%
2017	41	10	6	5	14	2	4	61.0%
2016	55	17	4	6	19	6	3	61.8%
2015	54	10	7	5	20	8	4	68.5%

a. Enrollment as of Fall census date
b. Withdrew prior to following year census
c. Withdrew and transferred prior to following year census
d. Stayed at NCC but was in a different major the following year census
e. Stayed at NCC and was still in the same major the following year census (these students will be part of the following year total enrollment number)
f. Graduated prior to following year census
g. Graduated and transferred to another institution prior to following year census
h. Percent of total students either graduated or still at NCC

Additional Information:
Top transfer schools for 2015-2019

- East Stroudsburg University (5)
- Temple University (4)
- Kutztown University (3)
- Moravian College (2)
- Pennsylvania State University (2)
- There were 20 other institutions that had 1 student transfer each

Majors most frequently changed into:

- Biological Science
- Communication Studies
- General Studies
- Liberal Arts
- Library Technical Assistant
- Secondary Education

Program: Liberal Arts – Women's and Gender Studies

Year	Total Students[a]	Withdrew[b]	Withdrew and transferred[c]	Retained in new major[d]	Retained in same major[e]	Graduated[f]	Graduated and Transferred[g]	% retention[h]
2019	3	2	0	0	1	0	0	33.3%
2018	1	0	1	0	0	0	0	0.0%
2017	1	0	0	1	0	0	0	100.0%
2016	1	1	0	0	0	0	0	0.0%
2015	2	1	0	0	0	0	1	50.0%

a. Enrollment as of Fall census date
b. Withdrew prior to following year census
c. Withdrew and transferred prior to following year census
d. Stayed at NCC but was in a different major the following year census
e. Stayed at NCC and was still in the same major the following year census (these students will be part of the following year total enrollment number)
f. Graduated prior to following year census
g. Graduated and transferred to another institution prior to following year census
h. Percent of total students either graduated or still at NCC

Additional Information

Top transfer schools for 2015-2019

No significant transfer data since enrollments were low. Two institutions had one transfer student each:

- East Stroudsburg University
- Smith College

Majors most frequently changed into:

- Only one student stayed and changed major into Media Production

Program: Liberal Arts - History

Year	Total Students[a]	Withdrew[b]	Withdrew and transferred[c]	Retained in new major[d]	Retained in same major[e]	Graduated[f]	Graduated and Transferred[g]	% retention[h]
2019	24	10	0	2	8	3	1	58.3%
2018	29	8	4	4	9	2	2	58.6%
2017	30	5	4	3	10	5	3	70.0%
2016	34	10	5	1	14	3	1	55.9%
2015	38	9	4	3	15	3	4	65.8%

a. Enrollment as of Fall census date
b. Withdrew prior to following year census
c. Withdrew and transferred prior to following year census
d. Stayed at NCC but was in a different major the following year census
e. Stayed at NCC and was still in the same major the following year census (these students will be part of the following year total enrollment number)
f. Graduated prior to following year census
g. Graduated and transferred to another institution prior to following year census
h. Percent of total students either graduated or still at NCC

Additional Information

Top transfer schools for 2015-2019

- East Stroudsburg University (6)
- Kutztown University (3)
- West Chester University (3)
- Lehigh Carbon Community College (2)
- Moravian College (2)
- Southern New Hampshire (2)
- There were 10 other institutions that had one transfer student each

Majors most frequently changed into:

- General Studies
- Business Management

Program: Liberal Arts - Philosophy

Year	Total Students[a]	Withdrew[b]	Withdrew and transferred[c]	Retained in new major[d]	Retained in same major[e]	Graduated[f]	Graduated and Transferred[g]	% retention[h]
2019	13	6	1	0	3	1	2	46.2%
2018	10	5	0	1	3	0	1	50.0%
2017	14	4	1	1	5	2	1	64.3%
2016	9	7	0	0	1	1	0	22.2%
2015	14	8	2	1	2	1	0	28.6%

a. Enrollment as of Fall census date
b. Withdrew prior to following year census
c. Withdrew and transferred prior to following year census
d. Stayed at NCC but was in a different major the following year census
e. Stayed at NCC and was still in the same major the following year census (these students will be part of the following year total enrollment number)
f. Graduated prior to following year census
g. Graduated and transferred to another institution prior to following year census
h. Percent of total students either graduated or still at NCC

Additional Information
Top transfer schools for 2015-2019

- Moravian College (4)
- Bryn Mawr College (1)
- County College of Morris (1)
- Kutztown University (1)
- University of Southern California (1)

Majors most frequently changed into:

- Liberal Arts, English
- Communication Studies
- Liberal Arts, Psychology
- Computer Information Systems

Program: Liberal Arts Undecided

Year	Total Students[a]	Withdrew[b]	Withdrew and transferred[c]	Retained in new major[d]	Retained in same major[e]	Graduated[f]	Graduated and Transferred[g]	% retention[h]
2019	92	39	4	19	20	8	2	53.3%
2018	102	34	8	19	25	6	10	58.8%
2017	102	33	14	15	28	4	8	53.9%
2016	118	42	15	20	27	6	8	51.7%
2015	126	42	15	22	34	10	3	54.8%

a. Enrollment as of Fall census date
b. Withdrew prior to following year census
c. Withdrew and transferred prior to following year census
d. Stayed at NCC but was in a different major the following year census
e. Stayed at NCC and was still in the same major the following year census (these students will be part of the following year total enrollment number)
f. Graduated prior to following year census
g. Graduated and transferred to another institution prior to following year census
h. Percent of total students either graduated or still at NCC

Additional Information:
Top transfer schools for 2015-2019

- Kutztown University (12)
- Temple University (10)
- East Stroudsburg University (9)
- Moravian University (6)

Majors most frequently changed into:

- General Studies
- Liberal Arts, Psychology
- Biological Science

APPENDIX B Program Maps

Liberal Arts: Associate in Arts (2020-21 Catalog)

Developmental Education Courses (if required)

complete	Course #	Course Title	complete	Course #	Course Title
☐	ACLS050	Introduction to Academic Literacy	☐	MATH020	Pre-Algebra
			☐	MATH022	Elementary Algebra
☐	ENGL027	Writing Skills Workshop	☐	MATH026	Intermediate Algebra

Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change

complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites
Semester 1									
☐	COLS101	College Success	1		B, M, D	-----	B, M, D	D	
☐	ENGL101	English I	3	Comm	B, M, D, E	D	B, M, D, E	B, M, D	PRE: English placement policy
☐	CMTH102	Introduction to Communication	3	Comm	B, M, D	-----	B, M, D	B, M, D	
☐	PSYC103	Introduction to Psychology	3	SSHB	B, M, D	D	B, M, D	B, M, D	Reading/Writing eligibility for ENGL101
☐	MATH___	Mathematics Elective	3	QL	B, M, D	D	B, M, D	B, M, D	PRE: Mathematics placement policy
☐	HIST___	History Elective*	3	SIT	B, M, D	-----	B, M, D	B, M, D	
		Total Semester Credits:	16/17						
Semester 2									
☐	ENGL151L	English II	3	Comm	B, M, D	D	B, M, D	B, M, D	PRE: ENGL101
☐		Science Elective	3/4	Science	B, M, D	D	B, M, D	B, M, D	
☐	PHIL201 or PHIL202	Introduction to Philosophy or Ethics & Moral Problems	3	AH	B, M, D	-----	B, M, D	B, M, D	
☐	CMTH110 or MUSC101 or ARTA100 orDANC101	Introduction to Theater or Introduction to Music or Art History Survey or Dance History	3	AH	B, M, D	-----	B, M, D	B, M, D	
☐	SOCA102 or SOCA103	Cultural Anthropology or Principles of Sociology	3		B, M, D	-----	B, M, D	B, M, D	
		Total Semester Credits:	15/16						
Semester 3									
☐		Math or Science Elective	3/4	QL or Sci	B, M, D	D	B, M, D	B, M, D	PRE: Math placement policy or Depends on course selected
☐	ENGL2___	English Literature Elective++	3		B, M, D	-----	B, M, D	B, M, D	PRE: ENGL15L
☐	MDLA___	Modern Language Elective+	3		B, M, D	-----	B, M, D	B, M, D	
☐		Elective**	3		Depends on course selected				
☐		Elective**	3		Depends on course selected				
		Total Semester Credits:	15/16						
Semester 4									
☐		Directed Elective**	3		Depends on course selected				
☐		Elective**	3		Depends on course selected				
☐		Elective**	3		Depends on course selected				
☐		Elective**	3		Depends on course selected				
☐	MDLA___	Modern Language Elective+	3		B, M, D	-----	B, M, D	B, M, D	
		Total Semester Credits:	15						
		Total Degree Credits	61/64						

General Education Requirements

complete		
☐	ENGL151L	Diversity
☐		Writing Intensive
☐		Writing Intensive

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that prerequisites and courses taken in previous semesters will be successfully completed

Liberal Arts: Sociology-Associate in Arts (2020-21 Catalog)

SEMESTER-BY-SEMESTER PROGRAM MAP FOR FULL-TIME STUDENTS
Courses are listed in preferred order of completion
Plans can be modified to fit student needs by adding more semesters
Choose your courses with your Advisor.

Developmental Education Courses (if required)

	Course	Title		Course	Title
☐	ACLS050	Introduction to Academic Literacy	☐	MATH020	Pre-Algebra
☐	ENGL027	Writing Skills Workshop	☐	MATH022	Elementary Algebra
			☐	MATH026	Intermediate Algebra

Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change

	complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites
Semester 1	☐	COLS101	College Success	1		B, M, D	----	B, M, D	D	
	☐	ENGL101	English I	3	Comm	B, M, D, E	D	B, M, D, E	B, M, D	PRE: English placement policy
	☐	CMTH102	Introduction to Communication	3	Comm	B, M, D	----	B, M, D	B, M, D	
	☐	SOCA103	Principles of Sociology	3		B, M, D	D	B, M, D	B, M, D	Reading/Writing eligibility for ENGL101
	☐	MATH150	Introductory Statistics	3	QL	B, M, D	----	B, M, D	B, M, D	PRE: MATH022 or Mathematics placement policy
	☐	HIST____	History Elective*	3	SIT	B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	16						
Semester 2	☐	ENGL151L	English II	3	Comm	B, M, D	D	B, M, D	B, M, D	PRE: ENGL101
	☐		Science Elective	3/4	Science	B, M, D	D	B, M, D	B, M, D	
	☐	PSYC103	Introduction to Psychology	3		B, M, D	----	B, M, D	B, M, D	
	☐	SOCA___	Concentration Elective***	3		B, M, D	----	B, M, D	B, M, D	
	☐	SOCA102	Cultural Anthropology	3		B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	15/16						
Semester 3	☐		Math or Science Elective	3/4	QL or Sci	B, M, D	D	B, M, D	B, M, D	PRE: Math placement policy or Depends on course selected
	☐	ENGL2__	English Literature Elective++	3		B, M, D	----	B, M, D	B, M, D	PRE: ENGL15L
	☐	MDLA___	Modern Language Elective+	3		B, M, D	----	B, M, D	B, M, D	
	☐	PHIL201 or PHIL202	Introduction to Philosophy or Ethics & Moral Problems	3	AH	B, M, D	----	B, M, D	B, M, D	
	☐	CMTH110 or MUSC101 or ARTA100 or DANC101	Introduction to Theater or Introduction to Music or Art History Survey or Dance History	3	AH	B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	15/16						
Semester 4	☐	ENGL2__	English Literature Elective++	3		B, M, D	----	B, M, D	B, M, D	PRE: ENGL15L
	☐		Elective**	3		Depends on course selected				
	☐		Elective**	3		Depends on course selected				
	☐		Elective**	3		Depends on course selected				
	☐	MDLA___	Modern Language Elective+	3		B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	15						
			Total Degree Credits	61/63						

General Education Requirements		
☐	ENGL151L	Diversity
☐		Writing Intensive
☐		Writing Intensive

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that

Liberal Arts: English- Associate in Arts (2020-21 Catalog)

Developmental Education Courses *(if required)*			☐	MATH020	Pre-Algebra
☐	ACLS050	Introduction to Academic Literacy	☐	MATH022	Elementary Algebra
☐	ENGL027	Writing Skills Workshop	☐	MATH026	Intermediate Algebra

Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change

	complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites
Semester 1	☐	COLS101	College Success	1		B, M, D	----	B, M, D	D	
	☐	ENGL101	English I	3	Comm	B, M, D, E	D	B, M, D, E	B, M, D	PRE: English placement policy
	☐	CMTH102	Introduction to Communication	3	Comm	B, M, D	----	B, M, D	B, M, D	
	☐	PSYC103	Introduction to Psychology	3	SSHB	B, M, D	D	B, M, D	B, M, D	Reading/Writing eligibility for ENGL101
	☐	MATH___	Mathematics Elective	3	QL	B, M, D	D	B, M, D	B, M, D	PRE: Mathematics placement policy
	☐	HIST___	History Elective*	3	SIT	B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	16						
Semester 2	☐	ENGL151L	English II	3	Comm	B, M, D	D	B, M, D	B, M, D	PRE: ENGL101
	☐		Science Elective	3/4	Science	B, M, D	D	B, M, D	B, M, D	Depends on course selected
	☐	PHIL201 or PHIL202	Introduction to Philosophy or Ethics & Moral Problems	3	AH	B, M, D	----	B, M, D	B, M, D	Reading/Writing eligibility for ENGL101
	☐	CMTH118	Introduction to Theater or Introduction	3	AH	B, M, D	----	B, M, D	B, M, D	
	☐	SOCA102 or SOCA103	Cultural Anthropology or Principles of Sociology	3		B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	15/16						
Semester 3	☐		Math or Science Elective	3/4	QL or Sci	B, M, D	D	B, M, D	B, M, D	PRE: Math placement policy or Depends on course selected
	☐	ENGL2__G	English Literature Elective++	3		B, M, D	----	B, M, D	B, M, D	PRE: ENGL15L
	☐	MDLA___	Modern Language Elective+	3		B, M, D	----	B, M, D	B, M, D	
	☐	ENGL2__	Concentration Elective***	3		B, M, D	----	B, M, D	B, M, D	PRE: ENGL15L
	☐		Elective**	3		Depends on course selected				
			Total Semester Credits:	15/16						
Semester 4	☐	ENGL2__	Concentration Elective***	3		B, M, D	----	B, M, D	B, M, D	PRE: ENGL15L
	☐	ENGL2__	Concentration Elective***	3		B, M, D	----	B, M, D	B, M, D	PRE: ENGL15L
	☐		Directed Elective	3		Depends on course selected				
	☐		Elective**	3		Depends on course selected				
	☐	MDLA___	Modern Language Elective+	3		B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	15						
			Total Degree Credits	61/63						

General Education Requirements		
☐	ENGL151L	Diversity
☐		Writing Intensive
☐		Writing Intensive

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that prerequisites and courses taken in previous semesters will be successfully completed

It is the student's responsibility to be knowledgeable of NCC graduation requirements and to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that prerequisites and courses taken in previous semesters will be successfully completed.

Liberal Arts: Women & Gender Studies Associate in Arts (2020-21 Catalog)

SEMESTER-BY-SEMESTER PROGRAM MAP FOR FULL-TIME STUDENTS
Courses are listed in preferred order of completion
Plans can be modified to fit student needs by adding more semesters
Choose your courses with your Advisor.

Developmental Education Courses (if required)

complete	Course #	Course Title		complete	Course #	Course Title
☐				☐	MATH020	Pre-Algebra
☐	ACLS050	Introduction to Academic Literacy		☐	MATH022	Elementary Algebra
☐	ENGL027	Writing Skills Workshop		☐	MATH026	Intermediate Algebra

Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change

complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites
☐	COLS101	College Success	1		B, M, D	----	B, M, D	D	
☐	ENGL101	English I	3	Comm	B, M, D, E	D	B, M, D, E	B, M, D	PRE: English placement policy
☐	CMTH102	Introduction to Communication	3	Comm	B, M, D	----	B, M, D	B, M, D	
☐	PSYC103	Introduction to Psychology	3	SSHB	B, M, D	D	B, M, D	B, M, D	Reading/Writing eligibility for ENGL101
☐	MATH___	Mathematics Elective	3	QL	B, M, D	D	B, M, D	B, M, D	PRE: Mathematics placement policy
☐	HUMA140	Introduction to Women & Gender Studies	3		B, M, D	----	B, M, D	B, M, D	
		Total Semester Credits:	16						
☐	ENGL151L	English II	3	Comm	B, M, D	D	B, M, D	B, M, D	PRE: ENGL101
☐		Science Elective	3/4	Science	B, M, D	D	B, M, D	B, M, D	
☐	HIST___	History Elective*	3		B, M, D	----	B, M, D	B, M, D	
☐		Concentration Elective***	3		Depends on course selected				
☐	SOCA102 or SOCA103	Cultural Anthropology or Principles of Sociology	3		B, M, D	----	B, M, D	B, M, D	
		Total Semester Credits:	15/16						
☐		Math or Science Elective	3/4	QL or Sci	B, M, D	D	B, M, D	B, M, D	PRE: Math placement policy or Depends on course selected
☐	ENGL27G	20th Century Literature by Women	3		B, M, D	----	B, M, D	B, M, D	PRE: ENGL15L
☐	MDLA___	Modern Language Elective+	3		B, M, D	----	B, M, D	B, M, D	
☐	CMTH110 or MUSC101 or ARTA100 or DANC101	Introduction to Theater or Introduction to Music or Art History Survey or Dance History	3	AH	B, M, D	----	B, M, D	B, M, D	
☐		Concentration Elective***	3		Depends on course selected				
		Total Semester Credits:	15/16						
☐		Concentration Elective*** or Elective**	3		Depends on course selected				
☐		Elective**	3		Depends on course selected				
☐		Elective**	3		Depends on course selected				
☐	PHIL201 or PHIL202	Introduction to Philosophy or Ethics & Moral Problems	3	AH	B, M, D	----	B, M, D	B, M, D	
☐	MDLA___	Modern Language Elective+	3		B, M, D	----	B, M, D	B, M, D	
		Total Semester Credits:	15						
		Total Degree Credits	61/63						

General Education Requirements

complete		
☐	ENGL151L	Diversity
☐		Writing Intensive
☐		Writing Intensive

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that prerequisites and courses taken in previous semesters will be successfully completed

Semester 1, Semester 2, Semester 3, Semester 4 (row labels)

Liberal Arts: History- Associate in Arts (2020-21 Catalog)

SEMESTER-BY-SEMESTER PROGRAM MAP FOR FULL-TIME STUDENTS
Courses are listed in preferred order of completion
Plans can be modified to fit student needs by adding more semesters
Choose your courses with your Advisor.

Developmental Education Courses (if required)

☐	ACLS050	Introduction to Academic Literacy	☐	MATH020	Pre-Algebra
			☐	MATH022	Elementary Algebra
☐	ENGL027	Writing Skills Workshop	☐	MATH026	Intermediate Algebra

Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change

complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites
☐	COLS101	College Success	1		B, M, D	----	B, M, D	D	
☐	ENGL101	English I	3	Comm	B, M, D, E	D	B, M, D, E	B, M, D	PRE: English placement policy
☐	CMTH102	Introduction to Communication	3	Comm	B, M, D	----	B, M, D	B, M, D	
☐	SOCA102 or SOCA103	Cultural Anthropology or Principles of Sociology	3		B, M, D	----	B, M, D	B, M, D	
☐	PHIL201 or PHIL202	Introduction to Philosophy or Ethics & Moral Problems	3	AH	B, M, D	----	B, M, D	B, M, D	
☐	HIST113	American History I	3	SIT	B, M, D	----	B, M, D	B, M, D	
		Total Semester Credits:	16						
☐	ENGL151L	English II	3	Comm	B, M, D	D	B, M, D	B, M, D	PRE: ENGL101
☐		Science Elective	3/4	Science	B, M, D	D	B, M, D	B, M, D	
☐	MATH___	Mathematics Elective	3	QL	B, M, D	----	B, M, D	B, M, D	PRE: Math Placement Policy
☐	CMTH110 or MUSC101 or ARTA100 or DANC101	Introduction to Theater or Introduction to Music or Art History Survey or Dance History	3	AH	B, M, D	----	B, M, D	B, M, D	
☐	HIST___	Concentration Elective***	3		B, M, D	----	B, M, D	B, M, D	
		Total Semester Credits:	15/16						
☐	HIST___	Concentration Elective***	3		B, M, D	----	B, M, D	B, M, D	
☐	ENGL2__G	English Literature Elective++	3		B, M, D	----	B, M, D	B, M, D	PRE: ENGL15L
☐	MDLA___	Modern Language Elective+	3		B, M, D	----	B, M, D	B, M, D	
☐	PSYC103	Introduction to Psychology	3	SSHB	B, M, D	D	B, M, D	B, M, D	Reading/Writing eligibility for ENGL101
☐		Elective**	3		Depends on course selected				
		Total Semester Credits:	15/16						
☐		Math or Science Elective	3/4	QL or Sci	B, M, D	D	B, M, D	B, M, D	PRE: Math placement policy or Depends on course selected
☐	HIST___	Concentration Elective***	3		B, M, D	----	B, M, D	B, M, D	
☐		Directed Elective	3		Depends on course selected				
☐		Elective**	3		Depends on course selected				
☐	MDLA___	Modern Language Elective+	3		B, M, D	----	B, M, D	B, M, D	
		Total Semester Credits:	15/16						
		Total Degree Credits	61/63						

Semester 1 / Semester 2 / Semester 3 / Semester 4

General Education Requirements

☐	ENGL151L	Diversity
☐		Writing Intensive
☐		Writing Intensive

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that

Liberal Arts: Philosophy- Associate in Arts (2020-21 Catalog)

SEMESTER-BY-SEMESTER PROGRAM MAP FOR FULL-TIME STUDENTS
Courses are listed in preferred order of completion
Plans can be modified to fit student needs by adding more semesters
Choose your courses with your Advisor.

Developmental Education Courses *(if required)*			☐	MATH020	Pre-Algebra
☐	ACLS050	Introduction to Academic Literacy	☐	MATH022	Elementary Algebra
☐	ENGL027	Writing Skills Workshop	☐	MATH026	Intermediate Algebra

Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change

complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites
☐	COLS101	College Success	1		B, M, D	-----	B, M, D	D	
☐	ENGL101	English I	3	Comm	B, M, D, E	D	B, M, D, E	B, M, D	PRE: English placement policy
☐	CMTH102	Introduction to Communication	3	Comm	B, M, D	-----	B, M, D	B, M, D	
☐	PSYC103	Introduction to Psychology	3	SSHB	B, M, D	D	B, M, D	B, M, D	Reading/Writing eligibility for ENGL101
☐	PHIL201	Introduction to Philosophy	3		B, M, D	-----	B, M, D	B, M, D	
☐	HIST___	History Elective*	3	SIT	B, M, D	-----	B, M, D	B, M, D	
		Total Semester Credits:	16						
☐	ENGL151L	English II	3	Comm	B, M, D	D	B, M, D	B, M, D	PRE: ENGL101
☐		Science Elective	3/4	Science	B, M, D	D	B, M, D	B, M, D	
☐	PHIL___	Concentration Elective***	3		B, M, D	-----	B, M, D	B, M, D	
☐	CMTH110 or MUSC101 or ARTA100 or DANC101	Introduction to Theater or Introduction to Music or Art History Survey or Dance History	3	AH	B, M, D	-----	B, M, D	B, M, D	
☐	MATH___	Mathematics Elective	3	QL	B, M, D	-----	B, M, D	B, M, D	PRE: Math placement policy
		Total Semester Credits:	15/16						
☐	SOCA102 or SOCA103	Cultural Anthropology or Principles of Sociology	3		B, M, D	-----	B, M, D	B, M, D	
☐	ENGL2__	English Literature Elective++	3		B, M, D	-----	B, M, D	B, M, D	PRE: ENGL15L
☐	MDLA___	Modern Language Elective+	3		B, M, D	-----	B, M, D	B, M, D	
☐	PHIL___	Concentration Elective***	3		B, M, D	-----	B, M, D	B, M, D	
☐		Elective**	3		Depends on course selected				
		Total Semester Credits:	15						
☐		Math or Science Elective	3/4	QL or Sci	B, M, D	D	B, M, D	B, M, D	PRE: Math placement policy or Depends on course selected
☐	PHIL___	Concentration Elective**	3		B, M, D	-----	B, M, D	B, M, D	
☐		Directed Elective	3		Depends on course selected				
☐		Elective**	3		Depends on course selected				
☐	MDLA___	Modern Language Elective+	3		B, M, D	-----	B, M, D	B, M, D	2nd semester of same language
		Total Semester Credits:	15/16						
		Total Degree Credits	61/63						

Semester 1 / Semester 2 / Semester 3 / Semester 4

	General Education Requirements	
☐	ENGL151L	Diversity
☐		Writing Intensive
☐		Writing Intensive

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that prerequisites and courses taken in previous semesters will be successfully completed

Appendix C: Co-curricular Maps

| PROGRAM NAME: | Liberal Arts - English |
| AY 18-19 | |

	0 - 15 credits	16 – 30 credits	31 – 45 credits	46+ credits
Get the Courses You Need	Take the following courses:	Take the following courses:	Take the following courses:	Take the following courses:
	COLS101, CMTH102, ENGL101, MATHXXX, HISTXXX, PSYC103	ENGL151L, PHIL201 or PHIL202, CMTH110 or ARTA101 or DANC101 or MUSC101, BIOS/CHEM/PHYS/GEOG/ GEOL, SOCA 102/103	MDLAXXX, ENGL2XXG, MATH or BIOS/CHEM/PHYS/GEOG/GEOL, Concentration elective, Free elective	MDLAXXX, Directed elective, Concentration elective, Concentration elective, Free elective
	For details on course requirements, see the Program Map.	*For details on course requirements, see the Program Map.*	*For details on course requirements, see the Program Map.*	*For details on course requirements, see the Program Map.*
Engage with the Spartan Experience	**Volunteer:** East 40, Center for Civic Engagement. **Attend:** Peace Conference, Cohen Lecture, Len Roberts Poetry Day, NEH Series. **Join:** student clubs	<-- Build on previous semester: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute	<-- Build on previous semesters: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute	<-- Build on previous semesters: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute
Get Ready for Life after Completion – Career Readiness	**Participate** in service-learning opportunities provided through classes. **Do** career testing.	**Participate** in service-learning opportunities provided through classes. **Do** career testing.	<--Build on previous semesters: service-learning, career testing. **Develop** a resume and cover letter. **Visit** Career Fairs	<--Build on previous semesters: service-learning, career testing. **Develop** a resume and cover letter. **Visit** Career Fairs
Get Ready for Life after Completion – Transfer Readiness	**Attend** College Fairs	**Research** transfer schools. **Meet** with transfer advisor.	**Contact** transfer schools. **Talk** to faculty and staff about letters of recommendation. **Apply** for scholarships and transfer.	**Contact** transfer schools. **Talk** to faculty and staff about letters of recommendation. **Apply** for scholarships and transfer.

PROGRAM NAME: Liberal Arts - Sociology

AY 18-19

	0 - 15 credits	16 – 30 credits	31 – 45 credits	46+ credits
Get the Courses You Need	Take the following courses:	Take the following courses:	Take the following courses:	Take the following courses:
	COLS101, CMTH102, ENGL101, MATH150, HISTXXX, **SOCA103**	ENGL151L, **SOCA102**, BIOS/CHEM/PHYS/GEOG/GEOL, PSYC103, Free elective	MDLAXXX, **SOCAXXX**, MATH or BIOS/CHEM/PHYS/GEOG/GEOL, PHIL201 or PHIL202, CMTH110 or ARTA101 or DANC101 or MUSC101	MDLAXXX, ENGL2XXG, **SOCAXXX**, POLSXXX, free elective
	For details on course requirements, see the Program Map.	*For details on course requirements, see the Program Map.*	*For details on course requirements, see the Program Map.*	*For details on course requirements, see the Program Map.*
Engage with the Spartan Experience	**Volunteer:** East 40, Center for Civic Engagement. **Attend:** Peace Conference, Cohen Lecture, NEH Series. **Join:** student clubs	<-- Build on previous semester: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute	<-- Build on previous semesters: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute	<-- Build on previous semesters: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute
Get Ready for Life after Completion – Career Readiness	**Participate** in service-learning opportunities provided through classes. **Do** career testing.	**Participate** in service-learning opportunities provided through classes. **Do** career testing.	<--Build on previous semesters: service-learning, career testing. **Develop** a resume and cover letter. **Visit** Career Fairs	<--Build on previous semesters: service-learning, career testing. **Develop** a resume and cover letter. **Visit** Career Fairs
Get Ready for Life after Completion – Transfer Readiness	**Attend** College Fairs	**Research** transfer schools. **Meet** with transfer advisor.	**Contact** transfer schools. **Talk** to faculty and staff about letters of recommendation. **Apply** for scholarships and transfer.	**Contact** transfer schools. **Talk** to faculty and staff about letters of recommendation. **Apply** for scholarships and transfer.

PROGRAM NAME: Liberal Arts - History

AY 18-19

	0 - 15 credits	16 – 30 credits	31 – 45 credits	46+ credits
Get the Courses You Need	Take the following courses:	Take the following courses:	Take the following courses:	Take the following courses:
	COLS101, CMTH102, ENGL101, MATHXXX, HISTXXX, SOCA 102/103	ENGL151L, PSYC103, BIOS/CHEM/PHYS/GEOG/GEOL, CMTH110 or ARTA101 or DANC101 or MUSC101, Concentration elective	MDLAXXX, PHIL201, MATH or BIOS/CHEM/PHYS/GEOG/GEOL, Concentration elective, Free elective	MDLAXXX, ENGL2XXG, Directed elective, Concentration elective, Free elective
	For details on course requirements, see the Program Map.	*For details on course requirements, see the Program Map.*	*For details on course requirements, see the Program Map.*	*For details on course requirements, see the Program Map.*
Engage with the Spartan Experience	**Volunteer:** East 40, Center for Civic Engagement. **Attend:** Peace Conference, Cohen Lecture, NEH Series. **Join:** student clubs	<-- Build on previous semester: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute	<-- Build on previous semesters: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute	<-- Build on previous semesters: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute
Get Ready for Life after Completion – Career Readiness	**Participate** in service-learning opportunities provided through classes. **Do** career testing.	**Participate** in service-learning opportunities provided through classes. **Do** career testing.	<--Build on previous semesters: service-learning, career testing. **Develop** a resume and cover letter. **Visit** Career Fairs	<--Build on previous semesters: service-learning, career testing. **Develop** a resume and cover letter. **Visit** Career Fairs
Get Ready for Life after Completion – Transfer Readiness	**Attend** College Fairs	**Research** transfer schools. **Meet** with transfer advisor.	**Contact** transfer schools. **Talk** to faculty and staff about letters of recommendation. **Apply** for scholarships and transfer.	**Contact** transfer schools. **Talk** to faculty and staff about letters of recommendation. **Apply** for scholarships and transfer.

PROGRAM NAME: **Liberal Arts - Philosophy**

AY 18-19

	0 - 15 credits	**16 – 30 credits**	**31 – 45 credits**	**46+ credits**
Get the Courses You Need	Take the following courses:	Take the following courses:	Take the following courses:	Take the following courses:
	COLS101, CMTH102, ENGL101, MATHXXX, PHIL201, SOCA 102/103	ENGL151L, PSYC103, BIOS/CHEM/PHYS/GEOG/GEOL, CMTH110 or ARTA101 or DANC101 or MUSC101, Concentration elective	MDLAXXX, HISTXXX, MATH or BIOS/CHEM/PHYS/GEOG/GEOL, Concentration elective, Free elective	MDLAXXX, ENGL2XXG, Directed elective, Concentration elective, Free elective
	For details on course requirements, see the Program Map.	*For details on course requirements, see the Program Map.*	*For details on course requirements, see the Program Map.*	*For details on course requirements, see the Program Map.*
Engage with the Spartan Experience	**Volunteer:** East 40, Center for Civic Engagement. **Attend:** Peace Conference, Cohen Lecture, NEH Series. **Join:** student clubs	<-- Build on previous semester: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute	<-- Build on previous semesters: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute	<-- Build on previous semesters: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events**. Participate** in Leadership Institute
Get Ready for Life after Completion – Career Readiness	**Participate** in service-learning opportunities provided through classes. **Do** career testing.	**Participate** in service-learning opportunities provided through classes. **Do** career testing.	<--Build on previous semesters: service-learning, career testing. **Develop** a resume and cover letter. **Visit** Career Fairs	<--Build on previous semesters: service-learning, career testing. **Develop** a resume and cover letter. **Visit** Career Fairs
Get Ready for Life after Completion – Transfer Readiness	**Attend** College Fairs	**Research** transfer schools. **Meet** with transfer advisor.	**Contact** transfer schools. **Talk** to faculty and staff about letters of recommendation. **Apply** for scholarships and transfer.	**Contact** transfer schools. **Talk** to faculty and staff about letters of recommendation. **Apply** for scholarships and transfer.

PROGRAM NAME:

Liberal Arts - Women & Gender Studies

AY 18-19

	0 - 15 credits	16 – 30 credits	31 – 45 credits	46+ credits
Get the Courses You Need	Take the following courses: COLS101, CMTH102, ENGL101, MATHXXX, HUMA140G, SOCA 102/103 *For details on course requirements, see the Program Map.*	Take the following courses: ENGL151L, HISTXXX, BIOS/CHEM/PHYS/GEOG/GEOL, CMTH110 or ARTA101 or DANC101 or MUSC101, Concentration elective *For details on course requirements, see the Program Map.*	Take the following courses: MDLAXXX, ENGL257G, MATH or BIOS/CHEM/PHYS/GEOG/GEOL, Concentration elective, Free elective *For details on course requirements, see the Program Map.*	Take the following courses: MDLAXXX, PHIL202/202, Directed elective, Concentration or Free elective, Free elective *For details on course requirements, see the Program Map.*
Engage with the Spartan Experience	**Volunteer:** East 40, Center for Civic Engagement. **Attend:** Peace Conference, Cohen Lecture, NEH Series. **Join:** student clubs	<-- Build on previous semester: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute	<-- Build on previous semesters: **Take** a leadership role in a Club. **Consider** study abroad. **Visit** the Fab Lab. **Participate** in Leadership Institute	<-- Build on previous semesters: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute
Get Ready for Life after Completion – Career Readiness	**Participate** in service-learning opportunities provided through classes. **Do** career testing.	**Participate** in service-learning opportunities provided through classes. **Do** career testing.	<--Build on previous semesters: service-learning, career testing. **Develop** a resume and cover letter. **Visit** Career Fairs	<--Build on previous semesters: service-learning, career testing. **Develop** a resume and cover letter. **Visit** Career Fairs
Get Ready for Life after Completion – Transfer Readiness	**Attend** College Fairs	**Research** transfer schools. **Meet** with transfer advisor.	**Contact** transfer schools. **Talk** to faculty and staff about letters of recommendation. **Apply** for scholarships and transfer.	**Contact** transfer schools. **Talk** to faculty and staff about letters of recommendation. **Apply** for scholarships and transfer.

PROGRAM NAME: Liberal Arts
AY 18-19

	0 - 15 credits	16 – 30 credits	31 – 45 credits	46+ credits
Get the Courses You Need	Take the following courses: COLS101, CMTH102, ENGL101, MATHXXX, HISTXXX, PSYC103 *For details on course requirements, see the Program Map.*	Take the following courses: ENGL151L, PHIL201/202, BIOS/CHEM/PHYS/GEOG/GEOL, CMTH110 or ARTA101 or DANC101 or MUSC101, SOCA 102/103 *For details on course requirements, see the Program Map.*	Take the following courses: MDLAXXX, ENGL2XXG, MATH or BIOS/CHEM/PHYS/GEOG/GEOL, Free elective, Free elective *For details on course requirements, see the Program Map.*	Take the following courses: MDLAXXX, Directed elective, Free elective, Free elective, Free elective *For details on course requirements, see the Program Map.*
Engage with the Spartan Experience	**Volunteer:** East 40, Center for Civic Engagement. **Attend:** Peace Conference, Cohen Lecture, NEH Series. **Join:** student clubs	<-- Build on previous semester: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute	<-- Build on previous semesters: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute	<-- Build on previous semesters: **Take** a leadership role in a Club. **Consider** study abroad. **Attend** campus events. **Participate** in Leadership Institute
Get Ready for Life after Completion – Career Readiness	**Participate** in service-learning opportunities provided through classes. **Do** career testing.	**Participate** in service-learning opportunities provided through classes. **Do** career testing.	<--Build on previous semesters: service-learning, career testing. **Develop** a resume and cover letter. **Visit** Career Fairs	<--Build on previous semesters: service-learning, career testing. **Develop** a resume and cover letter. **Visit** Career Fairs
Get Ready for Life after Completion – Transfer Readiness	**Attend** College Fairs	**Research** transfer schools. **Meet** with transfer advisor.	**Contact** transfer schools. **Talk** to faculty and staff about letters of recommendation. **Apply** for scholarships and transfer.	**Contact** transfer schools. **Talk** to faculty and staff about letters of recommendation. **Apply** for scholarships and transfer.

Appendix D: Teaching Faculty Credentials

A few highlights include the following:

Kelly Allen, Associate Professor, English

M.A. West Chester University; B.A. Indiana University of Pennsylvania. Kelly Allen has augmented NCC's curriculum by creating and growing a community garden. This "East 40" initiative adds to our environmental curriculum and other courses, as well as service learning, and will soon have its own off-the-grid classroom. He also developed a year-long, college-wide program on American agriculture that brought noted urban-farming leader Will Allen to the campus.

Javier Ávila, Professor, English

Ph.D. Indiana University of Pennsylvania; M.A. University of Puerto Rico; B.A.

University of Puerto Rico.

Javier Ávila is the most recent (2015) NCC winner of the Carnegie Foundation Award as ***Pennsylvania's Professor of the Year***. Ávila is the author of thirteen books, including *Vapor,* and *The Professor in Ruins,* and *Different,* which was adapted into the independent film *Miente,* and he is the winner of several prestigious literary awards. He's presented his one-man show, *The Trouble with My Name*, which explores the American Latino experience, at NCC and other colleges and venues in the U.S. and Puerto Rico.

Kenneth Burak, Professor, Philosophy

Ph.D. DePaul University; M.A. Catholic University of Leuven, Belgium; B.A. Penn State University.

Ken Burak founded the NCC Honors Program and has worked to revamp our philosophy courses. Following a recent sabbatical in which he studied in part in India, he incorporated new insights into such courses as Asian Philosophy.

Allison Carpenter, Professor, English

Ph.D. University of Delaware; M.A. University of Delaware; B.A. University of

Pennsylvania.

Allison Carpenter has in recent years spearheaded key college-wide initiatives in writing and assessment. She serves now as the Co-Coordinator for the college's Writing Intensive courses and General Education Committee.

Sholomo Levy, Professor, History

M.Phil. Columbia University; M.A. Yale University; B.A. Middlebury College.

Levy was the first NEH Faculty Chair for the largest NEH grant ever awarded to a community college. His inaugural "Meaning of Freedom" year culminated with a lecture by the author of *A Team of Rivals,* Doris Kearns Goodwin.

Cara McClintock-Walsh, Professor, English

Ph.D. Boston University; B.A. Gettysburg College; M.A. Boston University

Cara-McClintock-Walsh is the Director of NCC's Honor Program on our Main campus. Her efforts in recent years have led to new transfer agreements and scholarship opportunities for Honors students, including Liberal Arts majors.

James Von Schilling, Professor, English

Ph.D. Bowling Green University; M.A. New York University; B.A. Princeton University.

James Von Schilling is the Supervisor of the Liberal Arts program, as well as Coordinator for the Humanities faculty. Active in the college's Hispanic Caucus, he's a former Governing Board member and current Journal Editorial Board member of the Popular Culture and American Culture Associations. A teacher for 50 years, he has been a mentor for the NEH, the author and Project Director for three NEH grants, and has brought to the NCC campus in recent years such luminaries as Peter Yarrow, Tim Wise, Tracy K. Smith, Sonia Nazario, Jimmy Santiago Baca, Marge Piercy, Carolyn Forche, Taylor Mali, Michael Mann and Billy Collins. He is on the Board of Trustees for Raritan Valley Community College.

The list of long-standing NCC adjuncts would be very long, but among our notables are:

Adjunct Faculty

The average tenure at NCC of the adjuncts highlighted below is 4.5 years, and over 40% of all active adjuncts also have tenures of 4 or more years. This strong retention rate has allowed us to offer consistent instruction across the courses offered within the Liberal Arts program. In addition, a cooperative relationship with many of the four-year institutions in our area (East Stroudsburg University, Temple University, Villanova University, Lehigh University, and Moravian University) has allowed NCC to recruit from a very qualified pool of candidates.

Mahata Afshar teaches Principles of Sociology, Social Problems and Sociology of Gender for NCC's Bethlehem campus. She has a M.Ed. in Social Science from Converse College. She was a contributor to the *Historical Dictionary of the British Empire* (1996).

Tara Haney teaches Principles of Sociology, Social Problems, and Deviance for NCC's Bethlehem campus and for NCC's online division. She has a M.A. in Applied Sociology from William Paterson University. Her master's thesis was entitled "Beyond Sticks & Stones: Who Is

Responsible For Teaching Social Norms on the Cyberplayground?" Her research interests also include Popular Culture, Stratification, Education, and the Maya Civilization.

Nina LaTassa teaches Speech Communication for NCC's Bethlehem campus and for NCC's online division. She has a M.A. in Speech Communication and Rhetorical Studies from Hofstra University. She has taught speech communication and served as a debate coach at a variety of institutions including Lafayette College, Hofstra University, Ursinus University and University of Maryland.

Michael Logan teaches English I, English II, Shakespeare, and Ethics & Moral Problems for NCC's Monroe Campus. He has a Ph.D. in English from Binghamton University where he helped found the Pedagogy Theory Reading Group and led presentations on classroom subjectivity and student discipline. His dissertation was entitled "The Influence of the Union Existentialists on Postmodern Literary and Cultural Studies."

Michael McGovern has been a dean and Vice President for Academic and Student Affairs at LCCC, Vice President for Academic Affairs (and Acting President) at The College of Mount Saint Vincent in New York City, and, before coming to Northampton in 2005, Vice President for Academic and Student Affairs at Misericordia University in Dallas, Pennsylvania. He served as Vice President for Academic Affairs at NCC from 2005-2010, and again in 2014-2015. From 2010 through 2014, he was Professor of History, and now serves as an adjunct in the history department. Dr.McGovern holds a B.S in History from Mt. St. Mary's University (MD), a Master of Arts in History from Niagara University (NY) and a doctorate in Higher Education Administration from Lehigh University (PA).

James Reibman teaches English II and Ancient and Medieval History for NCC's Bethlehem campus. He has a Ph.D. in English from the University of Edinburgh. Some of his more recent publications include: *Dr. Johnson and the Law* (Laurel, New York: Amereon Ltd, Fall 2007); Column on popular culture in *Providence Monthly* (September 2004 to present); and *Introduction to Fredric Wertham, Seduction of the Innocent* (Laurel, New York: Main Road Books, Ltd, 2004).

APPENDIX E – Other Financial Data

Academic Year	FY2021	FY2020	FY2019	FY2018	FY2017
Program Income					
Tuition	40,121	64,077	75,198	71,769	72,286
Local Reimb	7,535	10,833	12,778	11,910	11,860
Operating Reimb	18,443	26,273	29,892	27,194	27,278
Stipend Reimb	-	-	-	-	-
Total Income	66,099	101,183	117,868	110,873	111,424
Program Costs					
Direct Costs	30,873	42,332	51,243	43,250	43,441
Indirect Costs	32,228	48,049	58,352	51,197	48,678
Total Costs	63,101	90,381	109,596	94,447	92,119
FTE	7.62	12.60	15.21	14.84	15.30
Income per FTE	8,676	8,031	7,750	7,472	7,283
Cost per FTE	8,282	7,174	7,207	6,365	6,021
Inst Avg Cost per FTE	8,901	7,820	7,933	7,075	6,703
Rank	83 of 138	96 of 135	103 of 133	103 of 126	112 of 132
Income over Expenses	2,998	10,802	8,272	16,426	19,305

Table 7b. Financial Data – Liberal Arts English

Academic Year	FY2021	FY2020	FY2019	FY2018	FY2017
Program Income					
Tuition	177,708	182,911	148,692	189,967	218,849
Local Reimb	33,375	30,923	25,267	31,524	35,907
Operating Reimb	81,689	74,998	59,107	71,979	82,586
Stipend Reimb	-	-	-	-	-
Total Income	292,772	288,832	233,066	293,470	337,342
Program Costs					
Direct Costs	140,819	122,488	103,922	118,268	137,696
Indirect Costs	142,747	137,158	115,382	135,514	147,376
Total Costs	283,566	259,646	219,304	253,782	285,072

FTE	33.75	35.96	30.07	39.28	46.32
Income per FTE	8,676	8,031	7,751	7,472	7,283
Cost per FTE	8,403	7,220	7,293	6,462	6,154
Inst Avg Cost per FTE	8,901	7,820	7,933	7,075	6,703
Rank	73 of 138	87 of 135	93 of 133	90 of 126	94 of 132
Income over Expenses	9,206	29,186	13,762	39,688	52,270

Table 7c. Financial Data – Liberal Arts Women's & Gender Studies

Academic Year	FY2021	FY2020	FY2019	FY2018	FY2017
Program Income					
Tuition	9,321	13,980	7,387	4,624	2,718.00
Local Reimb	1,751	2,364	1,255	767	446.00
Operating Reimb	4,285	5,732	2,937	1,752	1,025.00
Stipend Reimb	-	-	-	-	-
Total Income	15,357	22,076	11,579	7,143	4,189.00
Program Costs					
Direct Costs	5,871	8,766	4,814	2,540	1,460
Indirect Costs	7,487	10,483	5,732	3,299	1,830
Total Costs	13,359	19,250	10,546	5,839	3,289.61
FTE	1.77	2.75	1.49	0.96	0.58
Income per FTE	8,676	8,031	7,750	7,471	7,282.77
Cost per FTE	7,547	7,003	7,059	6,107	5,719.14
Inst Avg Cost per FTE	8,901	7,820	7,933	7,075	6,703.21
Rank	128 of 138	121 of 135	121 of 133	116 of 126	129 of 132
Income over Expenses	1,998	2,826	1,033	1,304	899

Table 7d. Financial Data – Liberal Arts History

Academic Year	FY2021	FY2020	FY2019	FY2018	FY2017

Program Income					
Tuition	111,245	117,863	102,285	120,602	138,774
Local Reimb	20,893	19,926	17,381	20,013	22,769
Operating Reimb	51,137	48,327	40,659	45,697	52,368
Stipend Reimb	-	-	-	-	-
Total Income	183,275	186,116	160,325	186,312	213,911
Program Costs					
Direct Costs	85,863	77,501	70,040	75,035	83,012
Indirect Costs	89,359	88,381	79,371	86,032	93,452
Total Costs	175,223	165,882	149,411	161,067	176,464
FTE	21.12	23.17	20.69	24.93	29.37
Income per FTE	8,676	8,031	7,750	7,472	7,283
Cost per FTE	8,295	7,158	7,223	6,460	6,008
Inst Avg Cost per FTE	8,901	7,820	7,933	7,075	6,703
Rank	82 of 138	99 of 135	100 of 133	91 of 126	115 of 132
Income over Expenses	8,052	20,234	10,914	25,245	37,447

Table 7e. Financial Data – Liberal Arts Philosophy

Academic Year	FY2021	FY2020	FY2019	FY2018	FY2017
Program Income					
Tuition	45,997	47,961	29,738	58,451	35,690
Local Reimb	8,639	8,108	5,053	9,700	5,856
Operating Reimb	21,144	19,665	11,821	22,147	13,468
Stipend Reimb	-	-	-	-	-
Total Income	75,780	75,734	46,612	90,298	55,014
Program Costs					
Direct Costs	35,145	31,173	20,150	35,895	20,723
Indirect Costs	36,948	35,964	23,076	41,697	24,034
Total Costs	72,093	67,137	43,226	77,591	44,757
FTE	8.73	9.43	6.01	12.08	7.55
Income per FTE	8,676	8,031	7,750	7,472	7,283

Cost per FTE	8,254	7,120	7,187	6,421	5,925
Inst Avg Cost per FTE	8,901	7,820	7,933	7,075	6,703
Rank	88 of 138	103 of 135	104 of 133	94 of 126	120 of 132
Income over Expenses	3,687	8,597	3,386	12,707	10,257

Table 7e. Financial Data – Liberal Arts Undecided

Academic Year	FY2021	FY2020	FY2019	FY2018	FY2017
Program Income					
Tuition	237,079	334,172	371,446	390,662	403,821
Local Reimb	44,526	56,495	63,119	64,829	66,256
Operating Reimb	108,980	137,018	147,654	148,024	152,387
Stipend Reimb	-	-	-	-	-
Total Income	390,585	527,685	582,219	603,515	622,464
Program Costs					
Direct Costs	237,079	218,405	253,410	238,835	244,708
Indirect Costs	44,526	250,583	288,235	278,680	271,938
Total Costs	108,980	468,988	541,645	517,515	516,646
FTE	45.02	65.70	75.12	80.77	85.47
Income per FTE	8,676	8,031	7,751	7,472	7,283
Cost per FTE	8,353	7,138	7,210	6,407	6,045
Inst Avg Cost per FTE	8,901	7,820	7,933	7,075	6,703
Rank	75 of 138	101 of 135	101 of 133	96 of 126	108 of 132
Income over Expenses	281,605	58,697	40,574	86,000	105,818