ACADEMIC PROGRAM REVIEW REPORT

LIBERAL ARTS & SCIENCES

LASC.AA
LASC.AGS
LASC.AS

August 2019

GARDEN CITY COMMUNITY COLLEGE

Signature Page and Archiving

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Vice President of Instruction Date

_____

Vice President of Institutional Effectiveness & Accountability Date

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President Date

Archiving:

Division Leader submits to VP of Institutional Effectiveness & Accountability.

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature page

GARDEN CITY COMMUNITY COLLEGE

Program Review
Faculty and Dean Verification

I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

Brian McCallum — Date 4-22-2020
SLAT Chair

Samantha Sanger — Date 4-22-2020

Chris Turpin — Date 4-22-2020

Brandy Unruh — Date 4-22-2020

Brad Sisk — Date 4-22-2020

Chip Marcy — Date 4-22-2020

Perla Salazar — Date 4-22-2020

I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

Brian McCallum — Date 4-22-2020
Division Leader

As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

_____ Date_____
Dean

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Table of Contents

[Note: programs utilizing external accreditation documents must still complete this table of contents and should cut and paste material into report unless given permission by IE to do otherwise.]

Program Review Components

Other Attachments (to be completed and sent under separate cover)
Program Review Committee Report and Rubric
Administrative Response

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Component A - Mission and Context

A.1 Program Mission and Purpose State your program's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

LASC Mission: The Liberal Arts program serves to develop ethically and socially minded individuals that will impact their communities locally and globally as leaders and lifelong learners. Students in this program will have a broad knowledge of and specific skills to communicate orally and in writing, apply critical thinking, and demonstrate social responsibility and diversity awareness. Liberal Arts majors can focus on interdisciplinary, fine arts and humanities, or math and science studies.

The catalog description further describes the LASC program as "a restricted program and cannot be declared as a major without special permission. It has been shown that students with declared majors are significantly more likely to graduate; therefore, GCCC strongly encourages students to declare a major by the end of their first semester. To further aide in this process, the Liberal Arts and Sciences program is available to students only under special circumstances to allow them to graduate and transfer without declaring a specific major."

LASC is housed within the Humanities and Fine Arts Division. As an especially unique program, it is not contained within a single department but rather relies upon most departments at GCCC for its course content. The Liberal Arts and Sciences program awards three degrees: Associate in Arts, Associate in Science, and Associate in General Studies.

A.2 Progress Since Last Review Before commencing with this review, attach the Program Goals with Recommended Action Steps (or equivalent) (Template Appendix A), as well as the Administrative Response to those goals (Template Appendix B), and your Planning Documents (Appendix D) from your last review. Identify the original goals from your report as well as any new goals that emerged from your annual reports and in the planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

The LASC program does not have any previously identified goals, action steps, or planning documents. As the program is not housed within a specific department, it's existence as a program was not previously recognized in terms of assessment and planning.

NOTE: The information for Data Tables required in Components B-E will be provided to the fullest extent possible by the Office of Institutional Effectiveness, Planning, and Research (IEPR). Data collection for faculty will be as of November 1 and student enrollment will be as of October 15 for students of the year prior to the submission of the report (follows IPEDS delineation). Programs ***may*** choose to update data beyond November 1 or October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs may need to supplement the tables with information unavailable to IEPR. In such cases, programs ***must*** specify collection methods and dates (or date ranges). For example, faculty data are recorded at the department level and may not accurately reflect the program assignment. The program is encouraged to review faculty data and make adjustments according to program records. Please provide IEPR with any updated faculty data tables.

Data queries can be found in Earth Reports under Accreditation in the Program Review folder.

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

B.1 Faculty Qualifications: Faculty listed below are those who taught courses for the program within the 17-18 academic year as well as those on the 18-19 faculty roster from the Dean's office as of November 1st. (Insert rows as needed).

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
[Full-time faculty listed here]			
[Part-time faculty listed here]			

B.2 Faculty Demographics

Faculty Demographics						
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are						
Non-resident (International)						
Asian						
Black, non-Hispanic						
Hispanic						
American Indian or Alaska Native						
Native Hawaiian / Pacific Islander						
Two or more races						
Race/Ethnicity Unknown (Or Decline to Identify)						
White, non-Hispanic						

Totals						
c.)Number of faculty with doctorate or other terminal degree						
d.) Number of faculty whose highest degree is a master's, but not a terminal master's						
e.) Number of faculty whose highest degree is a bachelor's						

B.3 Faculty Scholarship: Provide, in tabular or report format, a comprehensive record of faculty scholarship for the last 5 years. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

B.4 Department Scholarship Analysis: State the goals previously set by your program for scholarship production (previous review). Analyze whether goals were met and the factors that contributed to goal attainment. What changes or modifications are necessary in light of this analysis?

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

B.6 Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload. (get from your Dean's office).

Faculty Workload (over past 5 years, ending Academic Year 2016-17)										
Name of Full-Time Faculty	Semester Credit Hours					Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)				
Academic Year	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18

B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

B.7 Percentage of courses taught by each faculty classification: The following table includes the percentage of credit bearing courses taught by program faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty					
Faculty Classification as of November 1	2013-14	2014-15	2015-16	2016-17	2017-18
Full-Time					
Part-time					
TOTAL	100%	100%	100%	100%	100%

B.8 Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.

Student: Faculty Ratio					
Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18
# of Full-Time Faculty					
# of Part-time					
FTE Faculty					
# of Full-Time Students					
# of Part-Time Students					
FTE Student					
FTE Student: FTE Faculty Ratio*					

*Full-time equivalent (FTE) is calculated using the following formula:
Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

B.8.1 Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

B.9 Summary of Teaching Effectiveness: The following figure includes data derived from student end of course evaluations for the program.

Insert table with End of Course Evaluation information here

B.10 Other Evidence of Faculty Effectiveness: Programs may provide additional evidence (not anecdote) of faculty effectiveness.

B.11 Analysis of Teaching Effectiveness: Using data from the information above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

B.12 Faculty Summary Analysis: Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for

curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

Given the scope and size of LASC, it is not possible to consider faculty characteristics aside from understanding that each program that instructs courses taught in LASC will, in a 5 year period, complete a faculty demographic for their program review. They are the faculty of LASC. However, faculty without a program (History, Geography, etc.) also teach within LASC, but are missed by the current program review system.

Further, a system or process for the collection of any data corresponding to faculty effectiveness or workload is also missing.

Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure: Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

Currently, all LASC majors are required to complete the standard requirements for their degree (AA, AS, AGS). The remainder of their courses are supposed to be selected from a list of "recommended elective courses" which align to their degree type (arts and humanities courses for the AA; math and science courses for the AS; and the same arts, humanities, math and science courses and a few additional courses like Introduction to Computer Science and Basic Nutrition for the AGS). However, the actual wording in the academic catalog states, "Recommended elective courses should be selected from those listed below. 200-level courses can be substituted for courses listed below as long as they are still in the [the appropriate] area. A single course cannot count as both a requirement and an elective." Further, the courses listed as recommended electives are largely 100-level courses (most of which fall on the universal transfer list). It is unclear if graduates are selecting electives from the recommended courses. Without proper oversight, it is possible that students in the LASC program can take a large variety of courses with little direction.

Further, it is possible and likely that LASC students are leaving GCCC with mostly freshman level courses, requiring them to take a substantial number of additional courses at their transfer school, delaying their graduation and increasing their financial burden.

There is currently no oversight for the LASC program and no faculty specifically assigned to it. Therefore, this is the first review of the program curricula and comparison to other programs.

The five major public colleges and universities in Kansas (Kansas State University, the University of Kansas, Emporia State University, Wichita State University, and Fort Hays State University) offer comparable programs. However, four of the five have specific guidelines for their programs, many of which dictate a specific set of courses and requirements that must be completed by students. Some programs use the LASC (or General Studies) degree as a "build your program" path, allowing students to tailor sets of courses to create a program in a specific area of study not addressed by other departments on campus. See Appendix D for complete details of other programs.

C.2 Assessment of Student Learning: Attach your program's most updated overall Annual Assessment Plans (Appendix C) and Annual Assessment Reports since your last program review (Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

LASC has not been previously assessed as a program. The Program Learning Outcomes (PLOs) are the five Essential Skills that all students at GCCC should demonstrate plus one additional PLO corresponding to the degree type. However, the GCCC General Education assessment philosophy indicates that students should demonstrate mastery of these outcomes within their majors (and should be assessed as sophomores as much as possible). This is problematic for assessing LASC as the curriculum sequence for the program is not highly structured and does not provide a narrowly defined set of majors and electives courses. Rather, the program allows students the freedom to take a very wide variety of courses in any sequence. Thus, assessing sophomore majors would require collaboration with a very large number of instructors for courses at both the 100 - and 200 - level. To illustrate, as of F19, LASC contains 326 majors of which 103 are sophomores, 215 are freshmen, 5 are designated as high school students, and 2 have no classification. In order to assess the PLOs, 200-level courses would need to be identified to assess as many of the 103 sophomores as possible. To our knowledge, the only way to identify these courses is to look at each student's class schedule individually.

In addition this variety makes consistent assessment of outcomes problematic. Perhaps the LASC program should require a capstone course or project in a student's final semester. Further, because the program is not housed within a specific department and lacks faculty dedicated to LASC specifically, there has not been anyone in charge of program assessment.

C.3 Curriculum Map of Program Student Learning Outcomes:
Paste your program's curriculum map below or attach as an appendix.

The LASC Curriculum Map is available in Appendix F.

**Note: the original LASC Curriculum Map published in the 2018-20 academic catalog is inconsistent with other maps (specifically that outlining the core curriculum). The LASC map included in this program review has been revised for consistency with the core curriculum map and the General Education philosophy.*

C.4 Assessment of Curricular Effectiveness: Using your program's curriculum map and the evidence collected from the assessment of student learning, outline your program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

The curriculum for LASC is very broad, composed primarily of universal transfer courses from the articulation agreement. This has resulted in a disproportionate number of 100-level courses within the program sequence. GCCC's assessment philosophy states that PLOs should be introduced and reinforced within the core curriculum and mastered and assessed within upper level program courses; therefore, the LASC curriculum has a significant flaw. Without requiring any specific upper-level courses, there is no way to guarantee that students in the program are mastering the PLOs. It is difficult to determine if students are given the appropriate opportunities to acquire the skills and knowledge outlined in the PLOs as students can take nearly any courses on campus for the degree. Therefore, it is possible majors are exiting the college with only having the PLOs (and Essential Skills) being introduced and reinforced.

Adding a requirement of a specified number of 200-level courses would perhaps increase the academic rigor of the major. It might also be beneficial to add a capstone course. In addition, it would be useful to add a dedicated sponsor, mentor, or advisor for the study of "liberal arts" as a method of creating a cohort for this otherwise widely dispersed group of students.

C.5 Assessment of Diversity in the Curriculum: Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum?

At this time, LASC is not being intentional in it's inclusion of diversity-related curriculum.

C.6 Use of Continuous Assessment for Educational Effectiveness: Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

The current Annual Program Assessment process relies on program faculty to identify PLOs and program majors and create appropriate assessment plans. As there are no dedicated faculty for the LASC program and as the majors have no established curriculum pathway, meaningful program assessment is nearly impossible. To create a meaningful assessment program, the LASC pathway should be more clearly defined, allowing for easier identification and a more unified path through the curriculum. This will also help with analysis of data. Any data that could be collected now would likely be of little value as it would reflect almost individualized pathways, making pinpointing areas for improvement unlikely.

Component D: Student Enrollment and Success

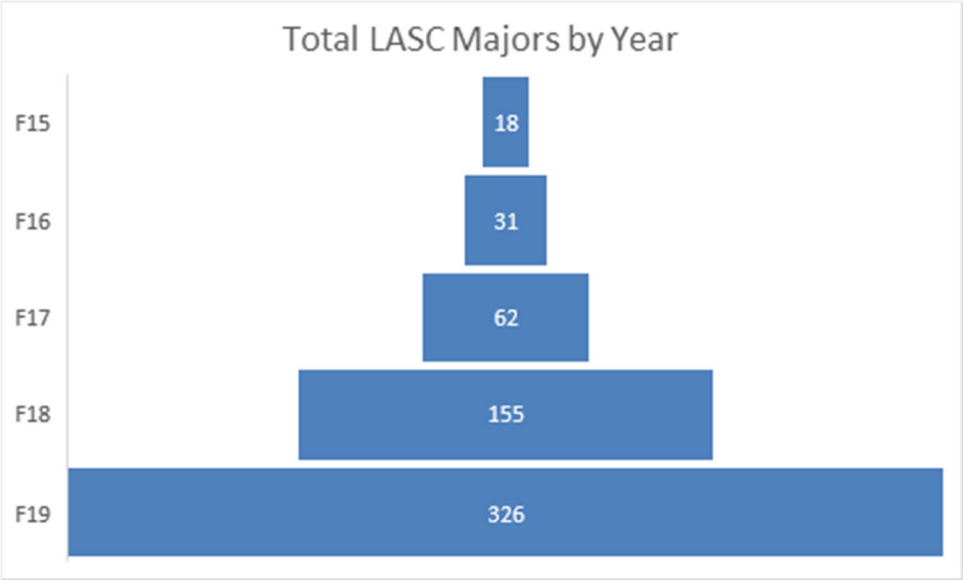
D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

	2013-14		2014-15		2015-16		2016-17		2017-18		Totals
As of Fall Census	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)											
Asian											
Black, non-Hispanic											
Hispanic											
American Indian or Alaska Native											
Native Hawaiian / Other Pacific Islander											
Two or more races											
Race/ethnicity Unknown											
White, non-Hispanic											
Totals											

D.2 Recruitment and Enrollment: Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

LASC is one program where fewer majors is better. As the LASC course description states, "students with declared majors are significantly more likely to graduate; therefore, GCCC strongly encourages students to declare a major by the end of their first semester. To further aid in this process, the Liberal Arts and Sciences program is available to students only under special circumstances to allow them to graduate and transfer without declaring a specific major."

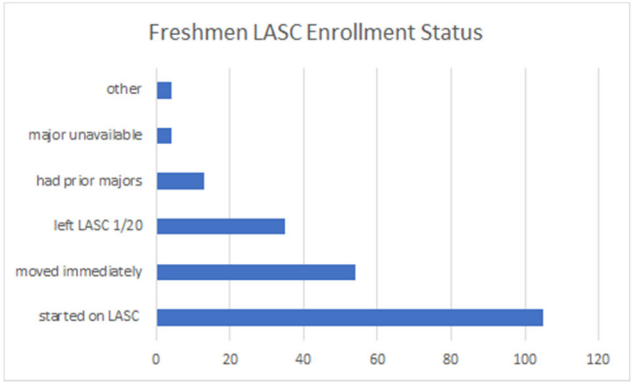
Since students should be in a declared major by the end of their first semester and should only be placed in LASC "under special circumstances" to allow them to "graduate," there should be few majors and almost none who are in their second or third semesters in the LASC program. This is further supported by the course description statement that "the Liberal Arts and Sciences is a restricted program and cannot be declared as a major without special permission." However, it is unclear who grants this special permission and if he or she has been part of the discussions surrounding LASC.

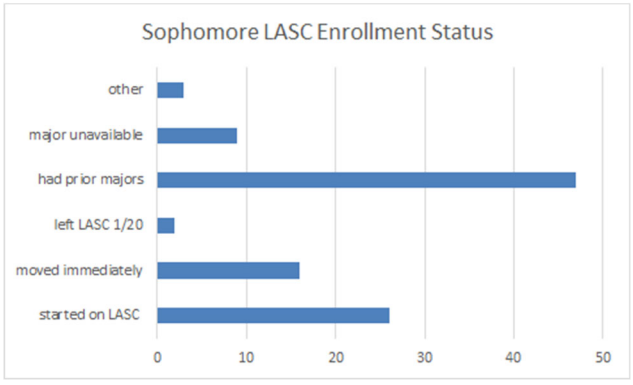


The chart above shows total LASC enrollment each fall semester from 2015 to 2019. Each year shows an increase in enrollment of almost double from the previous year, increasing from 18 majors in 2015 to 332 in 2019. Of the Fall 2019 majors, 215 were freshmen, 102 sophomores, and 5 were designated as high school, and one was non-degree seeking. This suggests that the program is not being utilized in accordance with the course description. Additional charts and information about LASC majors are available in Appendix G.

Some informal discussions indicate that other factors have contributed to the increase in LASC enrollment. One factor is the change in the listing of programs in the recruiting and admissions materials (because programs were "removed" from these materials, if students did not indicate a major, they were automatically assigned to LASC). However, in further discussion, no one can produce these materials and they do not account for the students who were assigned to a major other than LASC and were reassigned to LASC within the first semester (and often before the fall semester even begins). (Note: when students apply for admission, they are assigned a major in Datatel based upon the interest they indicate with a start date of the following full semester (usually fall), so a student may be listed as a Business major with a start date of August. Many student records indicate they were listed as a major and then immediately reassigned to LASC upon enrollment, indicated by a change in major with a date before *the start of the fall semester (like July date)).*

Of the 215 LASC freshmen, 159 either started on LASC or were immediately reassigned to it while 42 of the 103 sophomores fall into those two categories.

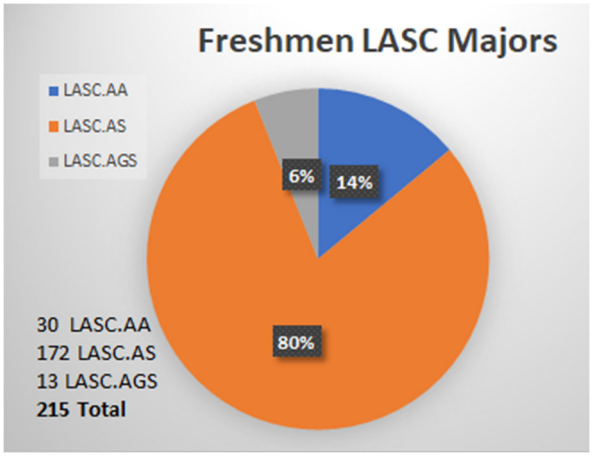


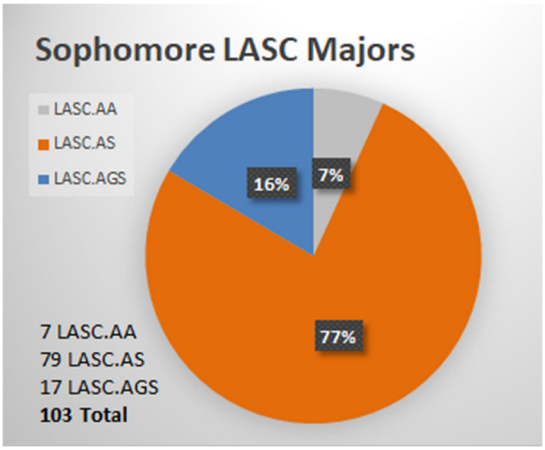


Another factor that has been suggested is that MATH 108 College Algebra serves as a barrier for some students. The course is required for AA and AS degrees but is not required for AGS. Therefore, students who score low in

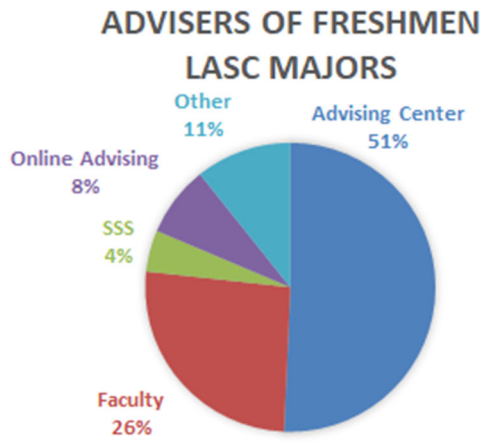
math may be advised into LASC in order to pursue the AGS degree so they can transfer without working through the developmental math sequence or delaying their transfer. (LASC is the only AGS degree available.)

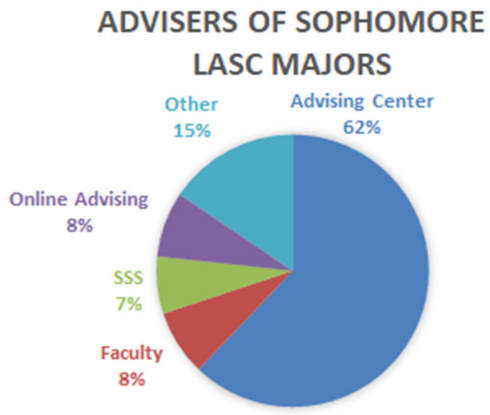
However, as the majority of LASC majors are not pursuing the AGS degree. LASC.AGS only accounts for 6% of all freshmen majors (13 of the 215 students) and only 7% of sophomores (17 of 103 students). The AS degree accounts for more than 75% of all LASC majors.



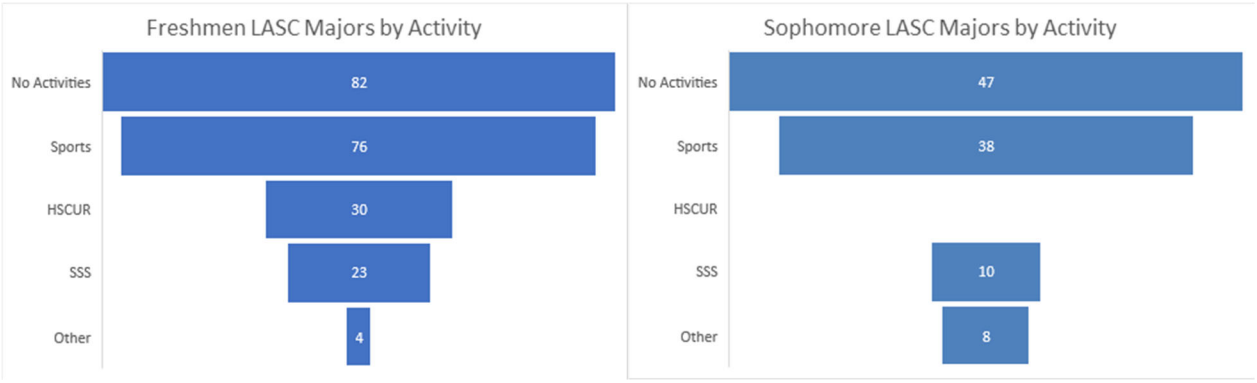


Advising and activities trends are also suggested by analysis of the Fall 2019 LASC majors data. Most LASC majors are advised through the advising center (51% of freshmen and 62% of sophomores). Of these freshmen, a handful of advisers serve 10 or more students: Caleb Young, 62 students; Rebekah Fitzpatrick, 21, >8 Advising Center, 16;Vicky Reyes, 16; Leslie Wenzel, 12; and JoAnn Garrier, 10. (When advising center numbers are combined with those of Student Support Services and online advising, they account for 63% of freshmen and 77% of sophomores.) Faculty account for 26% of freshmen LASC advisers but of those 56 students, faculty report having no contact with 21 of their listed advisees. (It is likely they are enrolling with the advising center than the assigned faculty advisor.)

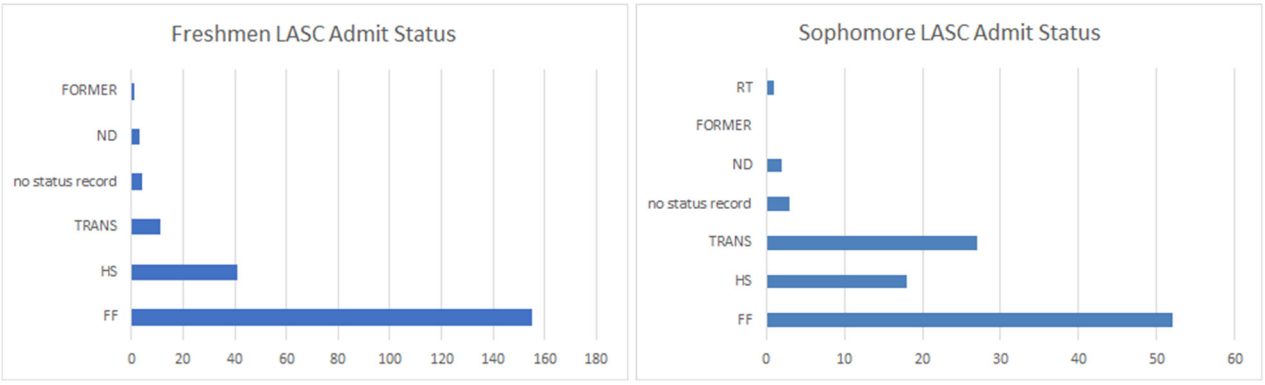




Further, analysis by activity, indicates that certain cohorts of students are more likely to be enrolled as LASC majors. Athletes account for 35% of freshmen majors and 36% of sophomores. Interestingly, High School Concurrent students account for 7% of LASC majors. It's unclear if these students are currently in high school (in which case another code exists) or if they haven't been removed from the high school list once they graduate and enroll at GCCC.



It is possible that students who come to GCCC as transfers could need to use the LASC program to graduate in a timely manner. However, analysis by admit type reveals that most LASC students admitted as first-time freshmen (not transfers). Of freshmen, 155 (72%) were admitted as first-time freshmen and 52 sophomores (50%). Transfers accounted for 27 (26%) of sophomores.



D.3 Student Fit with Program Mission: Using the student data provided, analyze the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

D.4 Student Organizations: Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enrich a student's educational experience.

There are no student organizations connected to LASC.

D.5 Student Assistance: Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

There is no assistance specific to LASC.

D.6 Student and Alumni Achievement: Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

LASC alumni are not tracked.

D.7 GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the program compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

GPA Trend										
	2013-14		2014-15		2015-16		2016-17		2017-18	
	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg
Non-resident (International)										
Asian										
Black, non-Hispanic										
Hispanic										
American Indian or Alaska Native										
Native Hawaiian / Other Pacific Islander										
Two or more races										
Race/ethnicity Unknown										
White, non-Hispanic										
Female										
Male										

D.8 Completions Analysis by Ethnicity: The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

Student Diversity—Completions										
	2013-14		2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)										
Asian										
Black, non-Hispanic										
Hispanic										
American Indian or Alaska Native										
Native Hawaiian / Other Pacific Islander										
Two or more races										
Race/ethnicity Unknown										
White, non-Hispanic										

*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

D.9 Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1st and June 30th of each year. Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

D-9a Retention Rates

One-year retention rates (Fall to Fall)											
5-year average		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained

D-9b Graduation Rate (150% of time)

Program 3-year graduation rates												
5-year total			Entering cohorts Fall semester									
			2011		2012		2013		2014		2015	
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort

D-9c Average semester credit hours for program graduates

Program Average Semester Credit Hours at Graduation														
Academic Year Graduates – Average Institutional and Transfer In Hours														
2013			2014			2015			2016			2017		
# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH

D-9d Program Graduates Time to Degree

Time to degree (Exiting cohort) (July 1 – June 30)									
2013-14		2014-15		2015-16		2016-17		2017-18	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.10 Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the program's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

a. What does the evidence from above data suggest regarding how well your program is producing successful students?
b. List specific events/activities that the program uses to increase student retention and degree completion.
c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.
d. Identify any areas in need of improvement for producing successful students.

Component E: Academic Opportunities and Class Size

E.1 Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

Special Study Option	Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program									
	Academic Year 2013-14		Academic Year 2014-15		Academic Year 2015-16		Academic Year 2016-17		Academic Year 2017-18	
	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Outreach program (aggregate)										
Concurrent Enrollment (Outreach-HS)										
Dual Credit Enrollment (Outreach-HS)										
On-line courses-GCCC										
On-line courses-EDUKAN										
On-line courses-Contract										
Face to Face courses										
Internships/practica										
Independent study, tutorials, or private instruction										
Developmental courses										

E.2 Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the "100+" column in the Class Sections column ***and*** 5 times under the "20-29" column in the Class Subsections table

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections: A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

Class Size per Academic Year								
	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
2013-14 Class Sections								
2013-14 Class Sub-Sections								
2014-15 Class Sections								
2014-15 Class Sub-Sections								
2015-16 Class Sections								
2015-16 Class Sub-Sections								
2016-17 Class Sections								
2016-17 Class Sub-Sections								
2017-18 Class Sections								
2017-18 Class Sub-Sections								
Totals Across 5 Years								

E.3 Non-credit Courses: If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

Non-credit Courses					
Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18
Course	# of students completing	# of students completing	# of students completing	# of students completing	# of students completing

E.4 Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

LASC program courses are not program specific. They are, by and large, core curriculum courses, and therefore, class size is determined by campus-wide enrollment among other factors (such as day and time of course offering, modality, etc.). It is not possible to evaluate course size for LASC.

Component F - Student and Constituent Feedback

F.1 Student Feedback: Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

There is no system for gathering LASC-specific student feedback.

F.2 Alumni Feedback: Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any program changes they recommend.

There is no system for gathering LASC-specific alumni feedback.

F.3 Employer/Supervisor Feedback: Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

There is no outside data available for LASC.

F.4 Constituent Feedback Analysis: Analyze the program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

Currently the LASC program does not solicit or respond to LASC alumni feedback. This data could be particularly insightful about their success at their transfer institution and the value of the GCCC program. The lack of dedicated faculty to oversee LASC contributes to this.

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources: Information literacy can be understood as the ability to "recognize when information is needed and…to locate, evaluate, and use effectively the needed information" (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

It is not possible to evaluate the effectiveness of the library resources for the LASC program.

G.2 Resource Analysis: Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program's effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

There have been no articulated resource needs for LASC as it is not a unified program.

G.3 Revenue and Expense Analysis: Insert program data from at least five academic years. **Obtain this information from your Dean**.

Academic Year	Revenue: Tuition/Fees, SCH, State	change from prior year	Expenses	change from prior year	Profit/Loss	Change in P/L from prior year
2013-14		n/a		n/a		n/a
2014-15						
2015-16						
2016-17						
2017-18						

G.4 Analysis of Acquired Resources: Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measurable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

No resources have been acquired by the LASC program.

G.5 Resource Allocation Relative to Capacity: Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if the program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if the program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

No budget data exists for LASC.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

As a program, LASC faces several challenges, specifically in assessment and curriculum. These challenges include identifying majors, collecting program data, consistent faculty oversight and investment in the program. Many of these challenges are directly related to the weaknesses in the program curriculum. As the curriculum and 4-semester plan are not specifically defined and clearly structured, assessment is nearly impossible as majors do not take a common set of courses or advance through a specific sequence designed to build upon their skills. This lack of sequence likely impedes students' mastery of the PLOs.

SLAT suggests the creation of a taskforce to thoroughly investigate the LASC program. Actions to be considered include (but are not limited to)

- *working with Institutional Research to identify majors and pull appropriate data concerning their success*
    - *GPA Trend by Ethnicity*
    - *Completion Analysis by Ethnicity*
    - *Evidence of Successful Completion*
    - *Retention Rates*
    - *Graduation Rates*
    - *Average Semester Credit Hours*
    - *Time to Degree*
- *meeting with LASC advisers to determine why the program is being used*
- *review LASC programs at transfer institutions*
- *considering ways to increase the academic rigor of the program, provide assessment opportunities, and encourage students to advance to the mastery level of skills*
- *establish a committee of faculty and advisers to form the LASC "department" and take responsibility for the 4-semester sequence, assessment, and program review*

Ideas for consideration

- *grant LASC major approval authority to the Dean of Academics and Dean of Technical Education and provide thorough training for them*
- *add a requirement of a specified number of 200-level courses*
- *add a capstone course.*
- *eliminate LASC.AS and LASC.AA, leaving only LASC.AGS*
    - *encourage enrollment in AA and AS programs with broad application such as COMM.AA*

Program Goals with Recommended Action Steps

Program Name:_____Date:_____

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. **This information serves as the basis for the Dean's Administrative Response, as well as ongoing strategic planning processes.**

(Attach ***this*** year's "Program Goals with Recommended Action Steps" as Template Appendix A in your program's ***next*** program review. See "Schedule for Academic Programs", Appendix A in the Academic Program Review Manual for dates of your next review. You may add rows to this table as needed.

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context							
B - Faculty Characteristics and Qualifications							
C - Quality of Curriculum and Student Learning							
D - Student Enrollment and Success							
E - Academic Opportunities and Class Size							
F - Student and Constituent Feedback							
G - Resources and Institutional Capacities							
Summary Conclusions							

Template Appendix A

Program Goals with Recommended Action Steps—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix B

Administrative Response Sheet—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix C

Annual Assessment Reports—Since Last Program Review

Attach the program's Annual Reports for the last 5 years or since the last program review.

Template Appendix D

Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.

Appendix E

Additional details of General Studies programs at colleges and universities.

Kansas State University

Open Option: K-State offers more than 240 majors, minors, secondary majors and programs. Open Option exists to help you find your ideal academic destination and the best way to get there. If you think you would benefit from a flexible, academically safe way to explore majors at K-State, consider the Open Option program.

Open Option is a great choice if you:
- Have more than one idea for a potential major.
- Wonder what career possibilities exist for a major.
- Want a supportive relationship with an advisor who can help you navigate a path that leads to an exciting career.

Keep in mind that several other colleges at K-State also have general programs. For example, if you're leaving Animal Science but know your other choices are still related to Agriculture, you might change into the General Agriculture program rather than Open Option.

Fort Hays State University

Bachelors of General Studies

The College of Arts, Humanities, and Social Sciences at Fort Hays State University offers a Bachelor of General Studies through a diverse, supportive liberal arts program. It is a degree-completion option for students who have well-defined career objectives and do not require a course-specific or career-specific degree. The program includes general education requirements and an area of concentration. Concentrations require 21 hours within the area. Some concentrations have required classes (some have electives).

Concentration Areas
Business Communication
Child Development
Education
General Business
Geoscience Studies
Gerontology
Health Promotion
Historical Studies
Human Services (Sociology)
Informatics Studies
Justice Studies
Military Specialties (must be part of the military partnership program)
Organizational Leadership
Political Leadership and Public Service
Psychological Studies
Rural Studies
Sustainability
Tourism & Hospitality Management
Web Development Studies

University of Kansas

Bachelor's in General Studies:

BGS Liberal Arts & Sciences: If, as a student, your personal goals are best served by:

- A more broad-based, liberal arts and sciences curriculum with balanced contributions from natural sciences and mathematics, social sciences, and the humanities (requiring exploration in 15 different disciplines in the College).
- The broadest preparation for admission into a professional program.
- An avenue for adding a bachelor's degree to an already existing technical degree or licensure certificate.
- A degree option with maximum flexibility.
- A distance-education option for a KU degree.
- A degree that provides students the opportunity to build the skills and knowledge employers indicate are required for success in our changing economy and world community — skills that are limited in current college graduates.

The B.G.S. Liberal Arts and Sciences degree option is:
- Not an "Easy Out" degree option. Academic standards are the same for all degrees granted by the College of Liberal Arts and Sciences.
- Not a quick option for a bachelor's degree. (A minimum of 120 hours required, including degree specific coursework.)
- Not an option in which students may pursue majors or minors in the College.

B.G.S. Liberal Arts and Sciences Degree Option Requirements

The Bachelor of General Studies degree has two distinct options and requires, in addition to completion of the KU Core*, either:

Option A.

- Completion of the requirements of a single BGS major AND a secondary field of academic study
  study (a second degree offered by CLAS or other school, a second CLAS major or co-major, a minor offered by CLAS or another school, or two certificates offered by CLAS or another school);
- completion of an approved career preparation course (minimum 3 credit hours total), chosen from: EVRN 615, FMS 585, LA&S 470, LA&S 475, LA&S 480, LA&S 485, LA&S 490, LING 420, POLS 494, POLS 495, POLS 496, POLS 497, PUAD 691, SPLH 568, SPLH 571,THR 307, THR 507, THR 560

OR

Option B.

- Completion of the B.G.S. in Liberal Arts and Sciences, which is also offered as an online degree completion program. This degree program requires:
- Liberal Arts and Sciences Breadth Requirement. Satisfied by the completion of a course (with a minimum of 2 credit hours) in 15 unique departments/programs within the College or School of the Arts (as determined by course prefix). Courses fulfilling this requirement may also contribute to the KU Core and other requirements.
- World Language and Culture.
- 2 courses (each with 3 credit hours or more) in a single world language, or proof of two-semester proficiency in a language other than English, OR
- Completion of 3 courses (each with 3 credit hours or more) designated as KU Core Goal 4.2 (AE42), world culture (W), or non-Western culture (NW); or language areas, beyond the KU Core. This may include a variety of areas, languages, and cultures.
- Additional Natural Sciences and Mathematics. Satisfied by the completion of two additional courses from the natural sciences (requirement code N) and/or mathematics (MATH prefix courses) beyond the KU Core.

NOTE: Option B, the BGS in Liberal Arts and Sciences is not an option in which students may pursue a major or minor.

*While Goal 6 of the KU Core can be completed using a course from another major department (prerequisites permitting), LA&S 494: Senior Seminar in Liberal Arts is an approved Goal 6 course that has been developed for students pursuing the Liberal Arts and Sciences BGS degree.

Minimum hour and grade-point average standards (all CLAS degrees)
- 120 credit hours
- 45 junior/senior credit hours (numbered 300 or above, 30 of which must be taken in residence at KU)
- 2.0 minimum KU cumulative grade-point average

Bachelor of General Studies in an Area of Concentration

Bachelor of General Studies – Requires a major and a minor

Wichita State University

A Bachelor of General Studies (BGS) from Wichita State will allow you to focus your studies in multiple areas of interest—equipping you with skills and knowledge tailored to your career goals or graduate school plans. The degree program also offers several pre-structured interdisciplinary field majors in the Fairmount College of Liberal Arts and Sciences (LAS).

Curriculum

You'll choose a main area of study within the Fairmount College of Liberal Arts and Sciences—and two additional areas, which may be from any department or college.

Pre-structured LAS majors include:
- Aging Studies
- Ethnic Studies
- Geography
- German
- Religion

The Bachelor of General Studies requires breadth in distribution of coursework and allows for the development of areas of concentration which may be thematically or occupationally related. This degree is available through every college department.

Emporia State University

BACHELOR OF INTERDISCIPLINARY STUDIES, GENERAL STUDIES

PROGRAM DESCRIPTION

Let Emporia State help you finish up your Bachelor's degree with the General Studies Major (GRS), a flexible degree completion program. Work with an advisor to complete your degree online, in the classroom, or a mixture of both.

The Bachelor of Interdisciplinary Studies with a major in General Studies at Emporia State University is a program designed specifically for students who have completed a significant amount of college credit who have a desire to finish their Bachelor's degrees for job advancement, continued studies, or personal satisfaction. In this flexible degree program, you take the classes you are interested in and expand your knowledge in multiple areas of study while completing your degree requirements in a timely fashion. What's more, the General Studies Major can be completed entirely online so you can work on your classes during lunch breaks, late in the evening or early in the morning, or during your child's sports practice.

WHAT CAN YOU DO WITH THIS DEGREE?

The General Studies major at Emporia State opens the doors that a traditional bachelor’s degree does, and allows opportunities for advancement within a graduate’s current career or more options when choosing a new career pathway.

GENERAL STUDIES DEGREE REQUIREMENTS:

1. Complete the equivalent of two academic years of coursework (60 credit hours) in subjects closely related to the student's interests, which may include a minor in any subject.
2. Complete ID 492, GRS Capstone
3. Complete elective courses in subjects to reach 120 credit hours.

For complete degree requirements, contact the departmental advisor at 620-341-5583 or dis@emporia.edu to get started.

STUDENTS MUST COMPLETE ALL UNIVERSITY GRADUATION REQUIREMENTS, INCLUDING:

1. complete the general education program equivalent to the requirements for the Bachelor of Science degree;
2. complete 45 credits of upper-division coursework;
3. maintain a 2.0 overall GPA; and maintain a 2.0 ESU institutional GPA
4. complete 120 credits of coursework;
5. meet ESU residency requirements.

ADMISSION REQUIREMENTS

Any student admitted to Emporia State is eligible for the General Studies major. Contact the departmental advisor at 620-341-5583 or dis@emporia.edu to get started.

Curriculum Maps: Appendix F

		AGS							AGS
		AS						AS	
		AA							
		Essential Skills							
Program: Liberal Arts & Sciences		***Curriculum Map***							
Program Outcomes: Upon completion of the program, graduates will be able to…	**Essential Skills**	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Courses									
ARTS 101: Drawing I	23		R	IR			IR		
ARTS 120: Art Appreciation	1345	I		IR	IR	I	IR		IR
ARTS 121: History of World Art	134	IR		IR	I		IR		IR
DRAM 111: Acting I	123	I	IR	IR			IR		IR
GEOG 101: World Geography	345			IR	IR	IR	I		I
HIST 102: Survey of Civilization II	345			IRA	IRA	IR	I		I
HIST 103: American History to 1877	345			IR	IR	IRA	I		I
	345			R	IR	R	I		I

HIST 104: American History since 1877									
JRNL 110: Media in Free Society	1235	R	R	R		I	IR		IR
LANG 1322: Elementary Spanish I	1234	I	I	I	I		IR		
LITR 210: Intro to Literature	134	IR		IR	IR		IR		IR
MUSC 108: Music History & Appreciation	34			IR	IR		IR		IR
PHIL 101: Intro to Philosophy	12345	IR	I	IRA	IR	IRA	I		I
PHIL 102: Elementary Ethics	12345	IRA	I	IRA	IRA	IRA	I		I
SPCH 113: Interpersonal Communications	12345	IR	IR	IR	IR	IR	IR		IR
BIOL 105: Principles of Biology	345			IR	I	I			
BIOL 210: Anatomy & Physiology	345			I	I	I			
CHEM 105: General Chemistry	12345	I	I	IR	IR	I			
CHEM 109: College Chemistry I	345	I		IR	I	IR			
CHEM 110: College Chemistry II	12345	IR	IR	IR	IR	I			
MATH 109: Plane Trigonometry	13	I		I					
	1345	I		IR	I	I			

MATH 110: Fundamentals of Statistics									
MATH 122: Calculus and Analytic Geometry I	135	I		I		I			
PHSC 105: General Physical Science	1345	IR		IR	I	IR			
PHSC 106: Descriptive Astronomy	345			I	I	I			
PHSC 205: Physical Geology	34			I	I				
PHYS 205: General Physics I	345			IR	I	I			
PHYS 206: General Physics II	3			IR					
PHYS 207: Engineering Physics I	345			IR	I	I			
PHYS 208: Engineering Physics II	3			IR					
CRIM 101: Intro to Criminal Justice	345			I	I	I			I
CSCI 110: Computer Concepts	1235	I	I	I		I			I
ECON 111: Economics: Macro	135	IR		IR		I			I
ECON 112: Economics Micro	135	IR		IR		I			I
HPER 106: Health Education	345			R	IR	R			IR
HPER 115: Basic Nutrition	345			R	R	R			IR

POLS 104: Intro to Political Science	12345	IR	IRA	IRA	IR	I			
POLS 105: American Government	1234	I	I	IRA	IR				I
PSYC 110: Developmental Psychology	34			R	I				I
SOCI 105: Intro to Anthropology				I	I	I			IR
SOCI 210: Intro to Social Work	345			I	I	I			I

	AGS / AS / AA						AS	AGS
ARTS 101: Drawing I	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
demonstrate fluency with a variety of drawing techniques and media						**IR**		**IR**
demonstrate an understanding of vocabulary specific to the discipline of drawing		**R**						
translate observed three-dimensional forms as two-dimensional images			**I**			**I**		**I**
demonstrate effective compositional strategies			**IR**			**I**		**I**
assess the strengths and weaknesses of personal artwork and the artwork of others		**R**						

	AGS						AS	AGS
	AS						AS	
	AA							
ARTS 120: Art Appreciation	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
demonstrate an understanding of the terminology and conventions of visual expression.	**I**		**R**			**IR**		**IR**
critically interpret and analyze works of art in terms of form and content.	**I**		**R**			**I**		**I**
demonstrate an understanding of art practices, meaning, values, and methods within diverse historical and cultural contexts				**IR**	**I**	**IR**		**IR**
participate in the discourse of current visual arts culture.			**I**	**I**		**I**		**I**

	AGS						AS	AGS
	AS						AS	
	AA							
Course: ARTS 121: History of World Art	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
demonstrate knowledge of representative works of Western art and architecture from the prehistoric to the medieval	**IR**		**IR**	**I**		**IR**		**IR**
analyze works of art and architecture using formal and contextual analysis	**IR**		**IR**	**I**		**IR**		**IR**
effectively utilize art historical vocabulary and terminology	**I**		**IR**			**IR**		**IR**
apply the knowledge gained in this course to evaluate and interpret works of art and architecture	**IR**		**IR**			**IR**		**IR**

AGS
AS
AA
AS
AGS

Course: DRAM 111: Acting I	*Curriculum Map*							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
1. apply acting terminology			IR			IR		IR
2. utilize the actors instrument		IR				IR		IR
3. demonstrate a systematic approach to acting.	I	IR	IR			IR		IR
4. analyze a script for performance	I		IR			IR		IR

AGS
AS
AA
AS
AGS

Course: GEOG 101: World Geography	*Curriculum Map*							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
define basic geographic concepts.								
interpret geographic phenomena with maps and spatial data.			IR			I		I
understand the process of regionalization.			I	IR	I			
analyze human-environment interaction.			IR	IR	IR			
evaluate global interconnectedness.			IR	IR	IR			

	AGS							AGS
	AS						AS	
	AA							
Course: HIST 102: Survey of Civilization II	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
describe and analyze the significant political, social, economic, religious, and cultural developments circa 1500-1800 including			I	IRA		I		I
a. developments and trends in Asia.			I	IRA		I		I
b. developments and trends in Islamic world.			I	IRA		I		I
c. developments and trends in Sub-Sahara Africa.			I	IRA		I		I
d. developments and trends in the Americas.			I	IR		I		I
e. developments and trends in Pacific region.			I	IR		I		I
f. developments and trends in Europe.			I			I		I
describe and analyze the significant political, social, economic, religious, and cultural developments and the world including			IR			I		I
a. revolutionary movements			IR			I		I
b. ideologies of the era, including liberalism, conservativism, democracy, nationalism, republicanism and socialism.			IR	IR	IR	I		I
c. process and consequences of Industrialization.			I			I		I
d. processes and consequences of imperialism.			IR			I		I

describe and analyze the significant political, social, economic, religious, and cultural developments of the contemporary world including			IR	IR		I		I
a. causes and global consequences of WWI.			IR	IR		I		I
b. causes and global consequences of WWII.			IR	IR		I		I
c. causes and global consequences of Cold War.			I	I		I		I
d. decolonization and state formation in Africa, Asia, and Middle East.						I		I
e. contemporary issues in a global context.			IR	IR		I		I

	AGS AS AA						AS	AGS
Course: HIST 103: American History to 1877	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
describe historical perspectives and change over time by analyzing, evaluating, and interpreting primary and secondary historical sources.	**I**		**IR**	**IR**		**I**		**I**
describe and analyze the social, political, and economic developments of the following periods of American history:			**IR**	**IR**		**I**		**I**
a. describe major indigenous cultures of North America and evaluate their impact.			**IR**	**IR**		**I**		**I**
b. describe and analyze significant political, social, economic, and diplomatic developments of the European exploration and colonization of North America.			**IR**	**IR**		**I**		**I**
trace and evaluate causes, developments and consequences of the American Revolution.			**IR**	**IR**		**I**		**I**
describe and analyze significant events in the creation and development of American society, institutions, and political structures in the Early Republic.			**IR**	**IR**	**IR**	**I**		**I**
describe and analyze significant political, social economic, and diplomatic developments, including territorial expansion and sectionalism, of antebellum America.			**IR**	**IR**	**IRA**	**I**		**I**

trace the development of the trans-Atlantic slave trade and the practice of slavery in the American colonies, and analyze the impact of slavery on U.S. institutions, events, and peoples.			IR	IR	IRA	I		I
trace and evaluate causes, developments and consequences of the Civil War			IR	IR	IRA	I		I
describe the Era of Reconstruction and evaluate its impact.			IR	IR		I		I

	AGS						AS	AGS
	AS						AS	
	AA							
Course: HIST 104: American History since 1877	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
describe historical perspectives and change over time by analyzing, evaluating, and interpreting primary and secondary historical sources.	**IR**		**I**	**I**		**I**		**I**
describe and analyze the social, political, and economic developments of the following periods of American history:			**I**	**I**		**I**		**I**
describe the Era of Reconstruction and evaluate its impact.			**IR**	**IR**		**I**		**I**
describe and analyze causes, courses, and effects of American imperialism.			**IRA**	**I**		**I**		**I**
describe and analyze significant political, social, economic, and diplomatic developments, including reform movements, of modern industrial America			**IRA**	**IRA**	**IRA**	**I**		**I**
trace and evaluate causes, developments, and consequences of World War I.			**IRA**	**I**		**I**		**I**
describe and analyze significant political, social, economic, and diplomatic developments of the interwar years.			**IR**	**IR**	**IRA**	**I**		**I**
describe causes, course, and consequences of the Great Depression and New Deal and evaluate their impact			**IRA**	**I**		**I**		**I**
trace and evaluate causes, developments, and consequences of World War II.			**IRA**	**I**		**I**		**I**
describe and analyze significant political, social, economic developments of postwar America.			**IR**	**IR**	**IR**	**I**		**I**

describe and analyze the international role of the United States in the Cold War Era world.			IR	I		I		I
describe and analyze significant political, social, and economic developments that transformed America beginning with the modern Civil Rights movements.			IR	IR	IRA	I		I
describe and analyze post-Cold War political, social, economic, and diplomatic developments.			I	I		I		I

	AGS						AS	AGS
	AS							
	AA							
JRNL 110: Media in Free Society	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
demonstrate the ability to access, analyze, and evaluate information in a variety of media.	R	R	R		I	IR		IR
demonstrate an understanding of he diversity of peoples and cultures and of the significance and impact of mass communications in a global society.			R	R	I			
demonstrate an understanding of the history and current state of mass communications.			I	I	I			
identify social, ethical, and legal issues in the media.	I	I	R	I	I	IR		IR

	AGS						AS	AGS
	AS						AS	
	AA							
LANG 1322: Elementary Spanish I	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
converse in Spanish at phrase level in present tense using everyday vocabulary and memorized expressions		I				I		I
write simple strings of related sentences in Spanish present tense on familiar topics	I					I		I
produce an appropriate response to Spanish aural input in highly predictable situations.	I	I	I			IR		IR
demonstrate comprehension of simple written material in Spanish through speaking, writing, or other appropriate response.	I	I	I			I		I
compare and contrast aspects of Spanish-speaking cultures with their own cultures.				I				

	AGS							AGS
	AS						AS	
	AA							
Course: LITR 210: Intro to Literature	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
demonstrate an awareness of the complexity and diversity of human experience as expressed through literature.	**IR**		**IR**	**IR**		**IR**		**IR**
analyze the interactions of reader and writer to discern meaning.			**IR**	**IR**		**IR**		**IR**
articulate the distinctive features of various genres.	**IR**		**IR**			**IR**		**IR**
apply modes of critical inquiry specific to the discipline.	**IR**		**IR**			**I**		**I**
compose thoughtful literary analysis using appropriate terminology and conventions.	**IR**		**IR**			**I**		**I**

	AGS AS AA						AS	AGS
Course: MUSC 108: Music History & Appreciation	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
identify and describe the elements of melody, harmony, pitch, rhythm, timbre, texture, form, and dynamics.			**IR**					
identify the expressive qualities of the elements of music through listening experiences.			**IR**					
describe the general characteristics of musical genres and the relationship to their cultural/historical settings.			**IR**	**IR**				
demonstrate knowledge of musical artists, composers, and compositions related to the context of the course.			**IR**	**IR**				
critically evaluate the role of music in their lives.			**IR**	**IR**		**IR**		**IR**

	AGS						AS	AGS
	AS						AS	
	AA							
Course: PHIL 101: Intro to Philosophy	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
recognize the significance of philosophy in a broader cultural and historical context.			**I**	**I**				
show familiarity with the development of various philosophical traditions during some of their major periods.			**IRA**	**I**				
recognize key characteristics of philosophical inquiry such as its emphasis on careful reasoning and analysis and how it differs from other kinds of inquiry.			**IRA**	**I**				
demonstrate familiarity with and understanding of basic philosophical theories, terminology and concepts.	**IR**		**I**	**I**				
show familiarity with at least one of the major divisions of Philosophy as determined by the individual instructor.			**IRA**	**I**	**IRA**			
explain key philosophical terms within historical periods, schools of thought, or problems in philosophy.	**IR**	**I**	**I**	**I**				
identify and develop in writing, philosophical analyses and arguments based on philosophical reasoning.	**IRA**		**IRA**	**I**	**IRA**			
distinguish between valid and fallacious arguments and recognize examples of each.			**IR**	**IR**	**IRA**	**I**		**I**
provide cogent reasons in support of contentious philosophical claims.	**I**	**I**	**IR**	**IR**	**IRA**			
evaluate, in writing, philosophical analyses, arguments, and texts and appreciate alternative points of view.	**IRA**		**IR**	**IRA**	**IRA**	**I**		**I**

show familiarity with some classic philosophical arguments within historical period-schools of thought- or within problems in philosophy.			IR	I				
be familiar with variety of philosophical positions on contentious issues such as nature of mind, sources of knowledge and nature of good.			I	I	IR			
evaluate competing theories, and arguments, providing their own positions supported by valid arguments.			IRA	I		I		I

	AGS / AS / AA						AS	AGS
Course: PHIL 102: Elementary Ethics	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
recognize the significance of moral philosophy in a broader context.			**I**	**I**	**IRA**			
show familiarity with philosophical development of various normative ethical theories.			**I**	**I**				
recognize key characteristics of philosophical inquiry such as its emphasis on careful reasoning and analysis and how it differs from other kinds of inquiry.			**IR**	**I**				
apply ethical theories to moral problems.			**IRA**	**IRA**	**IRA**	**I**		**I**
identify and explain basic ethical theories, terminology and concepts.		**I**				**I**		**I**
demonstrate an understanding of major normative ethical theories, schools of thought, problems within ethics as chosen by instructor.			**I**	**I**				
explain key ethical terms as understood within ethical theories or as applied to moral problems such as permissibility of abortion, capital punishment our duties to animals.			**I**	**IR**	**IRA**			
identify and develop, in writing, philosophical analyses and arguments based on philosophical reasoning and provide cogent reasons in support of competing philosophical claims.	**IRA**		**IRA**	**IR**	**IRA**	**I**		**I**

evaluate in writing, philosophical argument and texts focusing on moral theories and problems and state alternative points of view by providing their own positions supported by cogent arguments.	IRA		IRA	IR	IRA	I		I

	AGS						AS	AGS
	AS						AS	
	AA							
Course: SPCH 113: Interpersonal Communications	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
demonstrate an ability to apply effective communication techniques within a variety of contexts.	R	R	R			IR		IR
demonstrate an understanding of various effective conflict management skills.			R	R	R	I		I
demonstrate an understanding of the impact of gender and culture on interpersonal communication.			R	R	R			
demonstrate an ability to analyze effective listening habits and skills.	I	IR	R			IR		IR
evaluate the role of verbal and nonverbal messages in interpersonal communication.	R	R	I	I	I	IR		IR
recognize the role of perception of self and others in interpersonal communication.		R	R	R	I	IR		IR

	AGS						AS	AGS
	AS						AS	
	AA							
Course: BIOL 105: Principles of Biology	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
demonstrate an understanding of the nature of science a. Scientific processes b. Scientific methods			**IR**					
demonstrate an understanding of the levels of organization and emergent properties of life a. Basic biological chemistry b. Structure and function of biological molecules c. Cellular structure and functions			**I**	**I**				
demonstrate an understanding of bioenergetics a. Enzyme activity b. Cellular respiration c. Photosynthesis			**I**					
demonstrate an understanding of cellular reproduction a. Binary fission b. Mitosis c. Meiosis			**I**	**I**				

identify the basic principles of Mendelian and molecular genetics, and relate these to the basic principles of Natural Selection and evolution a. Classical genetics b. Molecular genetics i. DNA replication ii. Gene expression and regulation			IR	I	I			
design and perform experiments in a laboratory setting a. Microscopy b. Quantitative measurement skills incorporating the metric system c. Analytical and statistical skills including presenting and/or interpreting graphs and tables d. Experience with living organisms in the laboratory			IR					

	AGS						AS	AGS
	AS						AS	
	AA							
Course: BIOL 210: Anatomy & Physiology	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
Body Plan & Organization - Upon completion of this section the student will be able to demonstrate measurable understanding of descriptive anatomical and directional terminology.			I					
Homeostasis - Upon completion of this section the student will be able to demonstrate measurable understanding of the basic concept of homeostasis and how homeostatic mechanisms apply to body systems.			I	I				
Chemistry & Cell Biology Review - Upon completion of this section the student will be able to demonstrate measurable understanding of basic chemistry and cellular structures and function.			I	I				
Histology - Upon completion of this section the student will be able to demonstrate measurable understanding of the basic tissues of the body, their location and functions.			I	I				
Integumentary System - Upon completion of this section the student will be able to demonstrate measurable understanding of major gross and microscopic anatomical components of the integumentary system and describe the functions of the system.			I					

Skeletal System - Upon completion of this section the student will be able to demonstrate measurable understanding of major gross and microscopic anatomical components of the skeletal system and explain their functional roles in osteogenesis, repair, and body movement.			I					
Muscular System - Upon completion of this section the student will be able to demonstrate measurable understanding of major gross and microscopic anatomical components of the muscular system and explain their functional roles in body movement, maintenance of posture, and heat production.			I					
Nervous System - Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the nervous system and explain their functional roles in communication, control, and integration.			I	I				
Special Senses - Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the eye and ear and explain their functional roles in vision, hearing and equilibrium - Students should also be able to identify and locate the receptors responsible for olfaction and gustation and briefly describe the physiology of smell and taste.			I	I				
Endocrine System - Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the endocrine system and explain the functional roles of their respective hormones in communication, control, and integration.			I					
Cardiovascular System - Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the cardiovascular system and explain their functional roles in transport and hemodynamics.			I	I	I			

Lymphatic System & Immunity - Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the lymphatic system and explain their functional roles in fluid dynamics and immunity.			I	I				
Respiratory System - Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the respiratory system and explain their functional roles in breathing/ventilation and in the processes of external and internal respiration.			I	I				
Digestive System - Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the digestive system and explain their functional roles in digestion, absorption, excretion and elimination.			I	I				
Metabolism - Upon completion of this section the student will be able to demonstrate measurable understanding of the functional relationship among cellular, tissue and organ level metabolism, the role nutrition plays in metabolism, and the mechanisms by which metabolic rate is regulated in the body.			I					
Urinary System - Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the urinary system and explain their functional roles.			I	I				
Fluid/Electrolyte& Acid/Base Balance - Upon completion of this section the student will be able to demonstrate measurable understanding of the physiology of the homeostatic mechanisms that control fluid/electrolyte and acid/base balance.			I	I				

Reproductive Systems - Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the reproductive system and explain their functional roles in reproduction and inheritance.			I	I	I			

	AGS AS AA						AS	AGS
Course: CHEM 105: General Chemistry	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
demonstrate proficiency in the Metric System, significant figures, and density.			IR	I				
demonstrate proficiency in formula writing and balancing equations.			IR					
demonstrate proficiency in chemical structure and bonding.								
demonstrate proficiency in using the gas laws.			IR					
demonstrate proficiency in acid and base chemistry.								
demonstrate proficiency in understanding the energy of reactions.	I				IR			
demonstrate proficiency in dealing with solutions and two-phase systems.			IR					
demonstrate proficiency in chemical equilibrium.								
demonstrate an understanding of redox reactions and electrochemistry.			IR					

	AGS						AS	AGS
	AS						AS	
	AA							
Course: CHEM 109: College Chemistry I	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
demonstrate proficiency in the Metric System, significant figures, and density.								
demonstrate proficiency in formula writing and balancing equations.								
demonstrate proficiency in chemical structure and bonding.			I					
demonstrate proficiency in using the gas laws.			R					
demonstrate proficiency in acid and base chemistry.								
demonstrate proficiency in understanding the energy of reactions.								
demonstrate proficiency in dealing with solutions and two-phase systems.								
demonstrate proficiency in chemical equilibrium.								
demonstrate an understanding of redox reactions and electrochemistry.	I	I						

	AGS						AS	AGS
	AS						AS	
	AA							
Course: CHEM 110: College Chemistry II	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
describe the basic (colligative) properties of solutions				**IR**				
describe the fundamentals of acid/base equilibria, including pH calculations, buffer behavior, acid/base titrations, and their relationship to electrophiles and nucleophiles			**R**					
describe the thermodynamic and kinetic forces involved in chemical reactions which determine how much and how soon products are formed	**I**		**R**					
describe the basics of electrochemistry, and the relationship of electrical parameters to thermodynamic and stoichiometric parameters	**I**	**IR**	**IR**					
describe current bonding models for simple inorganic and organic molecules in order to predict structures and important bonding parameters	**IR**		**R**					
describe general periodicity patterns of (organic/inorganic) molecules, and the ability to design synthetic approaches to such species	**IR**	**IR**	**R**					
describe solubility and complex ion equilibria			**R**					
describe the basic aspects of nuclear chemistry		**IR**			**I**			

	AGS							AGS
	AS						AS	
	AA							
Course: MATH 109: Plane Trigonometry	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
define the trigonometric functions using both a right triangle and the unit circle.								
define and interpret radian measurement. Recognize and apply circular functions as real-valued functions.			I					
solve for unknown sides/angles within right triangles and know trigonometric function values for special angles (multiples of $\pi/6$ and $\pi/4$).			I					
analyze the graphs of the six basic trigonometric functions and their arithmetic combinations using the concepts of period, phase shift, amplitude, and displacement.			I					
derive/verify trigonometric identities, including but not limited to double angle, half angle, angle sum, and angle difference identities.	I		I					
define, graph, and apply inverse trigonometric functions.			I					
solve equations involving trigonometric functions.			I					
find solutions of oblique triangles using the Law of Cosines or Law of Sines.			I					
solve applied problems including but not limited to vectors.			I					
derive the trigonometric form of complex numbers and perform calculations with them including products and quotients.								

translate between rectangular and polar coordinates and graph within the polar coordinate system.								

	AGS AS AA						AS	AGS
Course: MATH 110: Fundamentals of Statistics	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
create graphical and numerical descriptions of quantitative and qualitative data.			**IR**		**I**			
calculate probabilities and percentiles related to a general normal distribution.			**IR**					
distinguish differences in data analysis and interpretation between observational data and data from designed experiments.			**I**	**I**	**I**			
calculate and interpret a confidence interval for a single parameter, using both large and small samples.	**I**		**I**		**I**			
perform and interpret a test of hypotheses for a single parameter, using both large and small samples.	**I**		**I**		**I**			
perform and interpret statistical inference on the difference of two parameters.	**I**		**I**		**I**			
fit and interpret a simple linear regression model, including correlation and scatterplots.			**I**		**I**			

	AGS AS AA						AS	AGS
Course: PHSC 105: General Physical Science	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
explain the scientific method.	**I**				**I**			
describe the scope of the physical sciences.								
interpret scientific data to demonstrate basic problem solving.			**I**					
explain everyday phenomena in terms of basic physical science concepts.					**IR**			
explain and critique science as presented in the media.	**IR**		**IR**	**I**				
LAB								
perform measurements using physical apparatus.			**R**					
analyze the collected data including appropriate treatment of errors and uncertainties.			**IR**					
generate and communicate conclusions based on the data and analysis for experimental investigations.	**I**		**R**					

	AGS						AS	AGS
	AS						AS	
	AA							
Course: PHSC 106: Descriptive Astronomy	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
Explain the scientific method.			I					
Interpret astronomical observations, demonstrate critical thinking and basic problem solving.			I	I				
Explain astronomical phenomena in terms of appropriate scientific models.			I					
Explain and critique science as presented in the media.			I		I			

	AGS							AGS
	AS						AS	
	AA							
Course: PHYS 205: General Physics I	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
evaluate situations involving Physics I topics by choosing the appropriate conceptual frameworks.			**IR**	**I**	**I**			
recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis in order to generate solutions to problems in Physics I topics.			**IR**					
think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Physics I topics, selecting relevant information, selecting an approach to solving the problem and carrying out the analysis needed to generate and communicate solution(s).			**IR**					
perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Physics I topics.			**IR**					

	AGS AS AA						AS	AGS
Course: PHYS 206: General Physics II	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
evaluate situations involving Physics II topics by choosing the appropriate conceptual frameworks.			**IR**					
recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis in order to generate solutions to problems in Physics II topics.			**IR**					
think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Physics II topics, selecting relevant information, selecting an approach to solving the problem and carry out the analysis needed to generate and communicate solution(s).			**IR**					
perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Physics II topics.			**IR**					

	AGS							AGS
	AS						AS	
	AA							
Course: PHYS 207: Engineering Physics I	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
evaluate situations involving Engineering Physics I topics by choosing the appropriate conceptual frameworks.			**IR**	**I**	**I**			
recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis in order to generate solutions to problems in Engineering Physics I topics.			**IR**					
think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Engineering Physics I topics, selecting relevant information, selecting an approach to solving the problem and carrying out the analysis needed to generate and communicate solution(s).			**IR**					
perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Engineering Physics I topics.			**IR**					

	AGS						AS	AGS
	AS						AS	
	AA							
Course: PHYS 208: Engineering Physics II	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
evaluate situations involving Engineering Physics II topics by choosing the appropriate conceptual frameworks.			**IR**					
recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis in order to generate solutions to problems in Engineering Physics II topics.			**IR**					
think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Engineering Physics II topics, selecting relevant information, selecting an approach to solving the problem and carry out the analysis needed to generate and communicate solution(s).			**IR**					
perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Engineering Physics II topics.			**IR**					

	AGS						AS	AGS
	AS						AS	
	AA							
Course: CRIM 101	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
summarize the historical, theoretical and philosophical developments in criminal justice.								I
identify and discuss the steps in the criminal justice process.								
distinguish the goals and philosophies of the due process and the crime control models of criminal justice.			I					
identify the ethical responsibilities and constitutional duties of the criminal justice professional.				I	I			I
summarize how law enforcement, courts and corrections operate and interact								
explain the importance of empirical date in criminal justice policy.								

	AGS						AS	AGS
	AS						AS	
	AA							
Course: CSCI 110: Computer Concepts	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
identify the specifications and configurations of computer hardware								I
identify the role of an operating system								
use the Internet to find information and determine its credibility			I		I			I
use word processing software to create, edit and produce professional documents	I							I
create spreadsheets and charts for problem-solving			I					I
utilize a database								I
use presentation software to create, edit and produce professional presentations		I						I
identify the ethical and social standards of conduct regarding the use of information and technology					I			I
identify security threats and solutions								

	AGS						AS	AGS
	AS						AS	
	AA							
Course: ECON 111: Economics: Macro	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
demonstrate the economic way of thinking by including scarcity, opportunity cost, production possibility and marginal analysis.	**IR**		**IR**					
utilize the supply and demand model to analyze market outcomes.	**IR**		**IR**					
apply the key macroeconomic indicators to interpret the performance of the aggregate economy including output, price level, and employment.	**I**		**I**		**I**			**I**
utilize economic models to explain changes in short-run fluctuations and long-term growth.	**IR**		**I**					**I**
evaluate the impacts of fiscal policy on the macroeconomy.	**IR**		**I**		**I**			**I**
define money and banking, then evaluate the impacts on the monetary policy on the macroeconomy.	**I**		**I**		**I**			

	AGS						AS	AGS
	AS						AS	
	AA							
Course: ECON 112: Economics Micro	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
demonstrate the economic way of thinking including scarcity, opportunity cost, production possibility, and marginal analysis.	**IR**		**IR**					
utilize the supply and demand model, including elasticity, to analyze market outcomes.	**IR**		**IR**					
determine the functional relationships between production and costs.	**I**		**I**					
compare and contrast the operation of different market structures.	**IR**		**IR**					**I**
identify the causes and effects of market failures.	**I**		**I**		**I**			**I**

	AGS / AS / AA						AS	AGS
Course: HPER 106: Health Education	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
gather, analyze and utilize information to make decisions that promote personal and community health and wellness.			**R**					**R**
differentiate among dimensions of wellness as they apply to overall health.								
demonstrate the knowledge and skills for developing personal responsibility in health choices and quality of life.			**R**		**R**			**I**
recognize the importance of demographic diversity as it applies to health and wellness issues.				**IR**	**R**			**I**

	AGS						AS	AGS
	AS						AS	
	AA							
Course: HPER 115: Basic Nutrition	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
identify the six classes of nutrients and their sources.								
demonstrate an understanding of the processes of digestion, absorption, and metabolism of nutrients.								
employ available resources to make sound nutritional choices.			**R**		**R**			**R**
explain energy balance and weight control as it relates to nutrition and wellness.					**R**			**I**
describe nutritional needs throughout the lifespan.			**R**	**R**	**R**			**I**
recognize the global food safety, security, and sustainability issues.			**R**	**R**	**R**			

	AGS						AS	AGS
	AS						AS	
	AA							
Course: MATH 107: Intermediate Algebra	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
factor quadratic expressions, expressions of quadratic form, special forms, and factor by grouping.								
perform addition, subtraction, multiplication, and division on rational expressions.								
simplify complex fractions.								
apply the laws of exponents to simplify expressions containing rational exponents.								
apply the laws of radicals to perform addition, subtraction, and multiplication on expressions involving radicals. Rationalize denominators containing radicals.								
simplify radicals containing negative radicands. Perform arithmetic operations on complex numbers.								
evaluate functions using function notation.								
solve linear inequalities in one variable showing solutions both on the real number line and in interval notation.								
solve literal equations, including those that require factoring.								
solve systems of linear equations in two variables.								
solve equations by factoring and quadratic formula.								

solve equations containing rational expressions.								
solve equations involving radicals.								
solve linear absolute value equations and inequalities in one variable.								
develop and solve mathematical models including variation, mixture, motion, work, and geometrical applications.			**IRA**					
graph linear inequalities.								
graph quadratic functions.								
determine an equation of a line given either sufficient information (two points) or a particular condition (perpendicular to a given line, parallel to a given line through a specific point, through a specific point with a given slope, etc.).								
calculate the distance between two points.								
distinguish between functions and relations using the Vertical Line Test								
identify the domain and range of a function given its graph								

	AGS						AS	AGS
	AS						AS	
	AA							
Course: POLS 104: Intro to Political Science	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
exhibit an understanding of the meaning of politics.		IRA	I		I			
explain the role of political systems in society.	IR		I	I	I			
explain the nature and purpose of political science as a discipline.	IR	IRA	I					
differentiate between the various subfields of political science.			IRA	IR	I			
understand the ideas and concepts that shape the study of political science.			IRA	IR				

	AGS							AGS
	AS						AS	
	AA							
Course: POLS 105: American Government	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
identify, distinguish, and analyze the roles, powers, and relationships among the 3 branches of government.			**IR**	**I**				**I**
identify forms of political participation, differentiate among organizations engaged in elections and analyze participation in US democracy.	**I**	**I**	**IRA**	**IR**	**IR**			**I**
understand and analyze how policy decisions are made and the impact of policy on the public.	**I**	**I**		**IR**	**IR**			**I**
explain the origins and the evolution of US Constitutional Democracy.			**IR**	**IR**				

	AGS							AGS
	AS						AS	
	AA							
Course: EDUC 110: Developmental Psychology	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
differentiate developmental theories and research methods.			**R**	**I**				
describe the social and emotional development throughout the life span.			**R**	**I**				**I**
recognize cognitive and neurological development throughout the life span.			**R**	**I**				**I**
identify physical development throughout the life span.			**I**	**I**				**I**
analyze the processes of death and dying.			**R**	**I**				

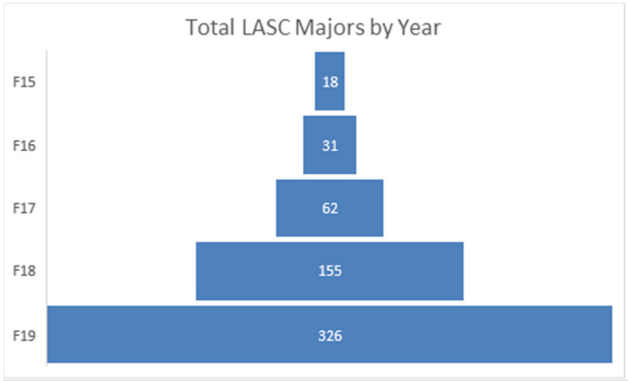
	AGS							AGS
	AS						AS	
	AA							
Course: SOCI 105: Intro to Anthropology	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
define and apply key anthropological concepts, including: culture, ethnocentrism, cultural relativism, and holism.			I	I				
describe key anthropological methods, such as: ethnographic fieldwork, interview techniques, and participant observation.			I	I	I			i
define the concept of culture and discuss specific examples of how it is learned, shared and transmitted through symbolic systems including language.			I	I				R
demonstrate knowledge of different cultural traditions through exposure to ethnographic analysis.			I	I	I			I
identify and explain different anthropological perspectives on cultural change and continuity.			I	I	I			
identify ways in which different aspects of culture, including environment, economy, kinship, the arts, politics, religions and other belief systems, are interrelated and integrated in a cultural system.			I	I	I			
describe and give examples of the effects of colonialism and globalization on world cultures.			I	I	I			R

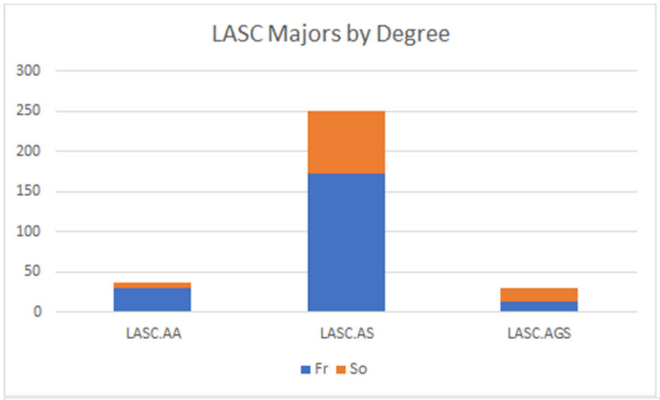
	AGS						AS	AGS
	AS						AS	
	AA							
Course: SOCI 210: Intro. to Social Work	***Curriculum Map***							
Program Outcomes	**illustrate written communication skills.**	**demonstrate oral communication skills.**	**develop critical thinking skills.**	**develop awareness of diversity.**	**develop an awareness of social responsibility.**	**apply tools, technologies, and methods common to the humanities & fine arts.**	**apply tools, technologies, and methods common to the areas of mathematics and sciences.**	**apply tools, technologies, and methods common across a variety of interrelated disciplines.**
Course SLO: Students will be able to								
define & describe social work - what it is, what it does, and with whom, in what areas of human functioning, in what context, and with what focus.			I	I	I			
compare and contrast social work from other helping professions (e.g. psychology, applied sociology, psychiatry, etc.); professional social work from volunteer helping; profession from occupation; and social service organizations from other organizations.			I		I			
identify and critically examine the philosophical and historical roots of social work and social welfare.			I	I	I			
identify common fields of generalist practice at the various levels of social work interventions (e.g. individuals, families, groups, organizations, and communities).				I	I			
identify the social work professional's core values and ethical principles and compare and contrast with the individual student's values and those values held in society (NASW Code of Ethics)			I		I			I
identify core theories and research that guide social work and social welfare policies, frameworks, perspectives, and generalist practice methods.					I			

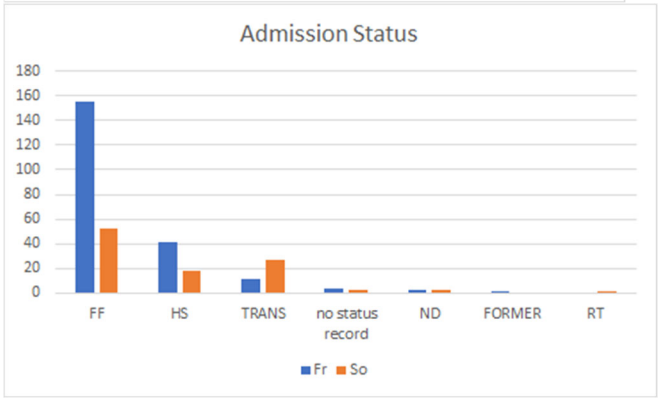
identify and examine social and economic justice issues addressed by the social work and social welfare profession, especially those related to poverty, inequality, racism, sexism, homophobia, ageism, and other forms of oppression at the micro, mezzo, and macro levels.			I	I	I			I

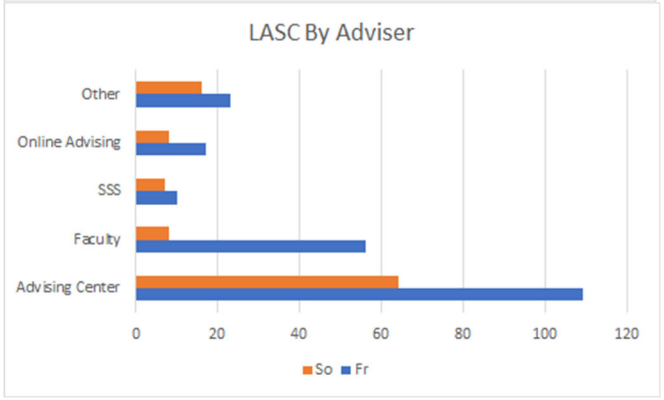
Majors Information: Appendix G

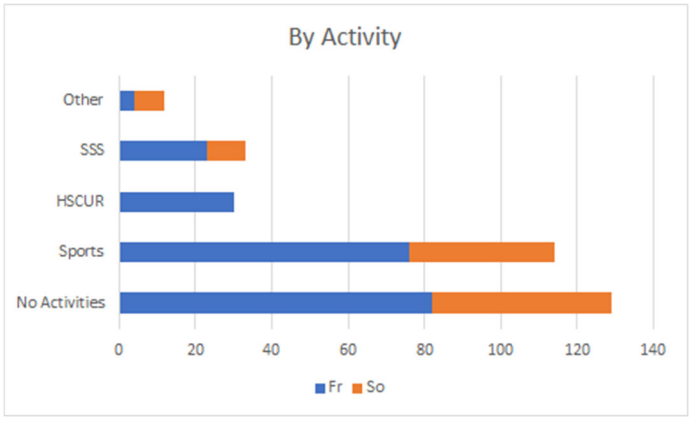
All LASC Majors



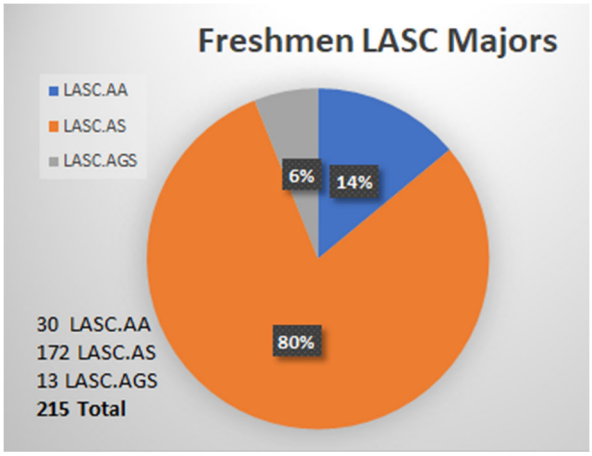


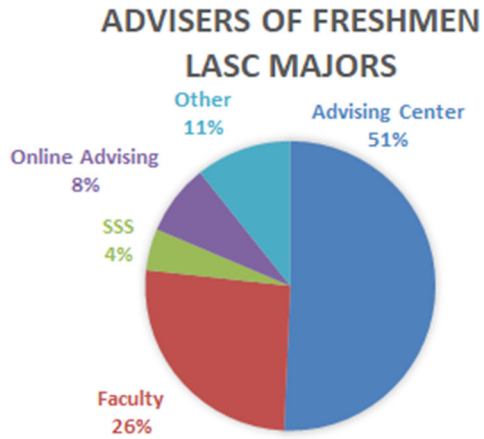


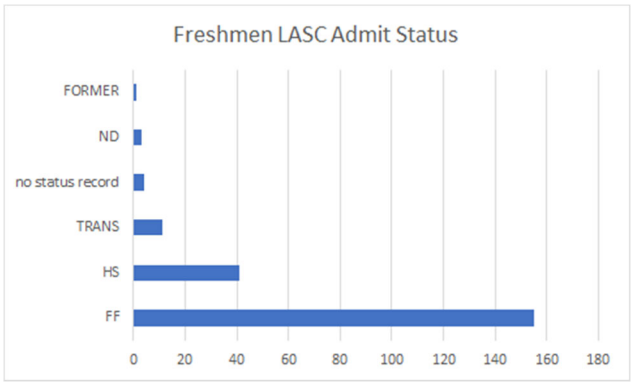




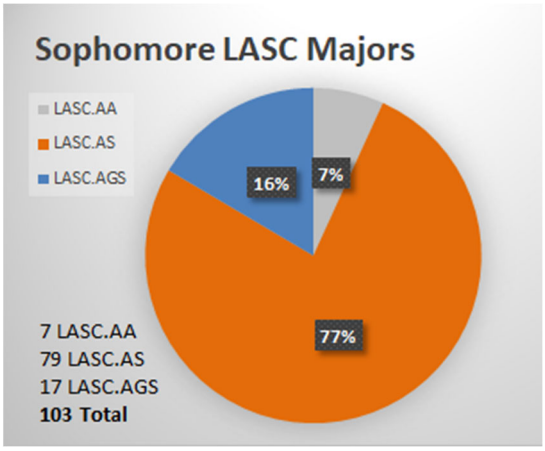
Freshmen

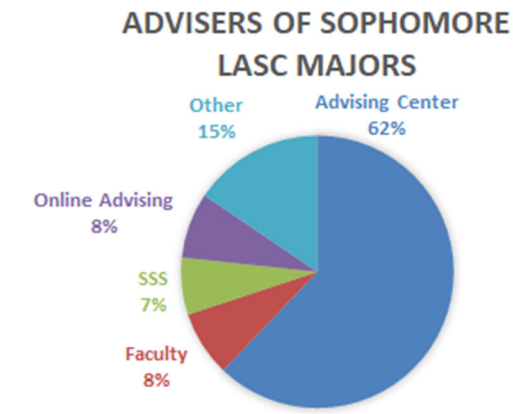


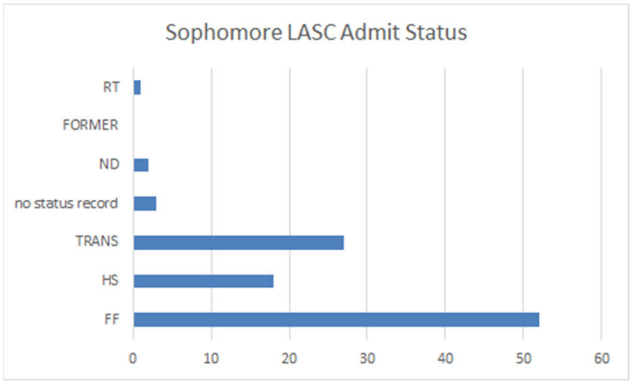


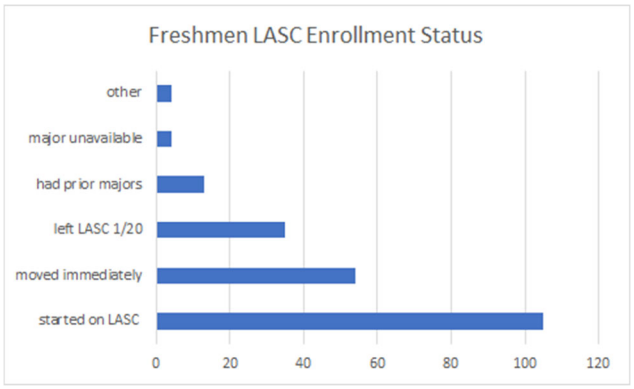


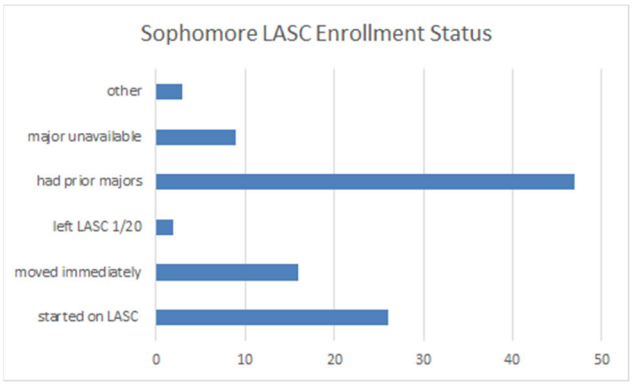
Sophomores

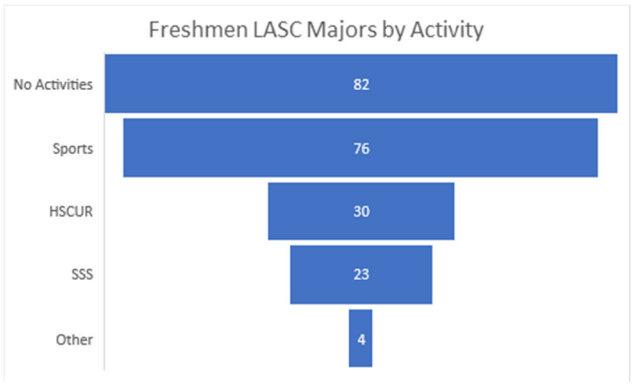


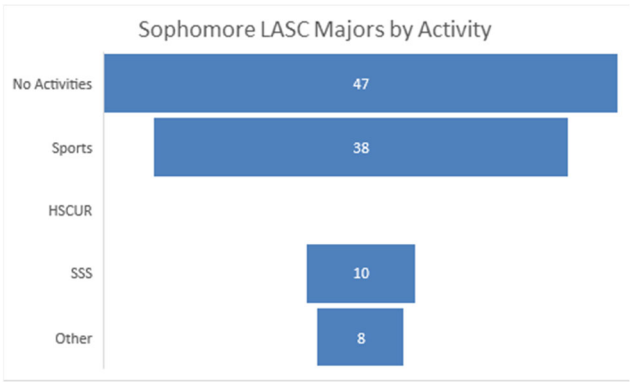





Freshmen LASC Enrollment Status
other
major unavailable
had prior majors
left LASC 1/20
moved immediately
started on LASC
0
20
40
60
80
100
120


Sophomore LASC Enrollment Status
other
major unavailable
had prior majors
left LASC 1/20
moved immediately
started on LASC
0
10
20
30
40
50


Freshmen LASC Majors by Activity
No Activities
82
Sports
76
HSCUR
30
SSS
23
Other
4


Sophomore LASC Majors by Activity
No Activities
47
Sports
38
HSCUR
SSS
10
Other
8