



PROGRAM REVIEW SELF-STUDY REPORT

Name of Program/Degree/Certificate

Liberal Arts and Sciences: General Studies Emphasis/A.A. Degree

Campus or Campuses

Ammerman, Eastern, and Grant campuses

Date of Report

Fall 2016

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I. Introduction

A. Provide the current mission statement for the program.

The following mission statement was recommended in the 2004-2005 Program Review Report. This mission statement was never brought to college governance for a vote:

The mission of the Liberal Arts and Sciences: General Studies Emphasis Associate in Arts degree program is to establish a foundation for lifelong learning by enabling students with varying interests to expand their body of knowledge and awareness of major areas of human experience. The curriculum is designed to provide the first two years of study towards a baccalaureate degree. Toward that end, the General Studies curriculum provides a framework with enough latitude for students to pursue their unique personal, professional, and/or academic goals. The General Studies curriculum provides broad exposure to diverse fields of study which will ultimately serve to enhance and inform all future endeavors.

The committee proposes a new mission statement and will submit it to governance for approval:

The mission of the Liberal Arts and Sciences General Studies Program is to enrich student understanding in diverse subjects. The curriculum's flexibility allows students to plan courses of study that will facilitate transfer into a variety of academic programs. Students will develop a higher level of oral and written communication skills, ethical and critical thinking, and other intellectual tools that can be used throughout their personal, academic, and professional lives.

B. How does the program's mission advance the mission or goals of the College?

The college's mission is as follows:

Suffolk County Community College promotes intellectual discovery, physical development, social and ethical awareness, and economic opportunities for all through an education that transforms lives, builds communities, and improves society.

The mission of the Liberal Arts and Sciences General Studies Program advances the mission of the College in the following ways:

- by enriching student understanding in *diverse subjects* and giving the student the opportunity to develop a *higher level of communication skills* and *critical thinking*, the program advances the college's mission to "promote intellectual discovery";

- by developing students’ *ethical thinking*, the program advances the college’s mission to promote “social and ethical awareness”;
- by providing *intellectual tools* that students will use *throughout their personal and professional lives*, and allowing students to design courses of study that will *facilitate transfer* into a *variety of academic programs*, the program advances the college’s mission to promote “economic opportunity” and provide an education that “transforms lives.”

C. Programmatic Effectiveness is defined as the extent to which a program is achieving its mission. Briefly comment on the current effectiveness of the program.

The problem with the previous mission is we have no assessments available to assess how effectively the program “establish(es) a foundation for lifelong learning.” Nor do we have any data that will conclusively determine if the curriculum “provides the first two years of study towards a baccalaureate degree.” We do know that the program fulfills 10 of 10 categories of SUNY General Education so if students transfer to a SUNY institution their lower division general education requirements should be met. While the General Studies curriculum does offer substantial flexibility of choice, we have no data to suggest that the framework allows for students to pursue successfully their “unique personal, professional, and/or academic goals.”

The committee believes the proposed mission provides for more assessable goals. While remaining a strong transfer program, the new mission focuses on student’s ability to develop important educational skills including oral and written communication as well as ethical and critical thinking.

D. Catalog Description

1. Provide the current program catalog description.

This curriculum is designed for students seeking a liberal arts education which will develop their intellect, enhance their self-expression, contribute to a sense of self-fulfillment, and provide an understanding of our common cultural heritage. The program focuses on a central core of learning experiences in the arts, humanities, social sciences, natural sciences and mathematics and constitutes an ideal foundation and preparation for those students who plan to continue their studies toward a baccalaureate degree at a four-year college or university. At the same time, it also offers sufficient flexibility and opportunity for exploration to serve the needs of those students who are undecided about their career goals and who wish to explore diverse fields of interest.

2. Does this description accurately describe the current program?

Yes_____ No__X__

If No, what changes does the program review committee recommend?

Explain reasons for any recommended changes.

Assuming that the proposed mission is approved, we are suggesting the following language as the catalog description:

This liberal arts program is designed to enrich student understanding in diverse subjects. The curriculum's flexibility allows students to plan courses of study that will facilitate transfer into a variety of academic programs. Students will develop a higher level of oral and written communication skills, ethical and critical thinking, and other intellectual tools that can be used throughout their personal, academic, and professional lives.

3. Is the program information appearing on the College website up to date and consistent with the College catalog? Yes__X__ No_____

If No, what changes does the committee recommend?

E. Previous Program Review

1. Provide the date of the last program review: 2004-2005

2. List the recommendations from that review, and indicate the extent to which these recommendations have been implemented. Indicate "I" for recommendations implemented, "IP" for those in progress and "NI" for those not implemented. For those recommendations not implemented please explain the circumstances.

	Recommendations from previous Program Review	I=Implemented; IP=In Progress; NI=Not Implemented
1.	Adopt proposed mission statement.	NI – The program lacked a structure to put forward the recommendations of the previous program review. The GSC (General Studies Committee) is recommending a new mission statement.
2.	Adopt SUNY General Education Outcomes as Program Student Learning Outcomes	Never submitted to Governance for approval, but operationally implemented. The GSC is recommending new PLOs.
3.	Form an advisory committee for program oversight, to formulate curricular recommendations and encourage and maintain assessment initiatives.	I
4.	Establish a standardized approach to syllabi creation, format and design	I
5.	Unify the General Studies physical education requirement.	I
6.	Develop a systematic method for reviewing course syllabi and course outlines for General Studies core courses;	NI – This recommendation was made prior to the syllabus project and the GSC doesn't feel it is necessary to pursue this recommendation any further.
7.	Develop a comprehensive assessment comparing student learning in courses across the modalities.	I – The GSC is recommending a new assessment plan to align with proposed mission and outcomes.
8.	Continue to increase the number of smart classrooms and encourage the use of technology to enhance teaching effectiveness	I
9.	Continue development and maintenance of joint admission and articulation agreements for the General Studies program	NI - The committee believes that current transfer agreements in combination with SUNY Seamless Transfer is sufficient. There is no need to pursue this recommendation any further.
10.	Obtain data to determine the effect of the General Studies program on student choice of subsequent field of study and profession	NI - The committee will be making a more thorough recommendation regarding data collection as a result of this program review.
11.	Highlight “Transfer Opportunities” on the college webpage to provide a more user friendly format and attract interest in General Studies: emphasize quality transfer institutions. (Enhance visibility by using button entitled Transfer Opportunities on the college webpage.)	NI - The website has been redesigned since this recommendation was put forward; therefore, it is not necessary to pursue this recommendation any further.
12.	Continue efforts to recruit multicultural student population and address their specific learning needs	NI - While the committee supports this endeavor as a part of the college's recruitment goals, because recruitment into this program is not a goal of this program, we do not believe this recommendation should be carried forward for the General Studies program.
13.	More effectively integrate non-native English speaking students	NI - While the committee supports integration of non-native English speaking students into the college, this is not a goal of the General Studies program. The GSC is available to consult with ESL instructors.

14.	Expand advisement opportunities for General Studies students to enhance transfer and scholarship opportunities.	I
15.	Increase the library budget for collection management and development; serial electronic and hard-copy subscriptions, and media resources and software	NI – We don't have the data needed to support this recommendation.
16.	Make the Huntington Library more appealing and welcoming by providing proper furniture and carpeting to foster a more positive teaching and learning environment	I
17.	Provide additional space, preferably separate buildings for the Eastern and Western Campuses libraries	I
18.	Extend the hours of library and resource center operation to meet the increasing needs of students college wide.	NI – We have no assessment data to suggest that current library hours are not sufficient to meet student needs in the General Studies Program. Therefore, we do not believe this recommendation should be carried forward for the General Studies program.
19.	Increase the budget for books, supplies and staffing for the Ammerman Campus Reading Center	NI - We don't have the data needed to support this recommendation.
20.	Integrate faculty into lab instruction and development activities to strengthen the ties between classroom and lab learning objectives	I
21.	Explore assignment based lab rather than time base lab requirements	I
22.	Utilize on-line electronic workbooks available with many texts for foreign language and ESL assignments.	I
23.	Retain more full-time faculty lines as individuals retire and increase the overall number of full-time instructors at the college	IP
24.	Establish a program chair to preside over the “advisory committee” and advocate for the recommendations resulting from the committee.	I
25.	Maintain faculty development initiatives begun through the Title III Grant that ended in 2004 such as Summer Institutes, Great Teachers Workshops, Professional Development seminars	I
26.	Maintain financial support of the Teaching and Learning Centers	I

Section I Observations and Recommendations:

Observations:

- 1) The mission recommended in the last Program Review was never put forward. The current mission lacks program purpose and is not assessable. While it is understood that the LAS: General Studies program must maintain flexibility in mission and course requirements, the program must have coherence and integrity as a program

since the majority of Suffolk's students are matriculated into and graduate with this degree.

- 2) With the creation of the General Studies Committee, many of the previous recommendations were implemented or can now be implemented. However, some of the recommendations that were not implemented are now no longer relevant.

Recommendations

- 1) The General Studies Committee has approved and recommends a new mission statement and catalog description.
- 2) The General Studies Committee should continue to follow up on recommendations from program review.

II. Programmatic Outcomes

A. Program-level Student Learning Outcomes

List the current program-level student learning outcomes (PLOs). Indicate whether each programmatic outcome advances one or more of the institutional learning outcomes (ILOs). If so, discuss the manner in which the PLOs relate to the ILOs.

Operationally, the SUNY General Education Learning Outcomes (see below) were the program learning outcomes for the General Studies Program. However, these outcomes were never approved as the program's PLOs through a governance process. Furthermore, the SUNY outcomes do not encompass the college's mission or Middle States requirements. One of the reasons for this lapse in process is the General Studies Program lacked the oversight of a department chair or committee. Faculty had no mechanism to claim responsibility for the program. That is one reason why the College Governance Council sought the creation of the General Studies Committee, a tri-campus committee whose charges are as follows:

1. Serve as a standing program-review committee for the College's Liberal Arts and Sciences: General Studies, A.A. degree program;
2. Serve as a resource for the faculty who teach courses in the General Studies curriculum concerning the development of learning outcomes, course syllabi, and the development and implementation of assessment plans;
3. Monitor inclusion of Institutional Learning Outcomes in the General Studies program;
4. Conduct reviews of the College's general education assessment plans, and propose changes to these plans, if deemed appropriate;
5. Promote conversation among the relevant discipline faculty concerning the programmatic learning outcomes of the General Studies program;
6. Report on and monitor implementation of the recommendations of the General Studies program reviews.

The creation of the General Studies Committee coincided with a pending Middle States visit. In the Spring of 2012, when the General Studies program was up for a program review, the College Governance Council (CGC) was approached by the Office of Academic and Student Affairs and charged with helping the college articulate Institutional Learning Outcomes prior to the Middle States visit. The CGC created an ad-hoc committee, the General Studies Committee, and charged that committee with conducting the program review. Because Institutional Learning Outcomes often match the learning outcomes of a college's General Studies Program, the GSC was an obvious choice for helping the college articulate Institutional Learning Outcomes. The GSC's first priority was initiating a governance process beginning in Fall 2012. Throughout the semester, the GSC began a massive outreach campaign to the departments and governance bodies to explain the purpose of creating ILOs and explore the possibilities. The GSC encouraged the faculty to consider: "What do Suffolk students need upon graduation?" and "What does it mean to 'Get your start at Suffolk.'" The committee

looked at models from comparable colleges and explored national trends in public higher education. They collected feedback from the faculty through open forums, email, and a wiki and finally conducted a survey asking faculty to choose which of the proposed ILOs they wanted to include. The committee used language from the AAC&U Leap Essential Learning Outcomes to further refine the outcomes. The resulting set of 13 Institutional Learning Outcomes took shape slowly and were voted on and approved by the three campus governance bodies in the Spring 2013 semester. The governance bodies approved the GSC as a standing committee of the CGC, and the GSC continued the work of the program review and began mapping to the college's new ILOs, which were to be submitted as the PLOs for the General Studies Program.

However, in Spring 2015 the CGC was informed that the ILOs were never approved by the college's president and would not be approved in their current form. The GSC was asked to revise the ILOs. This would have necessitated a new governance process and might have resulted in the same outcome. Because the ILOs were approved by the faculty with the understanding that they would be the PLOs for the General Studies Program, the GSC will submit the outcomes, with some revisions resulting from our mapping efforts, as the PLOs for the program.

Meanwhile, in Spring 2016 governance passed Institutional Educational Goals (see below). The new Middle States requirements allow for IEGs rather than ILOs, and the General Studies Program's PLOs easily map to these goals.

Suffolk County Community College's Institutional Educational Goals

1. At Suffolk County Community College, all associate-degree granting programs will offer "a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field";
2. At Suffolk County Community College, all associate degree (A.A, A.S. and A.A.S.) granting programs will offer "a curriculum designed so that students acquire and demonstrate...essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;

SUNY General Education Learning Outcomes

Knowledge and Skills Areas

1. MATHEMATICS

Students will demonstrate the ability to:

- Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;
- Represent mathematical information symbolically, visually, numerically and verbally;
- Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;
- Estimate and check mathematical results for reasonableness; and,
- Recognize the limits of mathematical and statistical methods.

2. NATURAL SCIENCES

Students will demonstrate:

- Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and
- Application of scientific data, concepts, and models in one of the natural sciences.

3. SOCIAL SCIENCES

Students will demonstrate:

- Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and
- Knowledge of major concepts, models and issues of at least one discipline in the social sciences.

4. AMERICAN HISTORY

Students will demonstrate:

- Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society;
- Knowledge of common institutions in American society and how they have affected different groups; and
- Understanding of America's evolving relationship with the rest of the world.

5. WESTERN CIVILIZATION

Students will:

- Demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and
- Relate the development of Western civilization to that of other regions of the world.

6. OTHER WORLD CIVILIZATIONS

Students will demonstrate:

- Knowledge of either a broad outline of world history, or
- The distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.

7. HUMANITIES

Students will demonstrate:

- Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.

8. THE ARTS

Students will demonstrate:

- Understanding of at least one principal form of artistic expression and the creative process inherent therein.

9. FOREIGN LANGUAGE

Students will demonstrate:

- Basic proficiency in the understanding and use of a foreign language; and
- Knowledge of the distinctive features of culture(s) associated with the language they are studying.

10. BASIC COMMUNICATION

Students will:

- Produce coherent texts within common college-level written forms;
- Demonstrate the ability to revise and improve such texts;
- Research a topic, develop an argument, and organize supporting details;
- Develop proficiency in oral discourse; and
- Evaluate an oral presentation according to established criteria.

Competencies

The following two competencies should be infused throughout the General Education program:

1. CRITICAL THINKING (REASONING)

Students will:

- Identify, analyze, and evaluate arguments as they occur in their own or other's work; and
- Develop well-reasoned arguments.

2. INFORMATION MANAGEMENT

Students will:

- Perform the basic operations of personal computer use;
- Understand and use basic research techniques; and
- Locate, evaluate and synthesize information from a variety of sources.

1. Does the Program Review committee recommend any changes, deletions, or additions to the PLOs? Yes No

2. If so, state the recommended changes and the rationale for each of them.

The committee will be submitting to the College Curriculum Committee the following Program Learning Outcomes, approved by the faculty through the governance process described above:

Aesthetic Literacy: Students will be able to recognize, appreciate, and interpret aesthetic expressions, for example visual, musical, dramatic, literary, etc.

Collaboration and Problem Solving: Students will be able to design, evaluate and implement a strategy in a group to answer an open-ended question or achieve a desired goal.

***Critical and Creative Thinking:** Students will be able to explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students

will be able to combine or synthesize ideas, images, or expertise in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking.

Ethical Reasoning: Students will be able to distinguish moral judgments from other types of evaluative and descriptive judgments, and demonstrate the ability to think critically and self-reflectively about moral concerns raised by practical situations.

Health Awareness: Students will know how to achieve a state of optimal physical and social well-being.

***Historical Awareness:** Students will be able to examine human institutions over time leading to an understanding of the relationship among events, ideas, and artifacts.

***Information Literacy:** Students will know when there is a need for information, and how to locate, evaluate, and use that information effectively and ethically, while understanding the economic, legal, and social issues surrounding the use of information.

Intercultural and Global Knowledge: Students will understand cultures and world views different than one's own.

***Quantitative Reasoning:** Students will be able to apply mathematics skills to the analysis and interpretation of data to draw conclusions.

***Scientific Reasoning:** Students will understand the methods scientists use to explore natural phenomena and the application of scientific data, concepts, and models.

***Technological Competency:** Students will be able to select and apply contemporary technology to compile information or solve problems.

***Written and Oral Communication:** Students will be able to create effective and purposeful texts and presentations designed to increase knowledge, foster understanding, or promote change in the audience's attitudes, values, beliefs, or behaviors.

***Required by Middle States**

Program-level Operational Outcomes

State the program's current operational outcomes.

(An operational outcome is a statement that summarizes the achievement of a broad-based performance measure, excluding any which are specific to student learning. Operational outcomes express the value of work being done in a program by students, faculty, and professional staff outside of the classroom.)

Program performance measures might include indicators related to the following areas of interest:

- Retention; Persistence; Completion
- Transfer; Job-Placement; Licensure
- Enrollment; Recruitment; Orientation; Advisement

- Diversity; Faculty/Student
- Faculty Development; Faculty Credentials
- Facilities; Equipment; Space Planning

The operational outcomes listed in the last program review were outcomes for the college and not specific to the General Studies Program. We have written new operational outcomes (operational goals) based on the needs of the program.

1. Does the program-review committee recommend any changes, deletions, or additions to the operational outcomes? Yes x No

2. If so, state the recommended changes and the rationale for each of them.

General Studies Program Operational Outcomes

Because many of our recommendations pertaining to retention and completion require an infrastructure that does not currently exist at the college, instead of proposing operational outcomes, the committee has decided to propose operational goals. By achieving these goals, we believe we will be able to articulate operational outcomes in the next program review.

Operational goals:

- Pursue technology software to assist students in developing educational plans
- Explore high-impact practices to improve teaching and learning
- Analyze the infrastructure necessary to offer an applied learning experience for our students
- Initiate data mining relevant to the General Studies Program so that we understand retention and persistence before making recommendations

Section II Observations and Recommendations:

Observations:

- 1) The General Studies Program has never had a set of faculty created, governance approved, learning outcomes.

- 2) Previous operational outcomes for the program were outcomes for the college and not specific to the General Studies Program.

Recommendations

- 1) The General Studies Committee should submit the program's learning outcomes to the College Curriculum Committee for approval.
- 2) The General Studies Committee has written operational goals based on the needs of the program and should work towards articulating operational outcomes in the text program review.
- 3) The college should pursue technology software to assist students in developing educational plans.
- 4) The General Studies Committee should work with College Governance to explore high-impact practices to improve teaching and learning.
- 5) The General Studies Committee should work with the Applied Learning Committee to analyze the infrastructure necessary to offer an applied learning experience for our students.
- 6) The General Studies Committee should work with OPIE to initiate data mining relevant to the General Studies Program so that we understand retention and persistence before making recommendations.

III. Environmental Scan

A. Identify current trends in the program's field or discipline.

General Studies Programs/Liberal Education

In American higher education, a General Studies program has historically been a program of transition and exploration. General Studies programs often have been designed to assist students who were not yet ready to matriculate into their chosen majors or were undecided. New York University (NYU) offers a General Studies program to students deemed not ready for acceptance into their program of choice. In a 2001 *New York Times* article, NYU's General Studies program was likened to "a minor-league franchise" for "the major-league team." Northeastern University's General Studies program promises students will "learn about themselves" and eventually transition into one of the institution's undergraduate colleges. Some four-year institutions' programs promise students flexibility and a chance to design their own program towards a particular set of skills while others promise a classical foundation in the liberal arts.

General Studies programs, therefore, have been inexorably linked to what has been known as a liberal arts/liberal studies education. The tension between depth vs. breadth of knowledge has often been the motivation for curriculum development and revision within General Studies programs, but it has also been the source for stagnation in many programs because of unwillingness on the parts of administrators and faculty to tread on settled conflicts of the past. Nevertheless, it has long been believed that knowledge and skills developed in a General Studies program are generalizable to specific fields within the liberal arts and sciences, responsible citizenship, and an improved quality of life.

The American Association of Colleges and Universities (AAC&U) is aware of the tensions and history informing liberal education programs, but has re-positioned the value of a liberal education to suggest it should be empowering, socially responsible, specialized, and practical. On the AAC&U website and in the article entitled, "What is a 21st Century Liberal Education, the organization provides the following nationally accepted definition of a liberal education:

Liberal Education is an approach to learning that **empowers individuals and prepares them to deal with complexity, diversity, and change.** It provides students with **broad knowledge of the wider world** (e.g. science, culture, and society) as well as **in-depth study in a specific area of interest.** A liberal education helps students develop a sense of **social responsibility**, as well as strong and transferable intellectual and practical skills such as **communication, analytical and problem-solving skills**, and a demonstrated ability to **apply knowledge and skills** in real-world settings. (emphasis added)

AAC&U's definition appears to be in sync with employer demands. In a recent *Forbes* article, entitled, "The 10 Skills Employers Most Want in 2015 Graduates," Susan Adams reports on a survey of 260 employers, including Chevron, IBM, and Seagate Technology, which was conducted by the National Association of Colleges and Employers (NACE), a

non-profit organization. The results of the survey indicate the following ranking of skills most desired by employers:

1. Ability to work in a team structure
2. Ability to make decisions and solve problems
3. Ability to communicate verbally with people inside and outside an organization
4. Ability to plan, organize and prioritize work
5. Ability to obtain and process information
6. Ability to analyze quantitative data
7. Technical knowledge related to job
8. Proficiency with computer software
9. Ability to create and/or edit written reports
10. Ability to sell and influence others

While employers have prioritized specialized knowledge related to job, the other nine skills are directly related to the goals of a liberal education and the AAC&U's definition of a liberal education allows for a specialized concentration of study.

General Studies degrees are often confused with general education programs. To clarify, general education is a core curriculum that is generally required for a college degree, regardless of the major or area of specialization. The *Middle States Standards for Accreditation and Requirements for Affiliation (2014)* Standard III states that institutions' general education programs must offer "a sufficient scope to **draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity**, and preparing them to **make well-reasoned judgments** outside as well as within their academic field" and offer a curriculum designed so that students acquire and demonstrate essential skills including at least **written and oral communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy**. Consistent with mission, the general education program also includes the study of **values, ethics, and diverse perspectives** (emphases added).

A General Studies program is a "major" that requires general education within its program, but is, in and of itself, a field of study in which a student can receive an associate or baccalaureate degree. As stated above, the purpose and content of General Studies programs has been largely preparatory, but the AAC&U suggests that within a liberal education program such as General Studies, a degree of specialization in addition to generalizable knowledge and skills should be considered when developing a program of higher education. Therefore, in addition to the breadth of knowledge and skills a general education program offers, a General Studies program should offer depth in those areas, as well as some opportunity for specialization within an area generally considered within the liberal arts.

It would appear that the goals of a liberal education, employer needs, and Middle States demands, at least on the national level, are closely aligned and share a similar philosophy regarding the purpose of higher education.

Applied Learning/High-Impact Educational Practices

The AAC&U LEAP initiative has articulated ten (10) high-impact educational practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. Such benefits include increased cumulative knowledge and improved completion and retention rates. High-impact educational practices include

- First-year seminars and experiences
- Common intellectual experiences
- Learning Communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning
- Service learning, community-based learning
- Internships
- Capstone courses and projects

Additionally, in a 2008 survey, Peter D. Hart Research Associates conducted of employers on behalf of the AAC&U, and found that more than four in five employers believe that completion of a **supervised, evaluated internship or a community-based project** would be very or fairly effective in ensuring that recent college graduates possessed the skills and knowledge needed for success at their company. Hart Research Associates further determined that a majority of AAC&U member institutions had **global courses, diversity courses and interdisciplinary courses**. About one-half of the member institutions were also engaged in one of the following initiatives: **civic engagement endeavors, service learning activities, or providing experiential learning opportunities**.

In the 2015 budget bill, New York State passed legislation demanding that all SUNY and CUNY students have an applied learning experience opportunity as a part of their undergraduate experience. SUNY is currently working to implement this legislation throughout the system. SUNY passed a resolution in 2015 asking all campuses to develop a plan for including an applied learning experience in their programs.

Diversity and Equity

In her article, "Building Capacity for Inclusion by Working across Differences: An Institutional and Societal Imperative," Kathleen Wong (Lau) notes,

The focus on diversity and inclusion at colleges and universities is rooted in a belief that higher education should offer equitable opportunities to people of all social identities.

While creating a learning environment that supports diversity, inclusiveness, and equity is a topic too complex to be thoroughly discussed in this program review, some notable practices and policy shifts should be noted.

Wong (Lau) goes on to say that in a survey of institutions conducted for the Association of AAC&U, it was discovered that only 34 percent of provosts reported that their institutions “require all students to participate in diversity studies and experiences” (Hart Research Associates 2015a,3). A survey of 550 university presidents conducted by the American Council on Education found that 33 percent of respondents were diversifying and revising their curricula (Ruff 2016). Additionally, she reports that,

Across the curriculum, many faculty members of all backgrounds are struggling to help students participate in the difficult dialogues occurring across higher education. They may report walking on eggshells in their classrooms, unsure of how to facilitate rigorous discussions about institutional discrimination, political correctness, microaggressions, and freedom of speech. They worry about “coddling” their students with trigger warnings (Lukianoff and Haidt 2015), and they wonder if higher education is preparing students for the harsh real world.

Some colleges and universities are working to help faculty members address controversial topics. In their article, "Working across Differences: A Necessity for Students Employers, and Society," Michael White and Karl Lorenz describe the University of Minnesota's strategic plan for creating a learning environment where students can work across differences. They state,

The ability to work effectively across difference—to engage authentically across cultures, identities, races, life experiences, and knowledge systems—is essential to student success in serving national aspirations, meeting employer demands, and addressing complex global challenges.

White and Lorenz further note that,

Current study abroad research (Vande Berg et al. 2009) challenges the long-held assumption that exposure to difference alone is sufficient to enhance intercultural competence: the development of “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (Bennett 2008, 97). [The University's] own research . . . has demonstrated that little positive intercultural development occurs through contact alone without the intentional implementation of intercultural competence goals and appropriate pedagogy.

In response to these findings, the University of Minnesota has developed a set of tools for faculty which White and Lorenz suggest have dramatically increased students’ intercultural learning while abroad, and the University is now seeking similar gains in intercultural learning with on-campus classes.

As noted above, diversity/global learning is articulated by AAC&U as a high-impact practice from which students benefit. In fact, in their *Diversity and Democracy*, Spring 2016 publication (both of the above articles are included in this publication), it is stated that,

College students should have significant practice solving complex problems with diverse groups of collaborators in order to prepare for the challenges they will face in the workplace and in civic life.

The AAC&U is not the only organization to focus on issues of diversity and equity. Among them, we find SUNY has strengthened its commitment towards diversity and inclusion. In 2015, SUNY's Board of Trustees adopted a Diversity, Equity, and Inclusion policy. As a result, SUNY is working to

Develop strategic diversity and inclusion action plans for system administration and at each campus that tangibly demonstrate SUNY's commitment to the principles of inclusive excellence, wherein an institution only achieves excellence when it is inclusive. SUNY will identify diversity, equity and inclusion as essential aspects of system and campus planning and as indispensable characteristics of academic excellence and the ongoing experience of every member of the SUNY community.

Transfer and Completion

In a recent Community College Research Center (CCRC) report by entitled, "Get With the Program ... and Finish It: Building Guided Pathways to Accelerate Student Completion," Davis Jenkins and Sung Woo Choo found that

students who enter a program of study in their first year are much more likely to complete a credential or transfer successfully than are students who do not get into a program until the second year or later (Jenkins & Cho, 2012). This is perhaps not surprising. What is surprising is how little attention many community colleges pay to helping students get into and through programs of study.

Jenkins and Woo go on to state that

many if not most new students enroll in community colleges without clear goals for college and careers and may not even have a clear idea of what opportunities are available to them (Gardenhire, Collado, & Ray, 2006). While career services and advising are provided to students who seek them out, studies suggest that those who need such services the most are the least likely to take advantage of them. (Karp, O'Gara, & Hughes, 2008)

Further, their article notes that community college students who are undecided about what program to enter are often assigned to a general studies program. One rationale for doing so is to give undecided students the opportunity to explore different subject areas without limiting their future options. However, they notice that

even in states that have policies guaranteeing transfer of a core general education curriculum, there is no guarantee that credits accrued in a general studies program will be accepted for credit toward junior standing in a particular major, as major requirements are often set by individual departments within transfer destination

institutions (Gross & Goldhaber, 2009). Thus, to guarantee the efficient transfer of credits, students need a clear idea not only of what institution they intend to transfer to, but also of what program they plan to transfer into. And even when their goals are clear, students need sound information about the transfer process. Currently, the information provided by community colleges on transfer requirements is often complicated, hard to find, and unreliable. (Kadlec & Martinez, 2013)

Additionally, Washington Post columnist Jay Mathews, in his article, "Grab a Major or Lose a Career, New Education Studies," points out that students who take too long to make a choice in their academic major may also take too long to make the choices necessary for successful college completion. In summarizing work of Davis Jenkins and Madeline Joy Weiss, he notes that out of a sample of 62,218 first-time community college students in Washington state, the researchers noted that students from low socioeconomic status (SES) backgrounds, on average less likely to graduate, were also "less likely than higher SES students to enter a concentration, which we define as taking and passing at least three courses in a single field of study."

CCRC reports indicate that the tradition of using General Studies programs as temporary holding programs for undecided students is being challenged with increased emphasis on college completion instead of college access. "Better advising" for undecided students is often declared as an urgent need, but CCRC suggests that a new model of advising and curriculum development may be necessary. Several elaborate models for encouraging students to choose a major are suggested, including academic academies and pathways, technology-driven advising, etc., but what seems clear from their research, however, is that more intrusive and systematic academic advising for undecided students towards helping them choose an education plan will help ensure their ability to successfully transfer and complete their degrees.

Comparable Programs within SUNY's Community Colleges

In our scan of six other SUNY two-year colleges (see chart) with similar programs, many of the colleges reviewed require their students to take courses such as Culture and Diversity (Nassau CC), Art and/or Music (Nassau CC, Hudson-Valley CC, Westchester), and Vocational Planning (Onondaga CC). In addition, some of the programs reviewed, namely, Monroe CC and Erie CC, offer the A.S. degree, instead of the A.A. degree, and need more credits (approximately 3 courses) in unrestricted electives and fewer credits (approximately 3 courses) in English Composition, Humanities, and Communication.

General Studies Program Review (Spring 2014)
Comparison of SCCC to 6 other CCs in New York State

Institution	Suffolk	Nassau	Monroe	Onondaga	Erie	HVCC**	Westchester	Westchester
Degree Name	Gen Stud	Hum/S.S.	Gen Stud	Gen Stud	Gen Stud	Hum/SocSci	Soc.Sci	Hum.
Degree Type	A.A.	A.A.	A.S.	A.A.	A.S.	A.A.	A.A.	A.A.
English Comp & Lit	9	9		12	6	12	6	6
Communication		3		3				
Humanities	6--12	9	9	3	6	3	6	12
Social Sciences	15 (Hist.6+)	12	12	12 (Hist.6+)	9	12 (Hist.6+)	15	9
Humanities or Social Science						6		
Math		6--8			3--4	3--4	6--8	6--8
Science		7--8			6--9	3--4	7--8	7--8
Math or Science (HVCC only)						3--4		
Math and Science	13--16		11+	9--12				
Art		3				3		
Music (or Art)							6	6
Foreign Language	0--6							3--4
Liberal Arts	3--4							
Unrestricted Electives	9--12	9--18	28--29	10--11	30	13	10--13	6--10
Flexible Core								
Physical Education	2	2	2	1		2	2	2
Health Elective				1				
College Seminar/Forum	1.5					1		
Culture and Diversity (NCC only)		6						
Human Adjustment (OCC only)				3				
Vocational Planning (OCC only)				3				
Library Research Skill (HVCC only)						1		
Total Credits =	64.5--71.5	66	62	61	60	61-64	64	64
								Avg = 63.5

B. What has the program done to respond to these trends?

General Studies Programs/Liberal Education

To accommodate the trend away from General Studies programs serving as an operational program offering a smorgasbord of general education and unrestricted elective courses that allow students to merely explore their options or prepare more thoroughly for their intended major, the proposed mission, program learning outcomes (PLOs), and curriculum offer a more coherent academic program that allows students to experience breadth and depth of study in the liberal arts while providing the opportunity of specialized study should they so choose.

The proposed PLOs and course/category requirements also directly align with Middle States and SUNY General Education mandates while allowing students enough flexibility to take courses within specific SUNY liberal arts transfer paths should they so choose.

The proposed PLOs and course/category requirements also directly align with AAC&U's liberal education recommendations as well as employer needs, although there continues to be gaps in the program's ability to offer sufficient courses in some of the learning outcome areas, such as ethical reasoning, collaboration and problem solving, technological competency, information literacy, etc. The program is, therefore, not yet able to respond to the trend of integrating articulated knowledge and skill sets across the disciplines.

Applied Learning/High-Impact Educational Practices

While the proposed General Studies program allows for the possibility of applied learning opportunities and high-impact educational practices, the current course offerings and college infrastructure does not enable the program to implement these practices to scale.

Diversity and Equity

While the proposed General Studies program allows for the possibility of courses that would involve students in the practice of solving complex problems with diverse groups of collaborators in order to prepare for the challenges they will face in the workplace and in civic life, the current course offerings and college infrastructure does not enable the program to implement these practices to scale.

Transfer and Completion

While the proposed General Studies program allows for students to fulfill their SUNY General Education requirement in the first 30 credits of the program, and further, the program allows for students to begin to specialize toward a liberal arts major in the last 30 credits, current course offerings and advising infrastructures do not allow the program to implement technology-driven or intrusive advising strategies that would ensure students in General Studies programs are on track for a specific major upon transfer and completion of their degree.

C. What else might the program consider doing to respond to them?

General Studies Programs/Liberal Education

The committee can work with faculty across the disciplines towards developing course learning outcomes to more directly align with current inadequacies in course offerings for required skills outcomes. For example, when the General Studies Committee was doing its curriculum mapping, we noticed several instances where anecdotally a course could have been mapped to one of our program learning outcomes, but the learning outcome was not included in the course learning outcomes. The General Studies Committee could work with faculty in the disciplines to revise their course learning outcomes to ensure that students are getting the skills they need.

Furthermore, the committee could work with college administration and faculty to develop more opportunities for students to gain necessary knowledge and skills in technological competency, information literacy, collaboration and problem solving, and ethical reasoning. Additionally, as faculty in the programs work to align their program learning outcomes with the new Institutional Educational Goals, the General Studies Committee can serve as a resource to increase the breadth and depth of course offerings within all the program learning outcomes. For example, the General Studies Program has proposed an Ethical Reasoning Elective as part of its curriculum. The committee will determine which courses can be used to satisfy that requirement based on the course learning outcomes. Ethical Reasoning is also part of our college's Institutional Educational Goals, so other programs will need to map their courses to this outcome.

Conversations between the General Studies Committee and other programs might expand the range of courses that can be used to satisfy this requirement for both programs.

Applied Learning/High-Impact Educational Practices

The General Studies Committee can consider working with the Office of Academic Affairs and College Governance to host professional development workshops on high impact educational practices for faculty across the disciplines. The committee, in consultation with Academic Affairs and College Governance, can work with existing committees focused on developing high impact activities such as service learning to see what and how those activities can be taken to scale.

The General Studies Committee supports the notion that Applied Learning opportunities can have a positive impact on student retention and completion and would like to extend those opportunities to students in the General Studies program. We are therefore recommending an Applied Learning experience in the fourth semester of the program. However, the college currently lacks the courses or internships necessary to accommodate the number of students in the General Studies program.

We have to increase the number of courses that fulfill an applied learning experience before it can be a requirement of the program. The General Studies Committee can work with faculty across the disciplines and the Applied Learning Committee to identify existing courses that already practice experiential learning and assist those faculty who choose to infuse experiential learning into their courses. In addition, the college should consider developing a more sophisticated infrastructure for offering internships to General Studies Program students.

Diversity and Equity

As the committee works with faculty to create more Applied Learning opportunities for our students, they can work with faculty to develop collaborative projects within their courses that requires students to work together with other students with different perspectives towards solving a problem.

Transfer and Completion

Ideally, the General Studies Program covers many of the courses students need in their first two years of a baccalaureate degree. However, we also know that the more deliberately students select their courses within the program, the fewer courses they will have to take when they transfer. The committee recognizes that students' ability to fully transfer their credits toward their baccalaureate degree upon transfer may not be what the students expect. The committee has concluded that students matriculated into the General Studies program may believe that as long as they are fulfilling the requirements of the degree that they can transfer as juniors wherever they go into whatever degree they

eventually choose. Therefore, it is clear that stronger advisement of General Studies students is crucial.

To that end, the General Studies Committee should work with the Office of Student Affairs to develop an intrusive advising infrastructure for General Studies Program students once they have attained 30 credits to encourage deliberate educational planning for the last 30 credits of the program and beyond. The college should look into appropriate advising software for students to use when creating their educational plans.

Students should also be informed of the consequences of delaying choosing a major or concentration such as extended time to degree and increased costs and potentially insufficient financial aid to complete their baccalaureate degrees.

Other

The committee, in consultation with Academic Affairs and College Governance, should work with faculty across the disciplines to consider the efficacy and viability of a General Studies Program capstone requirement that would include a collaborative project demonstrating cumulative knowledge and employing skill sets required in the program.

D. For A.A. and A.S. programs: Does the program have any articulation or joint admission agreements? Yes X No

If yes, complete this table.

Name of Institution	Type of Agreement	Average number of students who transfer here each year	Date agreements were last reviewed or updated
Adelphi University	Comprehensive Admission, Transfer Credit and Scholarship	16	February, 2011
Ashford University	Articulation	>1	March, 2013
Hofstra University	Joint Admission 2+2	18	September, 2011
Houghton College	Transfer Articulation	0	February, 2011
Long Island University	Joint Admissions	38	June, 2009
Manhattan College	Transfer	>1	June, 1998
Molloy College	Transfer and	8	February, 2011

	Articulation		
Mt. St. Vincent	Transfer	0	December, 2010
St. John's University	Articulation	7	April, 2005
St. Joseph's	Articulation	110	December, 2011
SUNY Buffalo	Articulation	>1	January, 2011
SUNY Cornell (CALs)	Transfer Admission and Articulation	0	December, 2012
SUNY Empire	Pathways Articulation	5	September, 2010
SUNY Farmingdale	Joint Admissions	70	October, 2004
SUNY Old Westbury	Articulation	52	April, 2009
SUNY Oswego	Articulation	6	December, 2008
SUNY Stony Brook	Joint Admissions	235	February, 2012

Have any problems been encountered concerning the transferability of courses?

Yes _____ No _____

We do not track this information at this time.

Recommendation: The college should develop a system for establishing transferability of our courses to SUNY institutions and other receiving institutions as appropriate.

Section III Observations and Recommendations:

Observations:

- 1) The program is not integrating articulated knowledge and skill sets across the disciplines.
- 2) The current course offerings and college infrastructure does not enable the program to offer the desired amount of applied learning opportunities and high-impact educational practices.
- 3) The current course offerings and college infrastructure does not enable the program to sufficient courses that would involve students in the practice of solving complex problems with diverse groups of collaborators in order to prepare for the challenges they will face in the workplace and in civic life.
- 4) Current course offerings and advising infrastructures do not allow the program to implement technology-driven or intrusive advising strategies that would ensure

students in General Studies programs are on track for a specific major upon transfer and completion of their degree.

- 5) Transfer and articulation agreements outside of SUNY are not being updated and reviewed regularly.
- 6) We do not know how successfully our courses transfer.

Recommendations

- 1) The committee should work with faculty across the disciplines towards developing course learning outcomes to more directly align with current inadequacies in course offerings for required skills outcomes.
- 2) The committee should work with college administration and faculty to develop more opportunities for students to gain necessary knowledge and skills in technological competency, information literacy, collaboration and problem solving, and ethical reasoning.
- 3) The General Studies Committee should serve as a resource to increase the breadth and depth of course offerings within all the program learning outcomes.
- 4) The General Studies Committee should work with the office of Academic Affairs and College Governance to host professional development workshops on high impact educational practices for faculty across the disciplines.
- 5) The General Studies Committee, in consultation with Academic Affairs and College Governance, should work with existing committees focused on developing high impact activities such as service learning to see what and how those activities can be taken to scale.
- 6) The General Studies Committee should work with faculty across the disciplines and the Applied Learning Committee to identify existing courses that already practice experiential learning and assist those faculty who choose to infuse experiential learning into their courses.
- 7) The college should consider developing a more sophisticated infrastructure for offering internships to General Studies Program students.
- 8) The General Studies Committee should work with faculty to develop collaborative projects within their courses that requires students to work together with other students with different perspectives towards solving a problem.
- 9) The General Studies Committee should work with the Office of Student Affairs to develop an intrusive advising infrastructure for General Studies Program students once they have attained 30 credits to encourage deliberate educational planning for the last 30 credits of the program and beyond.
- 10) The college should look into appropriate advising software for students to use when creating their educational plans.
- 11) Students should also be informed of the consequences of delaying choosing a major or concentration such as extended time to degree and increased costs and potentially insufficient financial aid to complete their baccalaureate degrees.
- 12) The General Studies Committee, in consultation with Academic Affairs and College Governance, should work with faculty across the disciplines to consider the efficacy and viability of a General Studies Program capstone requirement that would include a collaborative project demonstrating cumulative knowledge and employing skill sets required in the program.

- 13) The college should update and review its transfer and articulation agreements for the General Studies program.
- 14) The college should develop a system for establishing transferability of our courses to SUNY institutions and other receiving institutions as appropriate.

IV. Curriculum

A. Curricular Revisions

1. Discuss (a) new courses, (b) revisions to existing courses [including prerequisites and co-requisites], (c) changes in course sequencing, or (d) elimination of courses that have occurred since the last program review.

No changes have been made since the last program review.

2. Are any changes to the curriculum being contemplated?

Yes No

If so, describe these changes.

First Semester:

COL101: Freshman Seminar	1 credit
SUNY Gen Ed Basic Communication (Oral) elective	3 credits
ENG101: Freshman Composition	3 credits
SUNY Gen Ed Western Civilization elective (note 1)	3 credits
SUNY Gen Ed Mathematics (except MAT200) elective	3/4 credits
SUNY Gen Ed Social Sciences elective	3 credits

Second Semester:

ENG102: Introduction to Literature	3 credits
SUNY Gen Ed American History elective (note 1)	3 credits
SUNY Gen Ed Natural Science elective	4 credits
Social Science elective	3 credits
SUNY Gen Ed The Arts elective	3 credits

Third Semester: (note 2)

English elective (note 3)	3 credits
SUNY Gen Ed Foreign Language elective (note 4)	3 credits
Ethical reasoning elective (note 5)	3 credits
SUNY Gen Ed Other World Civilizations elective	3 credits
Mathematics or Science elective	3/4 credits
Physical Education elective	1 credit

Fourth Semester:

Humanities elective (note 6)	3 credits
Unrestricted electives (note 7)	12 credits
Physical Education elective	1 credit

NOTES

1. Students should choose different time periods when selecting which Western Civilization and American History courses to take when fulfilling the SUNY General Education requirements for Western Civilization and American History.
2. After completing 30 credits in the program, students should meet with a counselor or faculty member to create an educational plan.
3. Any 3-credit English course above ENG102.
4. Transfer institutions often require two semesters of the same foreign language. It is recommended that students check with their transfer institution regarding this requirement before fulfilling all of their unrestricted electives for this program.
5. Choose from: PHL107, PHL113, PHL211, PHL212, PHL213, PHL214, PHL215, PHL293 (may include additional courses after the committee consults with the departments)
6. Students can select from one of the following areas to fulfill the Humanities elective: philosophy, foreign language, English, communications, art, music, theatre, or any other Humanities course designated HUM except HUM130.
7. Recommended: An Applied Learning experience (The General Studies Committee will work with the Applied Learning Committee to put together a list of recommended courses for the General Studies Program.)

The curriculum changes proposed above tie into the program's new mission statement and our plans to improve advisement of our students. Our new mission highlights the program's flexibility and its importance as a transfer program. To that end, the proposed changes are less prescriptive than the current curriculum, but still set students on a path to completing their SUNY Gen Ed requirements. With the recommended education plan, students can become more specialized as they select courses within SUNY Gen Ed and in the fourth semester. Furthermore, our research showed that most transfer institutions require a foreign language, so we added that as a requirement of the program with a note that students consider a second semester. We also added an ethical reasoning elective because in our 2012 survey, faculty overwhelmingly agreed (93%) that ethical awareness should be part of the college's institutional learning outcomes. Therefore, we wanted to ensure that students meet this program learning outcome.

3. Supply the program's most recent curriculum map for each of the program's learning outcomes in **Appendix A**.
4. Based on the curriculum map, discuss the adequacy of organized, intentional, sequential learning experiences.

The majority of the program's learning outcomes are introduced early in the curriculum and then reinforced throughout the remaining semesters. Aesthetic literacy is introduced in the first semester in ENG101 and in the Western Civilization elective, and then

reinforced widely in the second semester. Students are likely to gain further reinforcement when they take their Humanities elective in the fourth semester.

The existing General Studies Program curriculum offers ample opportunities for students to meet the objectives for the Aesthetic Literacy outcome. The General Studies Program conducted a survey where we asked faculty in the disciplines to map their courses to the program's learning outcomes. Many courses in the survey that fulfill either the SUNY Gen Ed The Arts elective or the English elective map to aesthetic literacy. Faculty identified several other courses across the humanities, social sciences and physical education that map to this outcome, however, there is too much flexibility in the General Studies program to ensure that students in the program will take any of those courses.

The General Studies Program curriculum offers ample opportunities for students to meet the objectives for the Collaboration and Problem Solving outcome. Many of the courses identified in the survey fulfill the Laboratory Science elective, as group work is frequently part of the laboratory exercises in these courses. Team sports physical education courses, studio art courses that employ group critiques, music ensembles and theatre art courses also provide opportunities for student collaboration and group problem solving.

The same can be said for many of our skills areas: critical and creative thinking, ethical reasoning, information literacy, intercultural and global knowledge, and written and oral communication. These are all introduced early in the curriculum and reinforced and practiced throughout the curriculum.

However, with respect to oral and written communication, while we can guarantee that students in our program will have experiences writing purposeful texts and creating oral presentations, the General Studies program's mission promises a "higher level of oral and written communication skills." So students will meet the outcome, but we cannot guarantee that they will meet it at a higher level.

Many department chairs in our survey reported that a substantial amount of writing is taking place in courses in their area. However, writing does not appear as a learning outcome for any courses outside of English. The Social Science faculty on the Ammerman and Grant campuses agreed to include a specified amount of formal and informal writing in all of their courses so we can reasonably conclude that most of our students will receive practice and instruction in writing beyond their English courses.

Health awareness and Historical awareness also have adequate coverage in the curriculum. Students take one course in each of the first two semesters, and have an opportunity for additional reinforcement in the unrestricted electives. Historical awareness is also an outcome for the Other World Civilizations elective.

Scientific reasoning also has adequate coverage. Students take a Natural Science elective in the second semester, and a Social Science elective in the second semester. They have an option to take another Science elective in the third semester.

The curriculum map identifies our program's problem areas. Quantitative Reasoning is only covered in one course; students will take a second semester of either math or science, but unless they take math as part of their unrestricted electives, we may have students who only have one semester of exposure to Quantitative Reasoning. While the committee does not wish to add another Math course to the curriculum, we believe Quantitative Reasoning could be infused more deliberately.

Technological Competency, which is a Middle States required learning outcome, is introduced early in our curriculum but only reinforced in ENG102 in the second semester. Technological competency is not an outcome for ENG102, so while it is likely that many courses include some coverage of this outcome, we cannot guarantee it. Students are likely to gain practice creating PowerPoints in COM101 and COM105, but this is not a guarantee. Creating PowerPoints is not part of the learning outcomes for COM101 or COM105.

Other opportunities exist in Visual Arts courses, Cinema courses, and MAT courses. Students taking an online course as part of their program requirements will meet this outcome.

We also wish to note here that the General Studies Committee decided to remove Environmental Awareness, one of the 13 original ILOs, as a PLO for the program, because the college does not offer enough courses for students to meet this outcome.

5. Indicate how the program satisfies the SUNY general education course requirements.

The proposed program meets 10 out of the 10 SUNY general education requirements by requiring students to take a minimum of one course in each area.

1. SUNY Gen Ed for Oral and Written Communication
2. SUNY Gen Ed for Western Civilization
3. SUNY Gen Ed for Natural Sciences
4. SUNY Gen Ed for Foreign Languages
5. SUNY Gen Ed for American History
6. SUNY Gen Ed for The Arts
7. SUNY Gen Ed for Mathematics
8. SUNY Gen Ed for Social Sciences
9. SUNY Gen Ed for Other World Civilizations
10. SUNY Gen Ed for the Humanities

The proposed program learning outcomes map to SUNY's infused competencies for critical thinking and information management.

6. If courses are being offered in distance-education formats, discuss the assessments of these formats with respect to how they compare with traditional formats.

Assessment data is not available.

Section IV Observations and Recommendations:

Observations:

1. While the majority of the program's learning outcomes are being met, there are a few gaps.
2. Students may only take one course in Quantitative Reasoning.

Recommendations:

1. The General Studies Committee should work with faculty in the disciplines to make sure that course outcomes, where appropriate, can align with General Studies program learning outcomes.
2. The faculty in the natural sciences should be approached to determine whether they believe the objectives for the Collaboration and Problem Solving outcome are uniformly part of all laboratory science courses, and whether they would be willing to add such an explicit outcome to the standard syllabi for the sciences courses. If the faculty agreed, this would provide a second opportunity for LAGS program students to meet these objectives.
3. The faculty in the social sciences should be approached to determine whether they believe the objectives for the Written Communication outcome are uniformly part of all social science courses, and whether they would be willing to add such an explicit outcome to the standard syllabi for the social sciences courses. If the faculty agreed, this would provide further opportunities for LAGS program students to meet these objectives.
4. The General Studies Committee should work with faculty across the curriculum to discuss the possibility of infusing Quantitative Reasoning throughout the curriculum.
5. The General Studies Committee should work with faculty to embed the outcome for Technological Competency across the disciplines.

V. Assessments

A. Append the current version of the program's plans for Annual Assessment of Student learning. **See Appendix B**

B. What programmatic changes have been implemented as a result of the last program review or recent programmatic assessment activities?

No programmatic changes have been implemented because the last program review for General Studies did not include an assessment plan for the program. However the committee was able to review SUNY Gen Ed assessments and draw some conclusions. **See Appendix C**

C. Identify desired changes as a result of programmatic assessment that have yet to take place.

Implement proposed assessment plan so that outcomes for student learning will be assessed in the General Studies program.

D. Describe any changes in the annual programmatic assessment process the program review committee deems desirable?

General Studies students need to be identified within General Education assessments so that we can extract the data. The General Studies Committee will further develop the process for assessing outcomes not directly assessable through SUNY General Education. SUNY General Education assessment reports should be sent to the chair of the General Studies committee upon completion. The chair of the General Studies Committee should also have access to TracDat.

Section V Observations and Recommendations:

Observations:

1. This is the first time, to our knowledge, that the General Studies Program has had an assessment plan.

Recommendations:

1. General Studies students need to be identified within General Education assessments so that we can extract the data.
2. The General Studies Committee will further develop the process for assessing outcomes not directly assessable through SUNY General Education.
3. SUNY General Education assessment reports should be sent to the chair of the General Studies committee upon completion.
4. The chair of the General Studies Committee should also have access to TracDat.

VI. Students

A. Describe full-time and part-time enrollment trends since the last program review or past five years.

Based on the Student Data Package (SDP), over the time period of Fall 2004 to Fall 2013 (ten years), SCCC had an average enrollment of 7,511 full-time students in the General Studies program, which represented 66.95% of all General Studies students. Also, SCCC had an average enrollment of 3,690 part-time students in the General Studies program, which represented 33.05% of all General Studies students.

Enrollment of full-time students in the General Studies program increased for six consecutive years, from Fall 2004 to Fall 2010. The enrollment started to decrease beginning in Fall 2011 and continued to decline for three consecutive years. Enrollment of part-time students remained at approximately 3,300 students until Fall 2008 when there was an increase to 3,940 students. There was a drop in enrollment of part-time students in Fall 2009 to 3,599, but in succeeding years, part-time enrollment continued to increase until Fall 2011 when part-time enrollment numbers exceeded 4,000 students. As of Fall 2013, the part-time enrollment numbers for the General Studies remain at 3,988.

The overall enrollment had its continuous increase starting Fall 2005 and reached its peak in Fall 2011 with 12,760 students. Then, it followed a two-year drop to now 12,058 students in Fall 2013.

Unlike enrollment patterns in the General Studies program, the college's overall enrollment patterns over the same period reflect consistently a higher part-time enrollment of students as compared to full-time enrollment, with the gap continuing to increase. However, the college's enrollment patterns of increase and decrease generally overall reflect similar patterns to those of the General Studies program. Therefore, we conclude, not surprisingly, that enrollment numbers in the General Studies program directly correlate to the enrollment numbers of the college overall, but the trend of part-time students exceeding full-time students does not appear to be as much of a trend for students enrolled in the General Studies program.

Note: Enrollment figures for this period include both new and continuing students.

B. Describe enrollment trends regarding student's age, gender, socio-economic status and ethnicity since the last program review or past five years.

Based on the SDP, over this time period of 10 years (Fall 2004 ~ Fall 2013), the distribution of students in the Liberal Arts General Studies (LAGS) program based on **age** is listed below.

Age Category	Percent (10 years average)
--------------	----------------------------

Age 19 & Below	40%
20 ~ 22 Years	32%
23 ~ 30 Years	17%
31 & Above	11%

Two interesting trends were observed. First, there was an apparent increase in the year-by-year enrollment percentage for the “19 & Below” age group with 35.7% in Fall 2004 up to 41.2% in Fall 2013. Second, there was an apparent drop in the year-by-year enrollment percentage for the “31 & Above” age group with 14.8% in Fall 2004 down to 8.6% in Fall 2013.

It is not surprising that the overwhelming majority of students in the General Studies program are between the ages of 19 and 22. We anticipate this to be a continuing trend and need to be sure to tailor our advising methods to meet the needs of this age group.

The **gender** distribution of students in the General Studies program over the same ten-year period was 43% males and 57% females. In addition, the male percentage has steadily increased from Fall 2004 at 41.1% to Fall 2010 with 45.1%, while the female percentage steadily decreased from Fall 2004 at 58.9% to Fall 2010 at 54.9%.

Further comparative analysis of the data regarding gender distribution within the General Studies and at the college would need to be conducted before any conclusions or recommendations can be made.

Based on the SDP, from Fall 2009 to Fall 2011, the average percentage breakdown of General Studies students based on **socio-economic status** was the following:

1. Data represents only **Pell eligible students**, first-time (part- or fulltime) who submitted FAFSA forms and met qualifications for Pell eligibility.

* Year (Fall)	Program Graduates + Transfer	Other Program Graduates + Transfer	Attending Program	** Not Attending Program	Transfer Without Degree	Total Student
2009	15.4%	6.2%	5.4%	59.8%	13.2%	1520
2010	12.6%	3.0%	12.7%	59.1%	12.6%	1790
2011	4.8%	0.6%	27.2%	58.1%	9.2%	2003

* Due the anticipated average length (~ 2.5 years) to graduate (571 students) from the program, data from Fall 2012 to Fall 2013 would not be included.

** Not Attending Program may include former program matriculants who are currently enrolled in another SCCC program or have departed SCCC with no record of transfer.

These figures include new, transfer, readmitted (after stop-out) students, and those whose matriculation date is the current (Fall 2013) semester; thus students may be enrolled as new to the program in more than one fall cohort due to program readmission.

2. Data represents only **Low Income students**, first-time (part- or fulltime) who submitted FAFSA forms and met qualifications for Low Income. Low Income is determined by the Office of Postsecondary Education for Federal TRIO Programs.

* Year (Fall)	Program Graduates + Transfer	Other Program Graduates + Transfer	Attending Program	Not Attending Program	Transfer Without Degree	Total Student
2009	10.5%	9.4%	4.1%	61.8%	14.3%	419
2010	8.1%	3.4%	11.4%	65.9%	11.4%	422
2011	6.0%	0.7%	23.3%	62.6%	7.4%	404

* Due the anticipated average length (~ 2.2 years) to graduate (108 students) from the program, data from Fall 2012 to Fall 2013 would not be included.

Further comparative analysis of the data regarding socioeconomic distribution within the General Studies and at the college will need to be conducted before any conclusions or recommendations can be made.

Based on the SDP, from Fall 2004 to Fall 2013, the average percentage breakdown of LAGS program students based on **ethnicity** was the following:

Ethnicity	Percent (10-year average)
White Non-Hispanic	63.66%
Black Non-Hispanic	8.46%
Hispanic	14.77%
Asian or Pacific Islander	2.57%
American Indian or Native Alaskan	0.33%
Unknown	10.23%

Two interesting trends were observed. First, there was an apparent decrease in the year-by-year enrollment percentage for the “White Non-Hispanic” ethnic group with 69.2% in Fall 2004 down to 53.6% in Fall 2013. Second, there was an apparent increase in the year-by-year enrollment percentage for the “Hispanic” ethnic group with 12.6% in Fall 2004 up to 17.1% in Fall 2013. Also noted was the apparent increase in the year-by-year enrollment percentage for the “Unknown” ethnic group with 7.4% in Fall 2004 up to 16.5% in Fall 2013.

Further comparative analysis of the data regarding ethnicity implications within the General Studies program and at the college will need to be conducted before any conclusions or recommendations can be made.

Note: Enrollment figures for this period include both new and continuing students.

C. Comment on graduation rates since the last program review or past five years.

Over the 7-year period (Fall 2004 to Fall 2010), an average of 722 students graduated with General Studies degrees each year. We compared the average number of graduates

over this time period to the average number of first-time full-time students matriculated in the program. As a result, we obtained the following information:

$$\begin{aligned} &\text{Avg. Number of Graduates} / \text{Avg. LAGS Program Matriculation} \\ &= 722 / 3327 = 21.7\% \end{aligned}$$

While a 22% graduation rate may appear to be low, it is not inconsistent with the college's overall graduation rate. Nevertheless, it appears that General Studies to graduate at a lower rate than the college's overall graduation rate. We can speculate that this lower rate could be the result of remediation needs or the need for better advising, but more comparative analysis of data would assist us in making more informed conclusions and recommendations.

Of particular concern, however, is the observation that 47.4% of students over this 7-year period who started in the General Studies program ended up in the category of "not attending." The retention and completion rates of General Studies students, whether they remain in the program or declare a discrete major instead, should be more closely analyzed to better determine the degree to which there is a problem and how to best address the problem.

An average percentage of 18.9% of students over the same period who started in the General Studies program ended up transferring to other institutions without the degree. The remaining 12.0% of students may be graduated or transferred to other programs, or still attending the program.

Over the 9-year (Fall 2005 to Fall 2013) period and 5874 graduates in the LAGS program, most (88.9%, 8 out of 9) graduated in 4 or less years. Close to 3 out of 4 students (74.5%) graduated in 3 or less years.

39.8% of students in the LAGS program needed 3 years to graduate.

27.5% of students needed 2 years to graduate.

14.4% of students needed 4 years to graduate.

7.2% of students needed 1 year to graduate.

11.1% of students needed 5 to 9 years to graduate.

Over the 4-year (Fall 2010 to Fall 2013) period and 26 graduates with the veteran status in the LAGS program, all graduated in 4 or less years. About 3 out of 4 students (76.2%) graduated in 2 or less years.

61.9% needed 2 years to graduate.

14.3% needed 3 years to graduate.

14.3% needed 1 year to graduate.

9.5% needed 4 years to graduate.

We can, therefore, conclude that while it is possible to complete the coursework of the General Studies degree in two years, students often need three to 4 years to do so. Veterans, however, are much more likely to complete the degree in two years.

D. Comment on transfer rates for students who have and who have not graduated from the program.

Over the 7-year (Fall 2004 to Fall 2010) period, SCCC had an average of 441 students graduate from the General Studies program and transfer to other 4-year institutions. We compared the average number of graduates who transferred to other 4-year institutions over this time period to the average number of first-time full-time students matriculated in the program. As a result, we obtained the following information:

Avg. Number of Graduates / Avg. LAGS First-time Full-time Program Matriculation
= 441 / 3327 = 13.3%

On average, 18.9% of students over the same period who started in the General Studies program ended up transferring to other institutions without the degree.

Further comparative analysis of the data regarding transfer patterns of General Studies students will need to be conducted before any conclusions or recommendations can be made.

E. Has the program instituted any methods or materials to encourage and increase applications by new students? Yes ___ No X ___

If yes, please describe any initiatives.

F. Has the program instituted any methods or materials to encourage and increase applications recruiting continuing students to choose this program major or emphasis?
Yes ___ No X ___

If yes, please describe any initiatives.

G. Describe any concerns the program review committee has regarding: (1) any enrollment trends mentioned above or (2) other enrollment-related issues.

None at this time.

Section VI Observations and Recommendations:

Observations

1. Enrollment numbers in the General Studies program directly correlate to the enrollment numbers of the college overall, but the trend of part-time students exceeding full-time students does not appear to be as much of a trend for students enrolled in the General Studies program.

2. The majority of students in the General Studies program are between the ages of 19 and 22.
3. It appears that General Studies students graduate at a lower rate than the college's overall graduation rate.
4. Over a 7-year period, 47.4% of students who started in the General Studies program end up in the category of "not attending."
5. While it is possible to complete the coursework of the General Studies degree in two years, students often need three to 4 years to do so. Veterans are more likely to complete the degree in two years.
6. The General Studies Committee struggled to draw conclusions from the data packages we received. The Office of Institutional Effectiveness was generous with its time and tried to fulfill all of our data requests. But the comparative analysis necessary to make specific recommendations for the program was not possible given the data available to us.
7. The program review forms do not include a section on counseling and advising.

Recommendations:

1. We should tailor our advising methods to meet the needs of our primary demographic.
2. Further comparative analysis of the data regarding gender distribution within the General Studies and at the college needs to be conducted.
3. Further comparative analysis of the data regarding socioeconomic distribution within the General Studies and at the college needs to be conducted.
4. Further comparative analysis of the data regarding ethnicity implications within the General Studies program and at the college needs to be conducted.
5. More comparative analysis of data is needed to understand if our low graduation rates are the result of remediation needs or the need for better advising,
6. The retention and completion rates of General Studies students, whether they remain in the program or declare a discrete major instead, should be more closely analyzed to better determine the degree to which there is a problem and how to best address the problem.
7. Further comparative analysis of the data regarding transfer patterns of General Studies students will need to be conducted before any conclusions or recommendations can be made.
8. The college should add a section on counseling and advising to the program review forms.

VII. Resources

A. Comment on the availability, adequacy, and use of learning tools, such as computer software, instructional media, laboratories, studios, etc.

Not applicable for this program.

B. Discuss the adequacy of (1) instructional space, (2) office space (3) instructional supplies, and (4) equipment for the program.

Not applicable for this program.

C. Discuss library resources.

The SCCC campus libraries (Ammerman, Eastern and Grant) support the General Studies curriculum with resources ranging from books (print and electronic), subscription databases, media and other materials. Additional services include (but are not limited to) library instruction and audio visual services. **See Appendix D**

VIII. Faculty and Staff

A. Report the numbers of full-time and part-time faculty, professional staff, and clerical staff currently associated with the program. Note any changes that have occurred in these numbers since the last program review or previous five years. Briefly explain how these changes have affected the program.

Not applicable for this program.

B. What is the ratio of full-time to part-time faculty? What percentage of (1) day sections, (2) traditional evening/weekend sections, (3) distance education/hybrid sections, and total sections are taught by full-time faculty? Comment on the levels of full-time, part-time faculty and professional or clerical staff.

Not applicable for this program.

IX. Major Findings and Recommendations

A. State the major findings of this program review.

For years, the largest program at our college did not receive the attention it deserved because the college lacked the necessary structure to assess and monitor the program. Recommendations from the 2004-2005 program review were not implemented because once the work of the program review was complete, there was no formalized body to carry out the recommendations. With the creation of the General Studies Committee in 2012, there now exists a dedicated group of faculty, reporting to the College Governance Council, to help implement the program review recommendations, carry out assessments of the program, and promote conversation among the faculty teaching in the program as to how to integrate knowledge and skill sets across the disciplines.

The General Studies Committee has done much already to improve the program. While the new program learning outcomes and curriculum recommendations have not been approved through a governance process yet, already faculty are talking about the program in ways they have not talked about it before. We see opportunities within the program to offer high-impact educational experiences that have been proven to increase learning and improve retention.

Because Suffolk County Community College has several LAS degrees, the committee does not believe specific tracks should be created within the General Studies degree but rather it should remain a program where students can explore their interests. However, it is recognized by the committee that students' ability to fully transfer their credits toward their baccalaureate degrees upon transfer may not be what the students expect. The committee has concluded that students matriculated into the General Studies program may believe that as long as they are fulfilling the requirements of the degree they can transfer as juniors wherever they go into whatever degree they eventually choose. Therefore, it is clear that stronger advisement of General Studies students is crucial.

Finally, the college must work towards improving its collection, retrieval, and reporting of data so that the college community can use data to draw reasonable conclusions about our programs and our students.

B. Based on these findings, list specific recommendations for achieving desired changes and improvements. When appropriate include assessment findings supporting the recommendation.

Recommendations to be carried out by the General Studies Committee

- 1) The General Studies Committee recommends a new mission statement and catalog description.
- 2) The General Studies Committee should continue to follow up on recommendations from program review.
- 3) The General Studies Committee should submit the program's learning outcomes to the College Curriculum Committee for approval.
- 4) The General Studies Committee has written operational goals based on the needs of the program and should work towards articulating operational outcomes in the next program review.
- 5) The General Studies Committee should work with Academic Affairs and College Governance to host professional development workshops on high impact educational practices for faculty across the disciplines.
- 6) The General Studies Committee should serve as a resource to increase the breadth and depth of course offerings within all the program learning outcomes.
- 7) The General Studies Committee, in consultation with Academic Affairs and College Governance, should work with existing committees focused on developing high impact activities such as service learning to see what and how those activities can be taken to scale.
- 8) The General Studies Committee should work with faculty across the disciplines and the Applied Learning Committee to identify existing courses that already practice experiential learning and assist those faculty who choose to infuse experiential learning into their courses.
- 9) The General Studies Committee should work with faculty to develop collaborative projects within their courses that require students to work together with other students with different perspectives towards solving a problem.
- 10) The General Studies Committee should work with the Office of Student Affairs to develop an intrusive advising infrastructure for General Studies Program students once they have attained 30 credits to encourage deliberate educational planning for the last 30 credits of the program and beyond.
- 11) The General Studies Committee, in consultation with Academic Affairs and College Governance, should work with faculty across the disciplines to consider the efficacy and viability of a General Studies Program capstone requirement that would include a collaborative project demonstrating cumulative knowledge and employing skill sets required in the program.
- 12) The General Studies Committee should work with faculty in the disciplines to make sure that course outcomes, where appropriate, can align with General Studies program learning outcomes.
- 13) The General Studies Committee should work with college administration and faculty to develop more opportunities for students to gain necessary knowledge and skills in

technological competency, information literacy, collaboration and problem solving, and ethical reasoning.

- 14) The General Studies Committee should approach faculty in the natural sciences to determine whether they believe the objectives for the Collaboration and Problem Solving outcome are uniformly part of all laboratory science courses, and whether they would be willing to add such an explicit outcome to the standard syllabi for the sciences courses. If the faculty agreed, this would provide a second opportunity for LAGS program students to meet these objectives.
- 15) The General Studies Committee should approach faculty in the social sciences to determine whether they believe the objectives for the Written Communication outcome are uniformly part of all social science courses, and whether they would be willing to add such an explicit outcome to the standard syllabi for the social sciences courses. If the faculty agreed, this would provide further opportunities for LAGS program students to meet these objectives.
- 16) The General Studies Committee should work with faculty across the curriculum to discuss the possibility of infusing Quantitative Reasoning throughout the curriculum.
- 17) The General Studies Committee should work with faculty to embed the outcome for Technological Competency across the disciplines.
- 18) The General Studies Committee will further develop the process for assessing outcomes not directly assessable through SUNY General Education.
- 19) The General Studies Committee should consult with a data mining coach before the next program review.

Recommendations for the college

- 1) The college should consider developing a more sophisticated infrastructure for offering internships to General Studies Program students.
- 2) The college should look into appropriate advising software for students to use when creating their educational plans.
- 3) Students should be informed of the consequences of delaying choosing a major or concentration such as extended time to degree and increased costs and potentially insufficient financial aid to complete their baccalaureate degrees.
- 4) The college should update and review its transfer and articulation agreements for the General Studies program.
- 5) The college should develop a system for establishing transferability of our courses to SUNY institutions and other receiving institutions as appropriate.
- 6) The college should identify General Studies students within General Education assessments so that we can extract the data.
- 7) SUNY General Education assessment reports should be sent to the chair of the General Studies committee upon completion.
- 8) The chair of the General Studies Committee should have access to TracDat.
- 9) The General Studies Program should tailor its advising methods to meet the needs of its primary demographic.

- 10) Further comparative analysis of the data regarding gender distribution within the General Studies and at the college needs to be conducted.
- 11) Further comparative analysis of the data regarding socioeconomic distribution within the General Studies and at the college needs to be conducted.
- 12) Further comparative analysis of the data regarding ethnicity implications within the General Studies program and at the college needs to be conducted.
- 13) More comparative analysis of data is needed to understand if our low graduation rates are the result of remediation needs or the need for better advising,
- 14) The retention and completion rates of General Studies students, whether they remain in the program or declare a discrete major instead, should be more closely analyzed to better determine the degree to which there is a problem and how to best address the problem.
- 15) Further comparative analysis of the data regarding transfer patterns of General Studies students will need to be conducted before any conclusions or recommendations can be made.
- 16) The college should add a section on counseling and advising to the program review forms.

C. Major Assessment Findings and Actions to be Taken in Addressing Them

	Major Assessment Findings	Actions to be Taken in Addressing Them
1.		
2.		
3.		
4.		
5.		

We do not have assessment data for the program.

D. What has been learned that can be helpful to others as they conduct assessment of their majors?

X. Appendices

Appendix A: Curriculum Map

In addition to the Curriculum Map below, the General Studies Committee has also compiled a spreadsheet of courses in the program and how they map to our learning outcomes. Other disciplines may find this information useful in their own curriculum mapping. To view these maps, contact the chair of the General Studies Committee.

STUDENT PROGRAM-LEVEL
LEARNING OUTCOMES

SCCC DEGREE/CERTIFICATE PROGRAM COURSES:

1st and 2nd Semester

PROGRAM NAME AND DEGREE HERE

	COL101	SUNY BC - ORAL	ENG101	SUNY WC	SUNY M	SUNY SS	PE	ENG102	SUNY AH	SUNY NS	PE	SS	SUNY ARTS				
Aesthetic literacy			IA	I				RA	R	RA			RA				
Collaboration and Problem Solving		IA	IA		IA			RA		RA			RA				
Critical and Creative Thinking		IA	IA	IA	IA	IA		RA	R	RA		RA	RA				
Ethical Reasoning		IA	IA	I				RA	R								
Health Awareness		IA															
Historical Awareness				IA				RA	R								

KEY: I-Introduce R-Remind/Review/Reinforce A-Apply/Practice

**STUDENT PROGRAM-LEVEL
LEARNING OUTCOMES**

SCCC DEGREE/CERTIFICATE PROGRAM COURSES:



Information Literacy	I	IA	IA	IA		IA		RA	R			RA					
Intercultural and Global Knowledge	I	IA		IA				RA	R								
Quantitative Reasoning					IA												
Scientific Reasoning						IA				RA		RA					
Technological Competency	IA	IA	IA					RA									
Written and Oral Communication		IA	IA	IA		IA		RA	RA			RA					

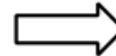
KEY: I-Introduce

R-Remind/Review/Reinforce

A-Apply/Practice

**STUDENT PROGRAM-LEVEL
LEARNING OUTCOMES**

SCCC DEGREE/CERTIFICATE PROGRAM COURSES:



3rd and 4th Semester

PROGRAM NAME AND DEGREE HERE

ENG	SUNY	ETHICAL	SUNY	HUM		
	FL		OWC			

Aesthetic literacy	RA	R		R	RA			
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Collaboration and Problem Solving		R			RA			
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Critical and Creative Thinking	RA			RA	RA			
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Ethical Reasoning	R		RA	R	RA		
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Health Awareness		R			RA		
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Historical Awareness				RA			
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KEY: I-Introduce

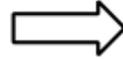
R-Remind/Review/Reinforce

A-Apply/Practice

**STUDENT PROGRAM-LEVEL
LEARNING OUTCOMES**



SCCC DEGREE/CERTIFICATE PROGRAM COURSES:



Information Literacy	RA	RA			RA									
Intercultural and Global Knowledge	RA	R			RA									
Quantitative Reasoning														
Scientific Reasoning														
Technological Competency														
Written and Oral Communication	RA	RA			RA	RA								

Appendix B: Annual Assessment Plan of Student Learning

SCCC Program-Level Student Learning Outcomes Assessment Action Plan Year 1 of 5

Program: Liberal Arts: General Studies

Degree or Certificate: A.A.

Offered at (check all that apply): Ammerman East Grant

Submitted:

Program-Level Student Learning Outcome(s) (a)	Course-Level Student Learning Outcome(s) (b)	Assessment Tool or Activity (c)	Desired Performance (d)	Timeline (e)	Responsibility for Data Analysis – Key Findings (f)	Use of Results / Action Items and Dissemination (g)
Students will be able to create effective and purposeful oral presentations designed to increase knowledge, foster understanding, or promote change in the audience's attitudes, values, beliefs, or behaviors.	SUNY Gen Ed outcomes	SUNY Gen Ed assessment for Oral communication	80% of students successfully completing the course meet or exceed	2016/2017	General Studies Committee in consultation with Communication Departments.	Results to be disseminated amongst teaching faculty in coordination with department chairs.
Students will be able to examine human institutions over time and draw conclusions about the relationship among events, ideas, and artifacts.	SUNY Gen Ed outcomes	SUNY Gen Ed assessment for Western Civilization	80% of students successfully completing the course meet or exceed	2016/2017	General Studies Committee in consultation with History Departments.	Results to be disseminated amongst teaching faculty in coordination with department chairs.

Program: Liberal Arts: General Studies

Degree or Certificate: A.A.

Offered at (check all that apply): Ammerman East Grant

Submitted:

Program-Level Student Learning Outcome(s) (a)	Course-Level Student Learning Outcome(s) (b)	Assessment Tool or Activity (c)	Desired Performance (d)	Timeline (e)	Responsibility for Data Analysis – Key Findings (f)	Use of Results / Action Items and Dissemination (g)
Students will be able to create effective and purposeful oral presentations designed to increase knowledge, foster understanding, or promote change in the audience's attitudes, values, beliefs, or behaviors.	SUNY Gen Ed outcomes	SUNY Gen Ed assessment for Oral communication	80% of students successfully completing the course meet or exceed	2016/2017	General Studies Committee in consultation with Communication Departments.	Results to be disseminated amongst teaching faculty in coordination with department chairs.
Students will be able to examine human institutions over time and draw conclusions about the relationship among events, ideas, and artifacts.	SUNY Gen Ed outcomes	SUNY Gen Ed assessment for Western Civilization	80% of students successfully completing the course meet or exceed	2016/2017	General Studies Committee in consultation with History Departments.	Results to be disseminated amongst teaching faculty in coordination with department chairs.

SCCC Program-Level Student Learning Outcomes Assessment Action Plan Year 2 of 5

Program-Level Student Learning Outcome(s) (a)	Course-Level Student Learning Outcome(s) (b)	Assessment Tool or Activity (c)	Desired Performance (d)	Timeline (e)	Responsibility for Data Analysis – Key Findings (f)	Use of Results / Action Items and Dissemination (g)
Students will be able to create effective and purposeful texts designed to increase knowledge, foster understanding, or promote change in the audience's attitudes, values, beliefs, or behaviors.	SUNY Gen Ed outcomes	SUNY Gen Ed for Written Communication	80% of students successfully completing the course meet or exceed	2017/2018	General Studies Committee in consultation with English Departments.	Results to be disseminated amongst teaching faculty in coordination with department chairs.
Students will understand the methods scientists use to explore natural phenomena and the application of scientific data, concepts, and models.	SUNY Gen Ed outcomes	SUNY Gen Ed for Natural Sciences	80% of students successfully completing the course meet or exceed	2017/2018	General Studies Committee in consultation with Science Departments.	Results to be disseminated amongst teaching faculty in coordination with department chairs.

Students will know when there is a need for information, and how to locate, evaluate, and use that information effectively and ethically, while understanding the economic, legal, and social issues surrounding the use of information.	SUNY Gen Ed outcomes	SUNY Gen Ed for Information Management	80% of students successfully completing the course meet or exceed	2017/2018	General Studies Committee in consultation with assessment committee for Information Management	Results to be disseminated amongst teaching faculty in coordination with department chairs.
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Follow Up/Actions Taken:

SCCC Program-Level Student Learning Outcomes Assessment Action Plan Year 3 of 5

Program-Level Student Learning Outcome(s) (a)	Course-Level Student Learning Outcome(s) (b)	Assessment Tool or Activity (c)	Desired Performance (d)	Time line (e)	Responsibility for Data Analysis – Key Findings (f)	Use of Results / Action Items and Dissemination (g)
Students will be able to recognize, appreciate, and interpret aesthetic expressions, for example visual, musical, dramatic, literary, etc.	SUNY Gen Ed outcomes	SUNY Gen Ed for The Arts	80% of students successfully completing the course meet or exceed	2018/2019	General Studies Committee in consultation with assessment committee for The Arts	Results to be disseminated amongst teaching faculty in coordination with department chairs.
Students will be able to; organize and analyze numerical data.	SUNY Gen Ed outcomes	SUNY Gen Ed for Mathematics	80% of students successfully completing the course meet or exceed	2018/2019	General Studies Committee in consultation with Mathematics Departments.	Results to be disseminated amongst teaching faculty in coordination with department chairs.

Students will be able to explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will be able to combine or synthesize ideas, images, or expertise in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking.	CLO1 - Write about and respond to literature in order to effectively and intelligently communicate values, insights, and criticisms. CLO4 – Engage in textual analysis and critical thinking.	ENG102	80% of students successfully completing the course meet or exceed	2018/2019	General Studies Committee in consultation with English Departments.	Results to be disseminated amongst teaching faculty in coordination with department chairs.
Follow Up/Actions Taken:						

SCCC Program---Level Student Learning Outcomes Assessment Action Plan Year 4 of 5

Program-Level Student Learning Outcome(s) (a)	Course-Level Student Learning Outcome(s) (b)	Assessment Tool or Activity (c)	Desired Performance (d)	Timeline (e)	Responsibility for Data Analysis – Key Findings (f)	Use of Results / Action Items and Dissemination (g)
Students will be able to distinguish moral judgments from other types of evaluative and descriptive judgments, and demonstrate the ability to think critically and self-reflectively about moral concerns raised by practical situations.	Demonstrate ability to think critically about moral issues and evaluate practical moral judgment.	PHL107	80% of students successfully completing the course meet or exceed	2019/2020	General Studies Committee in consultation with Philosophy Departments.	Results to be disseminated amongst teaching faculty in coordination with department chairs.
Students will know how to achieve a state of optimal physical, mental, and social well-being.	CLO1 – Understand the physical and emotional benefits of . . .	PEE elective	80% of students successfully completing the course meet or exceed	2019/2020	General Studies Committee in consultation with PE Departments.	Results to be disseminated amongst teaching faculty in coordination with department chairs.
Follow Up/Actions Taken:						

SCCC Program-Level Student Learning Outcomes Assessment Action Plan Year 5 of 5

Program-Level Student Learning Outcome(s) (a)	Course-Level Student Learning Outcome(s) (b)	Assessment Tool or Activity (c)	Desired Performance (d)	Time line (e)	Responsibility for Data Analysis – Key Findings (f)	Use of Results / Action Items and Dissemination (g)
Students will be able to design, evaluate and implement a strategy in a group to answer an open-ended question or achieve a desired goal.	CLO2 - Demonstrate ability to function effectively in small group problem solving and decision making situations	COM101	80% of students successfully completing the course meet or exceed	2020/2021	General Studies Committee in consultation with Communication Departments.	Results to be disseminated amongst teaching faculty in coordination with department chairs.
Students will be able to select and apply contemporary technology to compile information or solve problems.	CLO5 - Effective use of technology in the communication process	COM101	80% of students successfully completing the course meet or exceed	2020/2021	General Studies Committee in consultation with Communication Departments.	Results to be disseminated amongst teaching faculty in coordination with department chairs.
Follow Up/Actions Taken:						

Appendix C: Assessment Summary

SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	LAS: General Studies (American History)
Date of Assessment:	Fall 2012
Lead person:	Dr. Lauri H. Kahn
What did you assess? What specific Program Learning Outcome is associated with the assessment? In what course did the assessment take place?	<p>PLO Assessed: American History Learning Outcomes</p> <ol style="list-style-type: none"> 1. Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society 2. Knowledge of common institutions in American society and how they have affected different groups 3. Understanding of America's evolving relationship with the rest of the world. <p>Course Assessed: HIS103 Foundations in Modern American History</p>
Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?	<p>Description of the Assessment Activity: The committee distributed twenty-two written assignments to faculty to assign to students. Faculty had complete latitude in deciding whether the assignments were to be a paper, examination or part of a portfolio as long as the assessment tools were written. To ensure that students would take the assignments seriously, students were informed the assessment pieces would be factored into their final grades.</p> <p>Description of Assessment Methodology: Using a rubric created by the committee, faculty members evaluated 3 learning outcomes and 2 critical thinking outcomes.</p> <p>Sampling: Twenty-two assignments were sent to faculty along with an assessment rubric and nineteen were returned, for a completion rate of 86%.</p> <p>Number of students assessed: Assignments of 507 students were assessed.</p>
Summary of findings and interpretation of the findings.	SLO #1: Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society

	<p>Exceeds standard 30.9%</p> <p>Meets standard 43.2%</p> <p>Approaches standard 18.6%</p> <p>Does not meet standard 7.3%</p> <p>SLO #2: Knowledge of common institutions in American society and how they affect different groups</p> <p>Exceeds standard 29.7%</p> <p>Meets standard 41.4%</p> <p>Approaches standard 21.2%</p> <p>Does not meet standard 7.7%</p> <p>SLO #3: Understanding of America’s evolving relationship with the rest of the world</p> <p>Exceeds standard 20.7%</p> <p>Meets standard 36.8%</p> <p>Approaches standard 27.6%</p> <p>Does not meet standard 14.9%</p> <p>Conclusions: SLO 1/Basic narrative of American History had the largest percentage of students “meeting” (43.2%) and “exceeding” (30.9%) standards for the outcome. 74.1% met or exceeded the standards for demonstrating knowledge of the basic American narrative. For SLO 2/Knowledge of common institutions in American society, there are roughly as many students “exceeding” (29.7%) as “approaching” (21.2%) the outcome. SLO 3 had the lowest percentage of students that met or exceeded the standard (57.5%) and the greatest number of students that did not meet the standard (14.9%).</p>
<p>Actions required to improve teaching and learning in light of the findings? Who will be responsible?</p>	<p>In light of the high percentage of students that met or exceeded standards for SLOs 1 and 2, faculty should continue to highlight those components of the curriculum that deal with the basic narrative of American history and common institutions of American society. However, SLO 3 showed essentially twice as many students <i>not</i> meeting standards than the either of the other two learning outcomes. Therefore, the curriculum should focus more on America’s evolving role in the world in order to improve students understanding of this concept.</p>

Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? (“Closing the loop.”)	None recommended thus far
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Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu and to your campus Associate Dean of Academic Affairs. Thank you.

**SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT
ACTIVITY**

Academic Program:	LAS: General Studies (Basic Communication—Oral)
Date of Assessment:	2007-2008
Lead person:	Thomas Bovino
What did you assess? What specific Program Learning Outcome is associated with the assessment? In what course did the assessment take place?	<p>PLO assessed: Basic Communication: Oral</p> <ol style="list-style-type: none"> 1. Research a topic, develop and argument, and organize supporting details. 2. Develop proficiency in oral discourse 3. Evaluate an oral presentation according to established criteria <p>Course assessed: CO15/COM105 Public Speaking</p>
Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?	<p>Description of assessment activity:</p> <p>Outcome 1 & 2: persuasive public speech by student, videotaped and viewed by assessment committee</p> <p>Outcome 3: written evaluation of a another student’s public speech, viewed by assessment committee</p> <p>Assessment methodology: Use of the National Communication Association Speaker Rubric</p> <p>Sampling: 23.2% of in-class speeches and 25.5% of written evaluations, randomly sampled</p> <p>Number of Students assessed: 64</p>
Summary of findings and interpretation of the findings.	<ol style="list-style-type: none"> 1. Outcome 1: Research a topic, develop and argument, and organize supporting details: Exceeds standard 46.9% Meets standard 42.2% Approaches standard 10.8% 2. Outcome 2: Develop proficiency in oral discourse Exceeds standard 36.9% Meets standard 58.1% Approaches standard 3.2% 3. Outcome 3: Evaluate an oral presentation according to established criteria Exceeds standard 43.1% Meets standard 44.6% Approaches standard 12.3% <p>Conclusions: Students met or exceeded the standard in all 3 areas: Outcome 1 (89.1%), Outcome 2 (95.0%), Outcome 3 (87.7%)</p>
Actions required to improve teaching and learning in light of the findings? Who will be responsible?	Address different learning styles of students. Use this assessment measure to determine whether CO11/COM101 should be a prerequisite CO15/COM105. Consider adding a unit to the curriculum that demonstrates ways to incorporate more effective language in their oral presentations.
Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? (“Closing the loop.”)	?

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SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC ASSESSMENT ACTIVITY

Academic Program:	LAS: General Studies (Foreign Language)
Date of Assessment:	Spring 2011
Lead person:	Dr. Lois Mignone This report was written by the current Academic Chair, Dr. Lauri H. Kahn.
What did you assess? What specific Program Learning Outcome is associated with the assessment? In what course did the assessment take place?	Language study is a composite of both linguistic as well as cultural aspects. Thus, the assessment reflected several areas: listening comprehension, reading proficiency, writing skills and cultural knowledge. The assessment was done for ITL 102, Elementary Italian II.
Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?	<p>Description of the Assessment Activity: The assessment activity was a multifaceted final exam that measured several language proficiencies. The following SUNY Outcomes for Foreign Language were addressed:</p> <ul style="list-style-type: none"> • Basic proficiency in the understanding and use of a foreign language. • Knowledge of the distinctive features of culture(s) associated with the language they are studying. <p>The assessment of these SUNY outcomes required measurement of more specific SCCC outcomes. These include:</p> <p>SLO1: Derive essential information by listening to and comprehending simple oral statements, questions, conversations and narrations based on course-related themes.</p> <p>SLO 2: Read and discuss authentic/realistic materials and texts within the context of course-related themes.</p> <p>SLO 3: Write paragraphs based on familiar topics using known vocabulary and structures at this level.</p> <p>SLO 4: Articulate the basic aspects of Italian culture</p> <p>Description of Assessment Methodology: All students were given a reading selection, a topic for a writing sample and questions based on general cultural information and oral comprehension. It should be noted that all activities were based on cultural and linguistic material from assigned chapters of the curriculum for ITL 102 and are appropriate for the second semester level of competence. A rubric was used to determine</p>

	<p>the students' writing skills. Reading, Listening and Cultural competencies were measured based on responses to multiple choice questions.</p> <p>Sampling: All college wide instructors teaching ITL 102 (Elementary Italian II) in the spring of 2011 participated in the assessment.</p> <p>Number of students assessed: 120 students took part in the reading assessment as well as the assessment of culture. 88 students participated in the writing assessment.</p>																																														
<p>Summary of findings and interpretation of the findings.</p>	<p>SLO#1: Comprehension/Oral Outcomes</p> <table data-bbox="755 667 1144 800"> <tr> <td>Exceeds standard</td> <td>22%</td> </tr> <tr> <td>Meets standard</td> <td>60%</td> </tr> <tr> <td>Approaches standard</td> <td>13%</td> </tr> <tr> <td>Does not meet standard</td> <td>5%</td> </tr> </table> <p>SLO #2: Reading Learning Outcome</p> <table data-bbox="755 867 1161 999"> <tr> <td>Exceeds standard</td> <td>13.3%</td> </tr> <tr> <td>Meets standard</td> <td>52.5%</td> </tr> <tr> <td>Approaches standard</td> <td>28.3%</td> </tr> <tr> <td>Does not meet standard</td> <td>5.8%</td> </tr> </table> <p>SLO #3: Writing Outcome, which included 4 facets: use of vocabulary, cohesiveness, grammar, and comprehensibility.</p> <p>a. Vocabulary</p> <table data-bbox="755 1203 1177 1335"> <tr> <td>Exceeds standard</td> <td>15.9%</td> </tr> <tr> <td>Meets standard</td> <td>54.5%</td> </tr> <tr> <td>Approaches standard</td> <td>26.1%</td> </tr> <tr> <td>Does not meet standard</td> <td>3.4%</td> </tr> </table> <p>b. Cohesiveness</p> <table data-bbox="755 1402 1193 1535"> <tr> <td>Exceeds standard</td> <td>18.2%</td> </tr> <tr> <td>Meets standard</td> <td>46.6%</td> </tr> <tr> <td>Approaches standard</td> <td>30.7%</td> </tr> <tr> <td>Does not meet standard</td> <td>4.5%</td> </tr> </table> <p>c. Grammar</p> <table data-bbox="755 1602 1193 1734"> <tr> <td>Exceeds standard</td> <td>6.8%</td> </tr> <tr> <td>Meets standard</td> <td>23.9%</td> </tr> <tr> <td>Approaches standard</td> <td>62.5%</td> </tr> <tr> <td>Does not meet standard</td> <td>6.8%</td> </tr> </table> <p>d. Comprehensibility</p> <table data-bbox="755 1801 1209 1906"> <tr> <td>Exceeds standard</td> <td>18.2 %</td> </tr> <tr> <td>Meets standard</td> <td>47.7%</td> </tr> <tr> <td>Approaches standard</td> <td>29.5%</td> </tr> </table>	Exceeds standard	22%	Meets standard	60%	Approaches standard	13%	Does not meet standard	5%	Exceeds standard	13.3%	Meets standard	52.5%	Approaches standard	28.3%	Does not meet standard	5.8%	Exceeds standard	15.9%	Meets standard	54.5%	Approaches standard	26.1%	Does not meet standard	3.4%	Exceeds standard	18.2%	Meets standard	46.6%	Approaches standard	30.7%	Does not meet standard	4.5%	Exceeds standard	6.8%	Meets standard	23.9%	Approaches standard	62.5%	Does not meet standard	6.8%	Exceeds standard	18.2 %	Meets standard	47.7%	Approaches standard	29.5%
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	<p style="text-align: right;">Does not meet standard 4.5%</p> <p>SLO #4: Cultural Knowledge Outcome</p> <p style="text-align: right;">Exceeds standard 6.7%</p> <p style="text-align: right;">Meets standard 35.8%</p> <p style="text-align: right;">Approaches standard 27.5%</p> <p style="text-align: right;">Does not meet standard 30.0%</p> <p>Conclusions: While Reading and Writing continue to be acceptable, the one area that continues to need improvement is the “Culture” objective. In other assessments at the 101 level, culture had the lowest scores as well.</p>
<p>Actions required to improve teaching and learning in light of the findings? Who will be responsible?</p>	<ol style="list-style-type: none"> 1. Both the culture assessment format as well as the instructional method for teaching culture must be reevaluated. Since culture and cultural understanding are an inherent part of language, more emphasis should be given to connecting a language to its culture. Although the text used contains a number of cultural sections, more uniformity in covering these sections will be needed. It is evident that not all instructors utilize the culture sections of a given chapter since it is separate from the linguistic instruction. <p style="margin-left: 40px;">In addition, the format for assessing culture needs to be evaluated. The questions are too disparate and not part of a whole. <i>Cultural understanding</i> should be emphasized instead of separate items of information.</p> 2. Although the results of reading and writing skills are more acceptable, nonetheless, more writing assignments should be given during the semester. This is not easy considering faculty can have as many as 30 students in a language class 3. The use of the online component with extra listening and oral exercises should continue to be used as a supplement to in class activities for extra practice. <p style="margin-left: 40px;">The Academic Chair of the Foreign Language Department and the College Coordinator for Foreign Language will be responsible for ensuring greater uniformity among all sections of ITL 102 College-wide. The outcomes listed above will be communicated to all instructors and students at the beginning of each semester and instructors will be encouraged to present and assess for each outcome throughout the semester. Instructors will be encouraged to require more frequent and more meaningful writing assignments. Our Study Abroad program in Sorrento, Italy will provide students with an opportunity to explore Italian culture firsthand. On the Ammerman Campus, the Italian Club will also</p>

	offer additional cultural enrichment opportunities.
Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? (“Closing the loop.”)	Beginning the fall of 2014, instructors of Italian will meet to discuss the instruction of culture and to create a tool to assess their students’ cultural understanding. By the end of each subsequent semester, an assessment of their students’ cultural knowledge will take place using a common assessment tool. Outcomes will be compared each semester. Further steps will be taken to ensure the expansion of cultural understanding if sufficient improvement is not consistently demonstrated, including mandatory cultural activities in the classroom, obligatory cultural exercises in the electronic homework program, pedagogical workshops for instructors and, but not limited to, adoption of additional learning materials and consideration of other textbooks and components for future use.

Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu and to your campus Associate Dean of Academic Affairs. Thank you.

**SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC
ASSESSMENT ACTIVITY**

Academic Program:	LAS: General Studies (Mathematics)
Date of Assessment:	Spring 2008
Lead person:	Bridget Young and Anabel Daini
What did you assess? What specific Program Learning Outcome (PLO) is associated with the assessment? In what course did the assessment take place?	<p><u>Institutional Learning Outcome (ILO) Assessed:</u> Quantitative Reasoning: The ability to organize and analyze numerical data.</p> <p><u>PLO Assessed:</u> A student will be able to demonstrate the ability to employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.</p> <p><u>Course Assessed:</u> MAT103 - Statistics I</p>
Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?	<p><u>Description of assessment activity:</u> To administer a common final exam to all students in MAT103. The instructors would not see the final exam until two weeks prior to the end of the semester.</p> <p><u>Description of Assessment Methodology:</u> After the assessment tools and rubrics were created, all the appropriate measures were taken to ensure inter-rater reliability and the pilot took place in Fall 2007. Prior to the start of Spring 2008, all faculty scheduled to teach MAT103 were informed of the required departmental final exam. The official administration of the assessment tool was conducted in Spring 2008. Final exams were distributed to faculty along with instructions for exam administration. After the end of the Spring 2008, a team of math faculty rated student success. Each question on the students' paper was rated by a team of faculty according to the following scale:</p> <ul style="list-style-type: none"> 0 Does not meet the standard 1 Approaches the standard 2 Meets the standard 3 Exceeds the standard <p>The raw data was sent to Institutional Effectiveness in June 2008. The committee received the results in Summer 2009.</p> <p><u>Expected outcomes:</u> The goal for student performance on this learning objective</p>

	<p>was that at least 25% of all students exceed the standard, at least 60% meet the standard or better, and at least 75% approach the standard or better.</p> <p><u>Sample size:</u> All faculty were required to have copies of completed exams made before doing their own grading. The copies were collected by the department secretary at each campus and later handed over to the subcommittee chairs. With the assistance of a representative from the Office of Institutional Effectiveness, 6 exams were randomly selected from each section in resulting a sample size of 319.</p>								
<p>Summary of findings and interpretation of the findings.</p>	<table border="0"> <tr> <td>Exceeds the standard or better</td> <td>14.8%</td> </tr> <tr> <td>Meets the standard or better</td> <td>58.3%</td> </tr> <tr> <td>Approaches the standard or better</td> <td>94.5%</td> </tr> <tr> <td>Does not meet the standard</td> <td>4.8%</td> </tr> </table> <p>36.2% of students approach the standard. 4.8% of students do not meet the standard. Only 58.3% of the students met or exceeded the standard, whereas our goal was 60%. This is a concern because this is the learning objective that should be emphasized the most in an introductory statistics course.</p>	Exceeds the standard or better	14.8%	Meets the standard or better	58.3%	Approaches the standard or better	94.5%	Does not meet the standard	4.8%
Exceeds the standard or better	14.8%								
Meets the standard or better	58.3%								
Approaches the standard or better	94.5%								
Does not meet the standard	4.8%								
<p>Actions required to improve teaching and learning in light of the findings? Who will be responsible?</p>	<p><u>1. Form a committee of mathematics faculty to explore the link between developmental reading and the study of statistics:</u> Determine if a reading prerequisite is necessary.</p> <p><u>2. Development of a training seminar for statistics faculty:</u> A formal training seminar would be led by experienced statistics instructors and could give less experienced faculty a more in depth understanding of the subject and expose them to new and innovative teaching methods.</p> <p><u>3. Increase utilization of technology:</u> With more “smart classrooms” and more up-to-date technology in the hands of students, math faculty will be better able to draw connections between various quantitative methods (in particular algebraic with geometric methods). Additional computer classrooms (possibly connected the tutoring centers) for instructors to take their students to get hands on experience with mathematical software. Ideally, these computers would have the latest mathematical software</p>								

	<p>used by faculty.</p> <p>Bridget Young would be responsible.</p>
<p>Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? (“Closing the loop.”)</p>	<p>On March 4, 2011, a Statistics Workshop was held. A member of the AMATYC (American Mathematical Association of Two-Year Colleges) Statistics Committee came to SCCC for an “AMATYC Traveling Workshop,” entitled: Teaching Statistics Following GAISE (Guidelines for Assessment and Instruction in Statistics Education).</p>

Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu and to your campus Associate Dean of Academic Affairs. Thank you.

**SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC
ASSESSMENT ACTIVITY**

Academic Program:	LAS: General Studies (Other World Civilizations)
Date of Assessment:	Fall 2012
Lead person:	Dr. Etsuko Donnelly
What did you assess? What specific Program Learning Outcome is associated with the assessment? In what course did the assessment take place?	Learning outcome # 1 was assessed. Students will demonstrate knowledge of either a broad outline of world history OR the distinctive features of the history, institutions, economy, society, culture, etc., of one non western civilization. This assessment took place in ANT 101 Cultural Anthropology.
Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?	<p>The multiple choice question test consists of 35 questions and was designed to assess students' achievement on the above Learning Outcomes for Other World Civilizations (LO#1). The questions were further broken down into the following subcategories:</p> <ol style="list-style-type: none"> 1) Basic Concepts (5 questions) 2) Economic Systems (5 questions) 3) Political Systems (5 questions) 4) Kinship (10 questions) 5) Research Methods (10 questions) <p>The total number of students in the cohort for this assessment was 641 of the potential 856 students enrolled in the course. (The total participation rate of the students was 75.4%.)</p>
Summary of findings and interpretation of the findings.	<p>LO #1 (overall) : More than half (55.8%) of the students in the assessment for LO 1 in its entirety were in the scoring categories "Exceeding" and "Meeting" while nearly 45% (44.3%) of students were in the scoring categories "Approaching" and "Not Meeting"</p> <p>LO #1 BASIC CONCEPTS: Within this subcategory, more than half (52.3%) of students were in the scoring category "Exceeding".</p> <p>LO #1 ECONOMIC SYSTEMS: Within this subcategory, nearly 45% (44.7%) of students were in the scoring categories "Approaching" and "Not Meeting"</p> <p>LO #1 POLITICAL SYSTEMS: Approximately half (52.2%) of students in this sub category were in the</p>

	<p>scoring categories “Approaching”(22.7%) and “Not Meeting” (29.5%).</p> <p>LO #1 RESEARCH METHODS: Approximately 70% of students in this subcategory were in the scoring categories “Exceeding” and “Meeting”.</p> <p>LO #1 KINSHIP: Approximately 25% of students in this subcategory were in the scoring category “Not Meeting” and almost half (47.5%) were in the two lowest scoring categories.</p> <p>This assessment showed that students were especially weak at anthropological understanding in the following categories:</p> <ul style="list-style-type: none"> - the economic systems (45% of students were in the scoring categories “Approaching” and “Not Meeting”) - the political systems (52.2% of students were in the scoring categories “Approaching” and “Not Meeting”)
<p>Actions required to improve teaching and learning in light of the findings? Who will be responsible?</p>	<p>To respond the findings stated above the committee recommends the change in the following areas.</p> <p>1. Classroom Pedagogy</p> <ul style="list-style-type: none"> • Individual instructors should recognize the subjects and concepts that many of their students have difficulty in understanding – i.e. economic systems, political systems and kinship. They should allow sufficient time, and pay greater attention in class to explain and provide students with concrete examples in these areas. • The statistical results of this assessment have been forwarded to all ANT101 instructors by the assessment committee chair. The above recommendation should be discussed and formalized by the anthropology curriculum committee suggested below. • Currently instructors individually choose the textbook used for their class. The committee recommends the establishment of an anthropology curriculum (or textbook) committee at either the

	<p>departmental level or college level to regularize the (sub-) uniformity of the textbook for especially adjunct lecturers whose academic background may not be the area of the assigned discipline. The committee could assign two or three textbook options to adjunct lecturers. The textbook committee may consist of both full-time and part-time faculty members who regularly examine various textbook options, conduct textbook seminars with representatives of publishers, and facilitate discussions among instructors on this matter.</p> <ul style="list-style-type: none"> • Students prefer and are especially familiar with digital and computer-oriented learning resources today. Individual instructors are recommended to use technological and digital resources such as Internet, DVD, social media and CD-Rom to encourage students' motivation for and interest in the weak subject areas. <p>2. Development of Departmental/Campus-level Program</p> <ul style="list-style-type: none"> • The committee recommends the development of tutoring sessions for students of anthropology who need additional assistance to understand the course materials. The tutors could be recruited among student volunteers who demonstrate marked achievement in relevant anthropology courses taken during the previous semester. • The committee also recommends an increase in the anthropology-related campus programs and activities. <p>3. Development of Curriculum Committee</p> <ul style="list-style-type: none"> • The committee recommends the establishment of a college-level anthropology curriculum committee to enhance the network among the instructors and to facilitate discussion on the pedagogy and issues related to the discipline. This will help individual instructors learn and exchange ideas and teaching methods. This will also lead to the consistency of the curriculum, assignments and learning materials on the three campuses.
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Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? (“Closing the loop.”)	Did not find this information in reports.
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Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu and to your campus Associate Dean of Academic Affairs. Thank you.

**SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC
ASSESSMENT ACTIVITY**

Academic Program:	LAS: General Studies (Social Sciences)
Date of Assessment:	2013
Lead person:	Dr. Etsuko Donnelly, Chair of Committee (this report was prepared by Nelly Sta.Maria, Assistant Chair, during Dr. Donnelly's sabbatical)
What did you assess? What specific Program Learning Outcome is associated with the assessment? In what course did the assessment take place?	<p>The following learning outcomes were assessed in SOC101 Introduction to Sociology:</p> <p>SUNY LEARNING OUTCOMES FOT SOCIAL SCIENCES:</p> <p>Students will demonstrate:</p> <ol style="list-style-type: none"> 4. Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis* 5. Knowledge of major concepts, models and issues of at least one discipline in the social sciences (SOC101).* <p>*These will be referred to in this report as "SLO #1" and "SLO2," respectively.</p> <p>SUNY LEARNING OUTCOMES FOR CRITICAL THINKING</p> <p>Students will</p> <ol style="list-style-type: none"> 1. Identify, analyze, and evaluate arguments as they occur in their own or other's work** 2. Develop well-reasoned arguments** <p>**These will be referred to in this report as "CT#1" and "CT#2," respectively.</p>

<p>Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?</p>	<p>The general education assessment of SOC101 Introduction to Sociology was administered in Spring 2013 using one multiple choice question test and two essay question tests.</p> <p>The multiple choice question test consists of 35 questions and was designed to assess students' achievement on Learning Outcomes for Social Sciences 1 (SLO1) and 2 (SLO2). The questions were further broken down into the following subcategories:</p> <ul style="list-style-type: none"> 6) SLO1 Methods (5 questions) 7) SLO2 Basic Concepts (7 questions) 8) SLO2 Theories (7 questions) 9) SLO2 Gender, Class, Ethnicity & Race (11 questions) 10) SLO2 Institutions & Organizations (5 questions) <p>Each essay question was developed to assess student achievement in Learning Outcomes for Critical Thinking #1 and #2 (CT#1 and CT#2) (see Appendices A)</p> <p>Forty-seven assignments were sent out to faculty and 43 were completed in their entirety, one assignment contained no critical thinking scores, and three assignments were partially completed in that they contained the Total Learning Outcome score, and the 2 Critical Thinking Outcomes score, but did not have completion of the subcategories. The total number of students in the cohort for this assessment was 1292 at total completion.</p> <p>There were three major changes from the last assessment. First, the participation rate has been dramatically improved. This assessment measured the entire SCCC SOC101 population for the first time. This has greatly increased the validity of the assessment results and enabled the committee to analyze the students' achievement accurately and make the recommendations listed below. Second, this assessment examined students' Critical Thinking Outcomes while previous assessment did not. Third, this assessment was specifically aimed at an intense analysis of students' achievement on each learning outcome. While the last assessment only reported students' overall achievement on SLO1 and SLO2, this assessment created multiple choice questions consisting of five subcategories so that the committee could determine which subject(s) are students' strong and weak areas.</p>
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<p>Summary of findings and interpretation of the findings.</p>	<p>SLO (overall)</p> <p>Do not meet the standard: 17.3% Approach the standard: 28.7% Meet the standard: 35.9% Exceed the standard: 18.1%</p> <p>SLO1 (Methods)</p> <p>Do not meet the standard: 14.2% Approach the standard: 24.8% Meet the standard: 28.5% Exceed the standard: 32.6%</p> <p>SLO2 (Basic Concepts)</p> <p>Do not meet the standard: 14.8% Approach the standard: 26.1% Meet the standard: 30.0% Exceed the standard: 29.1%</p> <p>SLO2 (Theories)</p> <p>Do not meet the standard: 32.9% Approach the standard: 25.0% Meet the standard: 23.3% Exceed the standard: 18.7%</p> <p>SLO2 (Gender, Class, Ethnicity & Race)</p> <p>Do not meet the standard: 12.3% Approach the standard: 21.8% Meet the standard: 36.9% Exceed the standard: 29.0%</p> <p>SLO2 (Institutions & Organizations)</p> <p>Do not meet the standard: 17.1% Approach the standard: 26.1% Meet the standard: 33.3% Exceed the standard: 23.4%</p> <p>CT 1 (Critical Thinking 1)</p> <p>Do not meet the standard: 14.7% Approach the standard: 18.0% Meet the standard: 32.5% Exceed the standard: 34.8%</p>
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	<p>FINDINGS:</p> <ol style="list-style-type: none"> <p>1. Significant Improvement of Students’ Learning Outcomes for Social Scientific Methods (SLO1) The percent of students who belong to the lowest scoring category – i.e. do not meet the standard – has considerably decreased since the previous assessment. In the previous assessment as many as 41.6 percent of students did not meet the standard. It was reduced to 14.2 percent this time.</p> <p>2. Significant Improvement of Students’ Learning Outcomes for Major Concepts in Sociology (SLO2) This assessment indicated that students’ understanding on major concepts in sociology (SLO2) has largely improved. Every subcategory set except “Theories” in this assessment shows that the percent of students who do not meet the standard is much lower than the percent of those who belong to this scoring category for overall SLO2 in the previous assessment.</p> <p>3. Low Score on Some Subcategories in SLO2 *Although the previous assessment did not collect the data on students’ achievement in each subcategory in SLO2 and therefore there is no comparison, the results of the following subcategories in this assessment indicate that more than 40 percent of students are scoring below the minimum standards.</p> <ul style="list-style-type: none"> • SLO 2 Basic Concepts • SLO 2 Theories • SLO2 Institutions Organizations • CT2 Critical Thinking 2 <ol style="list-style-type: none"> <p>1. College/Campus-Wide Support for Faculty’s Professional Development on Pedagogy The college has provided a numerous number of workshops, seminars and conferences on pedagogy since the previous assessment. Attendance of these events and activities may have help instructors’ improvement in their teaching methods as well as ways to approach students who need extra support.</p> <p>2. Introduction of Multiple Media Resources in Pedagogy The college has introduced multiple media resources such as “smart-boards,” “smart-room,” online and hybrid courses with D2L, web-enable face-to-face courses accompanied with D2L and more collection</p>
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	<p>of DVDs reserved at the libraries. Usage of these technological tools in teaching may have increased students' interest in the subjects and helped them understand the content.</p> <p>3. Students' Motivation and Learning Process Students may have higher motivation and concentration on their academic work in general today than during the period of the last assessment conducted in 2005. This may result from the economic downturn in this region, which has made students further realize the significance of education.</p>
<p>Actions required to improve teaching and learning in light of the findings? Who will be responsible?</p>	<p>The committee recommended the changes in the following areas:</p> <p>1. Classroom Pedagogy</p> <ul style="list-style-type: none"> • Individual instructors should recognize the subjects and concepts that many of their students have difficulty in understanding – i.e., basic concepts, theories and social institutions. They should allow sufficient time, and pay greater attention in class to explain and provide students with concrete examples in these areas. • Individual instructors should assign adequate writing assignments to evaluate their students' progress in critical thinking development on a regular basis. Their class discussions and assignments should place an additional emphasis on identification, analysis and evaluation of others and their own work. • Students prefer and are especially familiar with digital and computer-oriented learning resources today. Individual instructors are recommended to use technological and digital resources such as Internet, DVD, social media and CD-Rom to encourage students' motivation for and interest in the weak subject areas. <p>The statistical results of this assessment have been forwarded to all SOC101 instructors by the assessment committee chair.</p> <p>2. Development of Departmental/Campus-level Program</p>

	<ul style="list-style-type: none"> • The committee recommends the development of an event which introduces career options for students of sociology (and other social sciences) • The committee recommends the development of tutoring sessions for students of sociology who need additional assistance to understand the course materials. The tutors could be recruited among faculty and/or student volunteers who demonstrate marked achievement in relevant sociology courses taken during the previous semester. • The committee also recommends an increase in the sociology-related campus programs and activities. <p>3. Development of Curriculum Committee</p> <ul style="list-style-type: none"> • The committee recommends the establishment of a college-level sociology curriculum committee to enhance the network among the instructors and to facilitate discussion on the pedagogy and issues related to the discipline. This will help individual instructors learn and exchange ideas and teaching methods. This will also lead to the consistency of the curriculum, assignments and learning materials on the three campuses. • The curriculum committee could also host a workshop and a seminar that discuss pedagogy and problems related to the discipline for faculty, especially adjunct lecturers. It also could hold a showcase where instructors could share their teaching tools, assignments and class activities that was effective to their students' learning process.
<p>Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? (“Closing the loop.”)</p>	<p>Currently, tutoring is available through Student Support Services, but only for students in a specific program meeting certain requirements (low income, first generation college, or disability). Therefore, identification of tutors is ongoing. SOC101 professors have been asked to identify potential student volunteer tutors .</p> <p>Writing assignments that specifically address “identification, analysis, and evaluation” are</p>

	<p>recommended (rather than assignments requiring summarization only).</p> <p>Currently, there is a call for SOC Curriculum Committee Members. Committee members, and all SOC101 faculty will be encouraged to propose their ideas for SOC-related activities for the students.</p> <p>A career panel for Sociology students is in the planning stages for Spring 2014. Several faculty members will present their career trajectories and recommendations for students pursuing a degree in the field.</p>
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Please send any material associated with the assessment (Excel spreadsheet/ rubric/ reports, etc.) with this report to J. Pedersen, College Dean of Instruction: pedersj@sunysuffolk.edu and to your campus Associate Dean of Academic Affairs. Thank you.

**SUFFOLK COUNTY COMMUNITY COLLEGE -- REPORT OF ACADEMIC
ASSESSMENT ACTIVITY**

Academic Program:	LAS: General Studies (Western Civilization)
Date of Assessment:	Spring 2009
Lead person:	Keith Baessler
What did you assess? What specific Program Learning Outcome is associated with the assessment? In what course did the assessment take place?	<p>This summary is based on the assessment report for Western Civilization, from data gathered in the spring of 2009. In the report, specific SUNY GE Learning Outcomes were assessed as well as Critical Thinking Learning Outcomes.</p> <p>For SUNY GE Learning Outcomes students were assessed on their ability to:</p> <ul style="list-style-type: none"> -demonstrate an awareness of key issues and ideas in history -and have a basic understanding and knowledge of important cultures and changes which have impacted Western Civilization. <p>For the Critical Thinking Learning Outcomes student were assessed on their ability to:</p> <ul style="list-style-type: none"> -Identify, analyze, and evaluate arguments as they occur in their own, or other's work. Develop well-reasoned arguments <p>Course Assessed: HIS 101 : Western Civilization I</p>
Description of assessment activity. Please include the methodology, as well as any specific measurement criteria. What were the expected outcomes? How many students took part in the assessment?	<p>Tri-campus committee modified the previous assessment instrument (2002) to include learning outcomes for critical thinking. Students were to be given 21 multiple-choice questions which tested:</p> <ul style="list-style-type: none"> -knowledge of factual information about multiple eras between 750 BCE and 1500 CE (18 questions). -critical thinking ability, based on two short secondary-source passages (3 questions). <p>For SUNY GE Learning Outcomes there were five course objectives. Only two were assessed. The five course objectives are, to:</p> <ul style="list-style-type: none"> -1. indicate how past events and historic processes have impacted present society -2. demonstrate an awareness of key issues and ideas in history -3. identify interactions between Western and non-Western civilizations -4. distinguish between primary and secondary materials -5. have a basic understanding and knowledge of important cultures and changes which have impacted Western Civilization <p>Note that only objectives -2 and -5 from the list above appeared in the report. For these objectives there were 18 multiple choice questions.</p> <p>For the SUNY Critical Thinking Learning Objectives (CTO): 3 multiple choice questions were given testing students ability to identify, analyze, and evaluate arguments as they occur in their own or other's work, and to develop well-reasoned arguments.</p> <ul style="list-style-type: none"> -CTO# 1: Identify a target argument -CTO#2: Distinguish the arguments conclusion from its premises -CTO#3: Assess whether the arguments premises provide sufficient logical support for the conclusion.

	<p>Expected outcome: To at least meet, or exceed the previous GE assessment report activity from 2003. In that report 62% of the scores were 70 and above for HIS 101 (then HIS 11). A Critical Thinking Objective assessment was not provided the previous report.</p> <p>63% of HIS 101 students participated -1014 students took the test. -Total enrollment was 1601 however online classes and a pilot developmental section did not participate.</p> <p>Measurement Criteria based on 4 levels: -Level 1: Does not meet criteria (0-59%) -Level 2: Approaches minimum standard (60-69%) -Level 3: Meets minimum standard (70-79%) -Level 4: Exceeds minimum standard (80-100%)</p>
<p>Summary of findings and interpretation of the findings.</p>	<p>Objective 2: Demonstrate an awareness of key issues and ideas in history 47.1% of students met or exceeded minimum standards (scoring 70% or above) 27.8% approached the minimum standard (scoring 60-69%). 74.9% of students have been identified as meeting or approaching the standard.</p> <p>Objective 5: 56.9% of students met or exceeded the minimum standards, 11.0% approached the minimum standards. 67.9% of students have been identified as meeting or approaching the standard.</p> <p>Critical Thinking Objectives: For the three CTO questions assessed: 42.7 % to 60.5 % of students met or exceeded the standard (scoring 70% or above) 18.9 % to 40.7 % approached the minimum standard (scoring 60-69%) 10.0 % to 20.6 % did not meet the standard (scoring 0-59%)</p>
<p>Actions required to improve teaching and learning in light of the findings? Who will be responsible?</p>	<p>Regular meetings should be called by the department chairperson. Discussions should be held every other year among instructors who teach this course, discussing the core areas that the course should cover. This may help emphasize important themes that should be touched by all classes of HIS 101, at least for assessment purposes.</p> <p>The critical thinking requirement needs to be emphasized by the department chairs to both full-time instructors as well as adjuncts. Discussion of how to inculcate this into the instruction of HIS 101 should be a frequent topic at department meetings and meetings of history faculty in preparation for the next round of assessment.</p>
<p>Description and timeline for follow-up activities. When and what will be done to see if the actions taken have been effective? (“Closing the loop.”)</p>	<p>The multiple choice assessment instrument will be reviewed and written assessment tools will be considered.</p> <p>Assessments are currently in progress.</p>

Note: The following observations and recommendations were drafted by the General Studies Committee in 2013, when we still believed that Program Learning Outcomes for General Studies were also the Institutional Learning Outcomes for the college. Since drafting these recommendations much has changed; the PLOs are not the college's ILOs, and we have proposed changes to the program's curriculum. Therefore, the recommendations below are only possible recommendations which have been incorporated into the program review where appropriate.

Aesthetic Literacy:

Observations:

1. The existing General Studies Program curriculum offers ample opportunities for students to meet the objectives for the Aesthetic Literacy outcome. Many courses identified in the survey fulfill either the VMT (visual arts/music/theatre) elective or the English elective. Faculty identified several other courses across the humanities, social sciences and physical education; however, there is too much flexibility in the General Studies program to ensure that students in the program will take any of those courses.

Possible recommendations:

1. The VMT elective seems the most natural and comprehensive opportunity for students to meet the Aesthetic Literacy learning outcome, and should be identified as such on the curriculum map.

2. The faculty in these programs should be resurveyed and asked to identify any courses that currently fulfill the VMT elective in the program that do not provide the opportunity for students to meet the Aesthetic Literacy objectives; the LAGS program should then be revised to exclude any courses so identified from fulfilling the VMT elective requirement.

3. A similar survey may be conducted of the English faculty to identify any courses that currently fulfill the English elective requirement in the LAGS program yet do not provide the opportunity for students to meet the Aesthetic Literacy objectives. That information would provide the General Studies Committee with the option of either proposing a revision of the LAGS program to remove those courses (giving students in the program two solid opportunities to meet the objectives), or simply provide that information to other programs looking to identify areas in their curricula that will allow students to meet the Aesthetic Literacy ILO.

Collaboration and Problem Solving

Observations:

1. The existing General Studies Program curriculum offers ample opportunities for students to meet the objectives for the Collaboration and Problem Solving outcome. Many of the courses identified in the survey fulfill the Laboratory Science elective, as group work is frequently part of the laboratory exercises in these courses. Team sports physical education courses, studio art courses that employ group critiques, music ensembles and theatre art courses also provide opportunities for student collaboration and group problem solving.

Possible recommendations:

1. The Communications elective (either COM101 or COM105) may be a convenient requirement to map to the Collaboration and Problem Solving outcome. Although COM105 was not identified in the survey, the standard syllabi for COM101 and COM105 both identify the ability to function in small group situations as a learning outcome. Both are also SUNY General Education courses that have been assessed in that context.

2. The faculty in the natural sciences should be resurveyed to determine whether they believe the objectives for the Collaboration and Problem Solving outcome are uniformly part of all laboratory science courses, and whether they would be willing to add such an explicit outcome to the standard syllabi for the sciences courses. If the faculty agreed, this would provide a second opportunity for LAGS program students to meet these objectives.

3. Another possibility worth pursuing with the Physical Education faculty is a recommendation to revise the physical education requirement to include at least one class in a team sport that allows for the opportunity for collaboration and group strategizing.

Environmental Awareness

Observations:

1. We cannot reasonably conclude that our LAGS students will meet this outcome. As represented on our spreadsheet, there are very few course offerings that meet this criteria, many of which our students will never take. For example, ENG217, Environmental Literature is only offered once on the Ammerman Campus per year. Also, MET102 meets general education requirements but is not offered in enough sections. Many of the courses identified here only meet one of the two criteria under this objective. The only courses meeting both objectives are MET102 and 103, with 103 not being a general education course.

A number of the foreign language courses claim to meet this objective, however, it is not reflected in course outlines, nor is it required.

Possible recommendations:

1. Eliminate this learning outcome, simply because our students are not exposed to enough courses that address this outcome.

Ethical Reasoning:

Observations:

1. The existing General Studies Program curriculum offers many opportunities for students to meet the objectives of the Ethical Reasoning outcome, but they are very diffuse, and there is no current requirement in the program that ensures that students will confront all three objectives. Faculty identified many history, social science and social science/non-Western courses as providing opportunities to meet the first objective, but not all these courses also map to the other two objectives. Many communications courses were mapped to the first and third objectives, but not the second. Faculty identified courses in other disciplines such as physical education and laboratory science, but these likely referenced specific ethical situations in those fields (i.e., the ethics of sportsmanship and data integrity respectively). Among the many arts and humanities courses identified on the survey, the only ones that seem intentionally designed to meet the Ethical Reasoning and Action objectives are the philosophy courses that deal with ethics, but in the current curriculum there is no way of ensuring that all students in the LAGS program will take one of those courses.

Possible recommendations:

1. Faculty feedback to this survey revealed some confusion about the meaning of the Ethical Reasoning and Action objectives. More conversation with College faculty about the intention behind identifying Ethical Reasoning and Action as an ILO, with a view to refining and clarifying the objectives for this outcome, may be necessary. The results of that conversation may allow the General Studies Committee to revisit whether any of the LAGS program requirements firmly map to a revised outcome.

2. In lieu of that, as there is currently no requirement that ensures that students are meeting the objectives, the General Studies Committee may recommend either restricting one of the current elective requirements to those courses that map to the objectives, or propose the development of a new course for the program (such as a capstone course)

that provides an intentional opportunity to demonstrate whether students are meeting these objectives.

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Health Awareness:

Observations:

1. We can reasonably conclude that all students are being presented with the knowledge to achieve a state of **physical** and **social** well-being through the physical education requirement for graduation.
2. With this being said, every PED course syllabus identified on the spreadsheet reflects physical wellness; however, not all reflect social wellness. The courses that have been identified by the chairperson to include social wellness but fail to state it in the course outlines including PED 113, 114, 119, 120, 121, 123, 124, 126, 128, 130, 134, 138, 144, 147, 148, 150, 155, 156, 157, 160, 161, 162, 163.
3. Physical and social well-being is also represented in COL101 and 105, as well as assorted foreign language classes (not identified in course outlines).
4. MUS120 has been identified by the chairperson to achieve physical, mental and social well-being, yet it is not represented in the course outline and it is only offered at the Grant campus on a limited basis.
5. COM102 has been identified by the chairperson to achieve physical, mental and social well-being, yet only social is represented in the course outline.
6. Mental well-being was identified in only three PED courses, foreign language (not represented in course outline), and introduced in COL101 and 105. We can reasonably conclude that the outcome of mental well-being is not being met by all students.

Possible recommendations:

1. Physical Education course syllabi must reflect how the courses meet the physical, social, and mental well-being objectives.
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Information Literacy

Observations:

1. After analyzing the data we can reasonably conclude that the program is meeting this outcome. Students will be introduced to, reinforce and practice information literacy in many courses of the General Studies program.

Possible recommendations:

1. Consider removing objective 3 from the outcome. Objective 2 addresses the ethical use of information, which may be an adequate generalization of objective 3.
2. Inconsistencies as to how outcomes were covered in the same course at different campuses require consideration.

3. When a course is in the process of or about to undergo a General Education assessment, objectives 1 and/or 2 of this outcome should be considered for inclusion in the assessment tool.

Intercultural and Global Knowledge

Observations:

1. After analyzing the data we can reasonably conclude that the program is meeting this outcome. Students will be introduced to, reinforce and practice intercultural and global knowledge in many courses of the General Studies program. While not all courses address the outcome, the required courses and various electives of the program.
2. There is a trend in Humanities courses, particularly in English and Foreign Languages, to introduce and reinforce this outcome as well as require students to practice it. For the most part, History, Anthropology, Geography, and Political Science courses of the Social Science curriculum also tend to introduce, reinforce and practice intercultural and global knowledge. Students in this program are often advised to select either HIS 103 or HIS 104 as their Non-Western Social Science elective. Although the data received did not specify the Non-Western Social Science electives HIS 118, Major World Cultures; HIS 119, The Far Eastern World; HIS 120, History of Religion; or POL 107, World Politics, it can be safely assumed these courses also cover this outcome.
3. Few Math and Sciences courses address Intercultural and Global Knowledge. Those that do are MAT 115, Mathematics: An Historical Perspective; CHE 100, General Chemistry; and BIO 109, Plants and People. Despite this, students are exposed to the outcome to various degrees in other courses in the program.
4. Physical Education courses do not address this outcome.
5. No data was included for the core requirement, ENG 101, Standard Freshman Composition. Therefore, it can be concluded that ENG 101 does not cover this outcome
6. There were inconsistencies as to how the outcome is covered in the same course at different campuses.
7. In certain cases, it was reported that a few individual instructors who teach a given course address the outcome while others do not.
8. The degree of meeting the outcome for the same course sometimes varies considerably from one campus to another.

Possible recommendations:

1. Inconsistencies as to how the outcome is covered in the same course at different campuses require consideration.
2. Where cross-campus inconsistencies are found for a given discipline, the College should consider appointing individuals who work to ensure college-wide consistency, particularly in the core requirements for this degree program.



Technological Competency

Observations:

1. Very few courses at the college meet this learning outcome, and students in our program are only guaranteed exposure to this outcome in their first year (likely their first semester).
2. Students are likely to gain practice creating PowerPoints in COM101 and COM105, but this is not a guarantee. Creating PowerPoints is not part of the learning outcomes for COM101 or COM105.
3. Other opportunities exist in Visual Arts courses, Cinema courses, and MAT courses.
4. Students taking an online course as part of their program requirements will meet this outcome.

Possible recommendations:

1. Consider restricting the MAT elective to courses that meet this learning outcome.
 2. Work with faculty to embed this outcome across disciplines.
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Written and Oral Communication

Observations:

1. While we can guarantee that students in our program will have experiences writing purposeful texts and creating oral presentations, the General Studies program's mission promises a "higher level of oral and written communication skills." So students will meet the outcome, but we cannot guarantee that they will meet it at a higher level.
2. Many department chairs reported that a substantial amount of writing is taking place in courses in their area. However, writing does not appear as a learning outcome for any courses outside of English. The Social Science faculty on the Ammerman and Grant campuses agreed to include a specified amount of formal and informal writing in all of their courses so we can reasonably conclude that most of our students will receive practice and instruction in writing beyond their English courses.

Possible recommendations:

1. Raise awareness in disciplines outside of English on how to value written and oral communication.

Appendix D: Library Data Package

The SCCC campus libraries (Ammerman, Eastern and Grant) support the General Studies curriculum with resources ranging from books (print and electronic), subscription databases, media and other materials. Additional services include (but are not limited to) library instruction and audio visual services. All of these areas are discussed more in detail below. It is noted that because the General Studies curriculum covers nearly every course at the college, this report also provides a good overview of library offerings. All statistics are college-wide.

Books (Print and Electronic)

The General Studies curriculum encompasses nearly all of the library book collection. The Library of Congress Classification ranges for General Studies are as follows:

A General Works: B Philosophy, Psychology, Religion C Auxiliary Sciences of History D World History E History of the Americas F History of the Americas G Geography, Anthropology H Social Sciences	J Political Science K Law L Education M Music and Books on Music N Fine Arts P Language and Literature Q Science
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Print and electronic books added to the collection in the past five years:

Academic Year	Print Books	Electronic Books
2012/2013	4758	92
2011/2012	4362	87
2010/2011	3909	6720
2009/2010	4645	17,539
2008/2009	5161	25

Total number of circulating and reference titles.	Number of books circulated in 2012/2013	Median copyright date of books
183,497	25,221	1997

Additionally, each campus supports SCCC courses with a textbook reserve collection. This collection has grown in response to student demand, as well as state and federal laws promoting textbook accessibility and affordability. Use of reserve materials has jumped dramatically, with circulation nearly doubling from 2008 to 2013.

Since the last program review, the libraries have worked to increase its electronic book collection, providing students and faculty with 24/7 online access. During the review period, the following databases or collections containing electronic books were available to students: Gale Virtual Reference Center, Credo Reference, EBSCO eBook Collection, Grolier Online Encyclopedia Encyclopedia Americana, New Book of Knowledge and Grolier Multimedia Encyclopedia. E-books, through these various interfaces, total over 100,000 titles.

Media

The SCCC library media departments provide both software (DVDs, VHS tapes, CDs) and hardware (Smart Carts, and other audio-visual equipment) to support the General Studies curriculum. In addition to the circulation of DVDs and VHS materials, students have increasingly used the online video tutorials that are produced by library and media department faculty and staff. These are available on the library home page (<http://libguides.sunysuffolk.edu/tutorialmenu>) and on the SCCC Media web page (<http://www.scccmedia.com>) Library tutorials cover a range of topics including academic integrity, copyright and fair use, and citation information. Videos made by the media departments cover topics such as student success, addiction and social justice issues. As with all electronic resources, students and faculty have access to these both on and off-campus, 24 hours a day.

Number of Media items (DVD, VHS, CDs and SCCC YouTube titles)	Number of media items added in the last five years	Number of media items circulated in 2008-2013	Median age of media items
3167	241	1812	2000

It should be noted that many faculty members use their own DVDs, media presentations or streaming video from the Internet.

Databases

SCCC Libraries are fortunate to subscribe to over 95 databases covering a broad range of topics. The increase in database sessions, both on campus, and remotely, shows the importance of having these online resources available to our students and faculty. Many databases are subject specific for topics directly related to the General Studies Curriculum (PsycARTICLES, Literature Resource Center, Social Sciences Full Text); others are comprehensive and provide coverage of topics necessary for the entire General Studies curriculum. In the 2012/2013 academic year there were a total of 200,400 database sessions (12,547 on campus, 187,853 off campus).

Top five most frequently used databases:

Database	Sessions
Academic Search Complete (EbscoHost)	31,176
Opposing Viewpoints in Context	12,588
Academic Onefile (Gale)	9358
Gale Virtual Reference Library	8315
JSTOR	7750

Library Materials Expenditures

The materials budget has largely remained flat and has decreased in the last two years.

2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
\$502,553	\$514,688	\$509,306	\$536,131	\$502,493	\$494,433

Services and Facilities

The new Eastern Campus Montaukett Learning Resource Center opened in fall 2011. The MLRC offers students and faculty a much larger library facility that quadruples seating over the old Eastern library, provides two information literacy classrooms and expanded room for collection development. A new Grant Campus LRC is currently being designed with a projected completion date of January 2015.

The SCCC libraries provide the facilities and services that are essential in supporting the General Studies curriculum. Open approximately 80 hours per week, with many services available 24 hours a day through use of technology, the libraries offer:

Interlibrary loans	MAC computer access
Instruction in smart classrooms	Laptop loans
Computer workstations	Textbook loans
Personalized reference help	Media stations to view DVDs
Group and individual study rooms	Scanning stations

Library instruction

College Seminar Library Orientations

A one session library orientation is a requirement of all General Studies majors as part of Freshman Seminar, and is the cornerstone of the library’s instructional program. This session ensures that all full-time SCCC students receive an introduction to library services and basic research techniques. Student learning outcomes are assessed through the completion of an information literacy skills assignment.

Introductory and Upper Level Subject Instruction – General Studies students have the opportunity to develop information literacy skills through additional library instruction. The majority of these sessions are for courses that are part of the General Studies curriculum, such as COM101, CRJ101, ENG101, and PSY101. Students in upper level courses such as ANT205, ENG201, and PSY215 are taught to use subject-specific library databases and to develop more advanced research skills.

College-wide Library Instruction Classes, 2005-2011

2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
883	892	892	989	998	

Reference - LibGuides and LibAnswers

In 2008, the library purchased LibGuides, a software product used by over 2,000 libraries that allows library faculty to create online teaching aids and tutorials tailored to the specific needs of students and their coursework. In the 2012/2013 academic year a total of 352 guides were accessed 222,435 times. These guides are accessed through the library’s home page under “Research Guides” <http://libguides.sunysuffolk.edu/>. The library began using LibAnswers in fall 2013 as an online reference tool in which students can send research questions to librarians through email. These questions are then stored in a knowledge bank for future reference. To date, 195 answers to questions have been viewed 765 times.

Appendix E: Student Data Package

Student Data Package Fall 2013

The documents provided in the Student Data Package Fall 2013 include the following:

1. This Introduction and expanded Table of Contents.
2. A pdf copy of the complete set of Tables.
3. A ppt copy of the complete set of Tables, from which picture files of the tables can be copied and inserted into other documents.

The following information accompanies each table as “Notes” in the table footer:

1. “Data Package was downloaded and is current as of November 2013.”
The data comprising the Student Data Package was downloaded and is current as of November 2013. The production date allows for representation of the most current data in the final program review document.
2. “Table X in the program Student Data Package.”
Table numbers are included in the “Notes” rather than in the title to allow for insertion into other documents with less confusion and to allow reference to the pdf copy more easily.
3. Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.
Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort. Additional information about the number of new vs. continuing students according to program is available as part of the “10 Year Enrollment Report” at <http://instsrv.sunysuffolk.edu/f08f12.pdf>.

Further notes specific to the individual table may also be presented under “Notes”.

Questions may arise from the information presented in the Student Data Package. Please contact OPIE to request additional analyses addressing these questions by the end of the first week in the Spring Semester, so that time permits inclusion of results in the program review document.

Tables

Each table title includes the 4 letter program name abbreviation and the degree associated with the program. Each table includes data from fall cohorts 2004-2013. “Enrollment” is counted at census.

Table 1. 'XXXX Fall Enrollment by Status and Year'

This table presents full-time and part-time enrollments for each cohort. Full-time enrollment defined as enrollment in 12 or more units; part-time enrollment as fewer than 12 units.

Table 2. 'XXXX Fall Enrollment by Gender and Year'

This table presents male and female enrollments for each cohort.

Table 3. 'XXXX Fall Enrollment by Age Category and Year'

This table presents enrollments according to age category for each cohort. This table may also be read for information on traditional- and non-traditional-age enrollments. Age is calculated based on reported year of birth.

Table 4. 'XXXX Fall Enrollment by Ethnic Group and Year'

This table presents enrollments according ethnic group for each cohort. Table Notes indicate that Ethnic groups have been defined according to self-report in banner (field: “SPAPERS”).

Table 5A. 'XXXX Fall Enrollment by Developmental Placement in Reading and Year'

This table presents enrollments according to developmental placement in Reading for each cohort. Non-developmental placement is defined as the absence of a developmental placement. The criteria and method of developmental placement has varied from campus to campus and from year to year.

Table 5B. 'XXXX Fall Enrollment by Developmental Placement in English and Year'

This table presents enrollments according to developmental placement in English for each cohort. Non-developmental placement is defined as the absence of a developmental placement. The criteria and method of developmental placement has varied from campus to campus and from year to year.

Table 5C. 'XXXX Fall Enrollment by Developmental Placement in Math and Year'

This table presents enrollments according to developmental placement in Math for each cohort. Non-developmental placement is defined as the absence of a developmental placement. The criteria and method of developmental placement has varied from campus to campus and from year to year.

Table 6A. 'XXXX Graduation and Persistence based on First-Time Full-Time Program Matriculation'

This table presents graduation, persistence, and transfer data for program matriculants, including only those who initially matriculated with 12 or more units, according to first-time college matriculation cohort, and follows them out to November 2013. First-time matriculants are defined as all students whose first enrollment in college occurred by the specified fall semester. Graduation is documented in terms of graduation from the program and graduation from another program. Persistence is documented in terms of attending the program or not attending the program (which may include former program matriculants who are currently enrolled in another SCCC program or have departed SCCC with no record of transfer). Transfer is documented in terms of transfer with a program degree, with another program degree, and without a degree. Note that if a student is graduated from the program and transferred, the student will be represented in the “transfer with program degree” column, and no other column. Transfer data is provided by the Clearing House.

Table 6B. 'XXXX Summary Statistics for Years to Graduate from Program based on First-Time Full-Time Program Matriculation'

This table presents data for program graduates, including only those who matriculated to college with 12 or more units. The number of “years to graduate” is calculated from first-time college matriculation to graduation date for graduation through August 2013, and is presented according to initial college matriculation cohort.

Table 7A. 'XXXX Graduation and Persistence based on First-Time (Part- or Full-Time) Program Matriculation'

This table presents graduation, persistence, and transfer data for all program matriculants, regardless of the number of units carried, according to first-time college matriculation cohort, and follows them out to November 2013. First-time matriculants are defined as all students whose first enrollment in college occurred by the specified fall semester. Graduation is documented in terms of graduation from the program and graduation from another program. Persistence is documented in terms of attending the program or not attending the program (which may include former program matriculants who are currently enrolled in another SCCC program or have departed SCCC with no record of transfer). Transfer is documented in terms of transfer with a program degree, with another program degree, and without a degree. Note that if a student is graduated from the program and transferred, the student will be represented in the “transfer with program degree” column, and no other column. Transfer data is provided by the Clearing House.

Table 7B. 'XXXX Summary Statistics for Years to Graduate from Program based on First-Time (Part- or Full-Time) Program Matriculation'

This table presents data for all program graduates, regardless of the number of units carried. The number of “years to graduate” is calculated from first-time college matriculation to graduation date for graduation through August 2013, and is presented according to initial college matriculation cohort.

Table 8A. 'XXXX Graduation and Persistence of Veterans based on First-Time (Part- or Full-Time) Program Matriculation'

This table presents graduation, persistence, and transfer data for Veteran program matriculants, regardless of the number of units carried, according to first-time college matriculation cohort,

and follows them out to November 2013. First-time matriculants are defined as all students whose first enrollment in college occurred by the specified fall semester. Graduation is documented in terms of graduation from the program and graduation from another program. Persistence is documented in terms of attending the program or not attending the program (which may include former program matriculants who are currently enrolled in another SCCC program or have departed SCCC with no record of transfer). Transfer is documented in terms of transfer with a program degree, with another program degree, and without a degree. Note that if a student is graduated from the program and transferred, the student will be represented in the “transfer with program degree” column, and no other column. Transfer data is provided by the Clearing House. Veteran status is noted at admissions based on self-report. The number of “years to graduate” is calculated from first-time college matriculation to graduation date for graduation through August 2013, and is presented according to initial college matriculation cohort.

Table 8B. 'XXXX Summary Statistics of Veterans for Years to Graduate from Program based on First-Time (Part- or Full-Time) Program Matriculation'

This table presents data for Veteran program graduates, regardless of the number of units carried. Veteran status is noted at admissions based on self-report. The number of “years to graduate” is calculated from first-time college matriculation to graduation date for graduation through August 2013, and is presented according to initial college matriculation cohort.

Table 9A. 'Age and SAT Scores Summary Statistics by Year (XXXX)'

This table presents summary statistics (N, Mean, Standard Deviations) for age and for SAT Verbal and Math scores for each enrollment cohort. Age is calculated based on reported year of birth.

Table 9B. 'CPT Scores Summary Statistics by Year (XXXX)'

This table presents summary statistics (N, Mean, Standard Deviations) for College Placement Test (CPT; Reading, Sentence Sense, Arithmetic, and Algebra) scores for each enrollment cohort. If multiple CPT scores are present in the record, the most recent score is reflected in the table.

Table 9C. 'High School & College Averages and Years to Graduate Summary Statistics by Year (XXXX)'

This table presents summary statistics (N, Mean, Standard Deviations) for high school and college GPAs and for “years to graduate” for each enrollment cohort. High school GPA is derived from high school transcripts. College GPS is calculated in banner. “Years to graduate” is calculated for graduation through August 2013 and presented according to initial college matriculation cohort.

Transfer Institutions for LAGS-AA Program Graduates according to SCCC Graduation Year
Year of LAGS-

N/A	2005	2006
ACADEMY OF ART UNIVERSITY	3	0
ADELPHI UNIVERSITY	106	17
ADVANCED TECHNOLOGY INSTITUTE	0	0
ALAMANCE COMMUNITY COLLEGE	1	0
ALFRED UNIVERSITY	4	0
ALLEGANY COLLEGE OF MARYLAND	1	0
ALLEGHENY COLLEGE	1	0
ALLEN COUNTY COMMUNITY COLLEGE	1	0
ALVERNIA UNIVERSITY	1	0
AMERICAN ACADEMY MCALLISTER INSTITUTE	3	0
AMERICAN UNIVERSITY	1	1
ANDREWS UNIVERSITY	1	0
ANNA MARIA COLLEGE	1	0
ANNE ARUNDEL COMMUNITY COLLEGE	3	0
ANTELOPE VALLEY COLLEGE	1	0
ANTHEM COLLEGE - PHOENIX	1	0
ANTIOCH UNIVERSITY - NEW ENGLAND	1	0
APPALACHIAN STATE UNIVERSITY	2	0
ARCADIA UNIVERSITY	2	0
ARGOSY UNIVERSITY - ONLINE	2	0
ARGOSY UNIVERSITY-PHX-ONLINE	1	0
ARIZONA STATE UNIVERSITY	16	1
ARIZONA WESTERN COLLEGE	1	0
ARMSTRONG ATLANTIC STATE UNIVERSITY	2	0
ASHFORD UNIVERSITY	28	0
ASNUNTUCK COMMUNITY COLLEGE	2	0
ATLANTA METROPOLITAN COLLEGE	1	0
AUBURN UNIVERSITY	0	0
AUSTIN COMMUNITY COLLEGE	6	0
BAKER COLLEGE - FLINT	1	0
BAPTIST BIBLE COLLEGE OF PENNSYLVANIA	2	0
BARRY UNIVERSITY	0	0
BARSTOW COMMUNITY COLLEGE	1	0
BARTON COMMUNITY COLLEGE	1	0
BEAUFORT COUNTY COMMUNITY COLLEGE	0	0
BECKER COLLEGE	4	0
BELHAVEN COLLEGE	0	0
BELLARMINE UNIVERSITY	0	0
BELLEVUE UNIVERSITY	1	0
BELMONT ABBEY COLLEGE	1	0

SCCC PROGRAM REVIEW STUDENT DATA PACKAGE FALL 2013
 Liberal Arts and Sciences: General Studies Emphasis A.A. Degree

LAGS-AA Fall Enrollment by Status and Year

	Full-Time		Part-Time		Total
	Count	Row %	Count	Row %	Count
2004	6182	64.9%	3347	35.1%	9529
2005	6243	65.6%	3268	34.4%	9511
2006	6554	66.9%	3249	33.1%	9803
2007	6895	67.8%	3271	32.2%	10166
2008	7012	64.0%	3940	36.0%	10952
2009	8474	70.2%	3599	29.8%	12073
2010	8807	69.3%	3898	30.7%	12705
2011	8533	66.9%	4227	33.1%	12760
2012	8340	67.0%	4110	33.0%	12450
2013	8070	66.9%	3988	33.1%	12058

Notes. Data downloaded and current as of November 2013.

Table 1 in the program Student Data Package.

Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

SCCC PROGRAM REVIEW STUDENT DATA PACKAGE FALL 2013
 Liberal Arts and Sciences: General Studies Emphasis A.A. Degree

SCCC Graduation, Transfer and Persistence based on First-Time (Part- or Full-Time) Program Matriculation

	SCCC Grad		Attending Pgm		Not Attending Pgm*		Transferred		Total
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
2004	549	12.6%	55	1.3%	2020	46.5%	1723	39.6%	4347
2005	552	13.1%	79	1.9%	2021	48.0%	1556	37.0%	4208
2006	569	12.9%	95	2.2%	2180	49.4%	1566	35.5%	4410
2007	574	13.2%	132	3.0%	2182	50.0%	1472	33.8%	4360
2008	481	12.9%	162	4.3%	1968	52.7%	1120	30.0%	3731
2009	470	10.7%	273	6.2%	2485	56.5%	1173	26.7%	4401
2010	393	8.4%	576	12.4%	2641	56.6%	1053	22.6%	4663
2011	120	2.6%	1275	27.5%	2535	54.6%	709	15.3%	4639
2012	18	0.4%	2215	49.4%	1935	43.2%	316	7.0%	4484
2013	0	0.0%	4479	100.0%	0	0.0%	0	0.0%	4479

Notes. Data downloaded and current as of November 2013.

Categories created by collapsing Graduate and Transfer columns from Table 7A.

Table 7B in the program Student Data Package.

Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.

*May include former program matriculants who are currently enrolled in another SCCC program or have departed SCCC with no record of transfer.

SCCC PROGRAM REVIEW STUDENT DATA PACKAGE FALL 2013
 Liberal Arts and Sciences: General Studies Emphasis A.A. Degree

High School & College Averages and Years to Graduate Summary Statistics by Year (LAGS-AA)

	HIGH SCHOOL AVERAGE			GPA			YEARS TO GRADUATE		
	N	Mean	Std	N	Mean	Std	N	Mean	Std
2004	7920	78.55	6.23	9529	2.55	.90	1003	3.62	1.85
2005	8031	78.83	6.29	9511	2.52	.92	1033	3.56	1.68
2006	8375	79.28	6.34	9803	2.53	.92	1052	3.55	1.51
2007	8751	79.52	6.28	10166	2.54	.90	1030	3.24	1.27
2008	9403	79.71	6.24	10952	2.54	.90	928	3.28	.92
2009	10362	79.78	10.34	12073	2.51	.93	935	2.98	.73
2010	10657	79.92	6.29	12705	2.52	.94	771	2.63	.55
2011	10702	80.10	9.63	12760	2.53	.95	302	1.88	.33
2012	10612	80.25	9.65	12450	2.55	.97	33	1.00	.00
2013	10466	80.58	9.68	12058	1.81	1.45	0	.	.

Notes. Data downloaded and current as of November 2013.

Table 9C in the program Student Data Package.

Enrollment figures include both new and continuing students; students may be enrolled in more than one fall cohort.