



Academic Department and Program Review

The Academic Program Review process at UNM-Los Alamos has been developed to complement the on-going institutional effectiveness process and to become a vital part of institutional planning. The program review is a comprehensive, systematic method of evaluation and review of achievement conducted every 3-5 years within academic programs for the following purposes:

1. To improve teaching and learning
2. To evaluate and analyze current practices
3. To promote faculty discussion about curriculum within a program
4. To ensure that program planning is related to goals at the institutional, programmatic, and course levels
5. To evaluate program support in the areas of technology, equipment, supplies, facilities and staffing

The program review process at UNM-LA is comprehensive and cyclical and consists of the following components:

1. The development of a written report by program faculty and Department Chair
2. Submission to Dean of Instruction for review
3. Submission to Institutional Effectiveness Committee
4. Recommendation report from the IE committee to the department
5. Response from the department about planned changes as a result of the process

1. Academic Department and Program Information

Complete information regarding the Department

Full Official Name of Academic Department:

General Studies

Submission Date of Department/Program Review:

6/10/2016

Names of Chairperson or Coordinator and any participating faculty:

Barbara Yarnell (Department Chair)

Purpose or Mission Statement for the Department

To graduate students in General Studies with a AA degree in General Studies or a AA degree in Liberal Arts.

List the goals/objectives (measurable) for the Academic Department:

1. Develop skills that will assist students in gaining employment as entry level employees. 2. To develop skill that assist students in a transfer degree. 3. To serve and support students and faculty in the General Studies and Liberal Arts Programs. 4. Increase enrollment in the General Studies Program. 5. Staff the department with sufficiently to maintain high instructional standards.

Explain How the Mission and Goals for the Academic Department Support UNM-LA’s Mission and Goals:

The department’s goals are to increase education in general studies and liberal arts. This ties to the university goals of preparing students for transfer and pathways to careers.

Complete for each Academic Degree program and certificate:

Program 1.

Full Official Name of Academic Program:

General Studies

Names of Chairperson or Coordinator and any participating faculty:

Barbara Yarnell

Purpose or Mission Statement for the Academic Program:

1. The Associate of Applied Science in General Studies is designed to provide students with the opportunity to develop programs of study not available through other UNM-Los Alamos programs. A student's program may reflect either specialized or broad patterns of educational experience. Most general education courses will articulate to four-year College programs.
2. The Associate of Applied Science in General Studies is designed to provide students with the opportunity graduate with an AAS degree to assist students in gaining entry level employment in the work force.

List the goals/objectives (measurable) for the Academic Program:

1. Students will analyze in writing academic arguments.
2. Students will solve mathematical application problems.
3. Students will discuss in writing, elements of civic, ethical and or multicultural awareness.

Explain How the Mission and Goals for the Academic Program Support UNM-LA's Mission and Goals:

The mission and goals for the academic program support UNM-LA's mission and goals in the following ways.

1. Prepare students for pathways to careers and prepare for transfer to a four year degree.
2. Increase enrollment for the purpose of creating a vibrant campus community and sustainable programs.
3. To staff UNM-LA sufficiently to sustain high instructional standards, enable realistic workloads in providing support services, and create an environment that encourages excellence.

Program 2.

Full Official Name of Academic Program:

Liberal Arts

Names of Chairperson or Coordinator and any participating faculty:

Barbara Yarnell

Purpose or Mission Statement for the Academic Program:

The Associate of Arts in Liberal Arts is a degree program for students who desire a broad background and comprehensive grounding in the Arts and Humanities. As a terminal degree, it will provide students with a basic educational framework of value in a variety of fields including the arts, education, research, and business. As a transfer degree, its earned credits are the equivalent of the first two years of course work in the College of Arts and Sciences, preparing students to choose a major field. Students have the option to select no concentration, or to select a concentration in Public Safety

List the goals/objectives (measurable) for the Academic Program:

1. Students will analyze a concept or issue in a verbal presentation using academic resources.
2. Students will solve mathematical application problems.
3. Students will discuss in writing, elements of civic, ethical, and or multicultural awareness.

Explain How the Mission and Goals for the Academic Program Support UNM-LA's Mission and Goals:

The mission and goals for the academic program support UNM-LA's mission and goals in the following ways. 1. Prepare students for pathways to careers and prepare for transfer to a four year degree. 2. Increase enrollment for the purpose of creating a vibrant campus community and sustainable programs. 3. To staff UNM-LA sufficiently to sustain high instructional standards, enable realistic workloads in providing support services, and create and environmental that encourages excellence.	
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2. Assessment

Has a Program Assessment Plan been created and submitted for each program in the department?

YES NO NA

If "YES", please give date of submission for each and explain any changes you expect to make to each plan. **(Please attach all plans to the end of this report.)**

11/20/2014 No changes are planned.

If "NO", when do you expect to have each plan completed?

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Has a Program Assessment Report been submitted for each program in the department? (Please attach the most current Assessment Report to the end of this review.)

YES NO NA

If "YES", give the date of submission for each and describe any changes being planned as a result of the assessment?

06/01/2015 No changes are planned to the program until 2018 when a large program review will occur.

If "NO", when do you expect to have each report completed?

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Does the use of assessment processes result in continuous improvement in the program/unit?

YES NO

If yes, describe some of the recent improvements that have come about in response to needs identified through these evaluation processes:

Because the courses assessed are from a variety of departments, those departments are practicing continuous improvement in those specific courses.
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3. Personnel (Faculty)

Please answer these questions about your department.

Number of Core Faculty:

Number of Part Time Faculty:

Do the programs in the department have a “champion?” This could be a department/program chair or a volunteer. YES NO

If Yes, please enter name(s) for each program.

Please list all existing Support positions: (Example: Lab Tech)

Is the number of personnel adequate to support your department and program areas?

YES NO

If “NO”, explain below.

Does the evidence exist to show that faculty members teaching in this department have involved themselves with our in-service training (Faculty orientation and/or Faculty Assembly events) and other professional development?

YES NO

If “NO,” please explain:

Please complete the faculty information in the table on the next page, including faculty credentials and courses each faculty has taught.

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Department: **General Studies**

Academic Term(s) Included: **Fall 2015-**

Date Form Completed:

Complete the following table with faculty names (both core and TPT) and highest degree for each. Are Academic credentialing forms and transcripts and/or copies of relevant certifications on file?

Faculty Name	C, TPT D, UN, UT List all that apply	Courses Taught for the last 3 academic years (Include term & course number) List all that apply	Academic degrees & graduate coursework (if needed to qualify to teach); Include certifications, work experience if needed to qualify to teach a course	Completed Academic Credentialing form	Transcripts on file	Copies of certifications on file IF APPLICABLE
Page, Cedric	C	GEOG 102, 140; AMST 185; GNST 193 Urban Geography	PhD-Geography; MA-Geography; BA-Geography	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Shirk, Melanie	C	HIST 101, HIST 102, HIST 161, HIST 162	PhD History	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Furchner, Carol	C	PSY 105	BS-Psychology/Math; MA- Psychology; PhD-Psychology (Experimental)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA
Marsee, Michelle	C* core in Communications Department	ENGL 111/112, 110, 120, 220, 219; COMP 224; CLST 107	BA-English Lit; MA-Rhetoric & Writing/Lit; PhD- Rhetoric/Professional Writing & the Novel	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Stidham, Zandree	C* core in Communications Department					
Khalsa, Tera	TPT	PENP 193, PENP 165		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Kelly, Laura	TPT	PENP193,155		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Larson, Beverly	TPT	ANTH 101,110,130,150		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Dietz, Jeffery	TPT	CLST204, 205		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Willerton, Grace	TPT	GNST193		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Robinson, Emily	TPT			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Ressler, Mark	TPT			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Nadler, Kristy	TPT	UNIV 101, PSY 220, PSY 105, PSY 271	BA-Psychology MA-Psych/History	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

Erhart, Victoria	TPT	BSTC 116; 113; 202; 204; 117; 115; 158; RELG 107; ECON 212	BA-Liberal Arts; MA- Humanities/Religious Studies; MBA-Business	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Tischler, Leonard	TPT	MUS 142; SOC 101; SOC 211	BA-Sociology; MA- Sociology/Political Science	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Wismer, Michael	TPT	POL200				

C, TPT: Core, Temporary Part-time (adjunct); D, UN, UT: Developmental, Undergraduate Nontransferable, Undergraduate Transferable

4. Student Success and Achievement

Please answer these questions about each program within your department.
(Enrollment, Retention, Graduates and Licensing Exams)

Degree Program Name: **AA Liberal Arts**

Academic Year (At least Past Three Years)	Fall number of Majors	Spring number of majors	Number of Annual Graduates	Name of State or National Licensing/Certification Examinations, # of Students Taking Examinations, and % of Students Passing Examinations for each academic year IF APPLICABLE		
				Name of Examination	Number of students taking exam	Number of students passing exam
2015-2016	100	95	4			
2014-2015	127	116	13			
2013-2014	124	125	12			
2012-2013	147	143	10			
2011-2012	202	190	4			
2010-2011	238	230	2			

Degree Program Name: **AAS General Studies**

Year (At least Past Three Years)	Fall number of Majors	Spring number of majors	Number of Annual Graduates	Name of State or National Licensing/Certification Examinations, # of Students Taking Examinations, and % of Students Passing Examinations for each academic year IF APPLICABLE		
				Name of Examination	Number of students taking exam	Number of students passing exam
2015-2016	22	26	2			
2014-2015	21	25	7			
2013-2014	24	25	5			
2012-2013	29	27	9			
2011-2012	33	40	6			
2010-2011	39	41	2			

Degree Program Name: **CERT Southwest Studies**

Year (At least Past Three Years)	Fall number of Majors	Spring number of majors	Number of Annual Graduates	Name of State or National Licensing/Certification Examinations, # of Students Taking Examinations, and % of Students Passing Examinations for each academic year IF APPLICABLE		
				Name of Examination	Number of students taking exam	Number of students passing exam

Three Years)				Name of Examination	Number of students taking exam	Number of students passing exam
2011	1	n/a	0			
2010-2011	3	1	0			

Course Completion Rates

Please enter all courses taught by the department.

Face-to-Face courses

Course	Number and % of Students with A, B, C						Number and % of Students with D, F						Number and % of Students with W or I					
	2013-2014		2014-2015		2015-2016		2013-2014		2014-2015		2015-2016		2013-2014		2014-2015		2015-2016	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
AMST 185 (3)				3-60%					0							2-40%		
ANTH 101 (3)		9-69%		3-44%				3-23%		2-28%				1-8%		2-28%		3-21%
ANTH 130 (3)	7-78%		3-30%				0		4-40%				2-22%		3-30%			
CLST 204 (3)	8-89%		11-92%			3-43%	0		1-8%		0		1-11%		0		4-57%	
CLST 205 (3)				11-92%		6-67%			0		2-22%				1-8%		1-11%	
GEOG 140 (3)			3-60%						1-20%						1-20%			
GNST 192 (2)					2-100%	18-100%				0	0					0	0	
GNST 193 (1)			9-82%	20-92%	19-79%	2-50%			2-8%	1-4%	3-13%	0			0	1-4%	2-8%	2-50%
HIST 101 (3)	15-88%		12-75%	8-67%	9-64%		2-12%		2-13%	1-8%	5-36%		0		2-13%	3-25%	0	
HIST 102 (3)		23-96%		10-77%	10-91%	14-100%		1-4%		3-23%	0	0		1		0	1-9%	0
HIST 161 (3)			17-89%		16-94%				0		1-6%				2-11%		0	
HIST 162 (3)		21-84%		16-76%		8-89%			3-12%		3-14%			1-4%		2-10%		1-11%
PENP 130 (1)	6-86%	14-100%	5-71%				0	0	0				1-14%	0	2-29%			
PENP 155 (1)					3-100%	6-86%					0	0					0	1-14%
PENP 165 (2)	15-88%	7-70%	7-70%	2-50%	11-85%	11-92%	0	0	1-10%	0	0	1-8%	2-12%	3-30%	2-20%	2-50%	2-15%	0
PENP 193 (1)	12-92%	2-67%		0	12-75%	10-83%	0	0		0	3-19%	0	1-8%	1-33%		0	1-6%	2-17%
PHIL 101 (3)	7-88%		15-83%		1-33%		0		1-6%		1-33%		1-12%		2-11%		1-33%	
PHIL 111 (3)		44-		51-				0		3-6%				3-6%		0		

		94%		94%																	
PHIL 156 (3)		6-75%		5-71%				0		0					2-25%			2-29%			
PHIL 201 (3)				17-68%						5-20%								3-12%			
PHIL 245 (3)														1-12%					3-38%		
POLS 200 (3)		10-100%						0							0						
POLS 240 (3)				6-100%						0								0			
PSY 105 (3)	14-64%			14-70%				5-42%		2-9%		2-10%		2-16%		6-27%		4-20%		5-42%	
PSY 220 (3)		4-80%								0						1-20%					
PSY 231 (3)	6-86%									1-14%					0						
RELG 107 (3)	8-80%			9-100%				9-90%		2-20%		0		1-10%		0		0		0	
SOC 101 (3)	14-88%	24-92%	23-100%	22-81%	11-92%	18-90%		0	0	0	0	0	0	0	0	2-12%	2-8%	0	5-19%	1-8%	2-10%
SOC 211 (3)		4-80%		6-100%						0		0				1-20%		0			

Online Instruction, if applicable

Course	Number and % of Students with A, B, C						Number and % of Students with D, F						Number and % of Students with W or I						
	2013-2014		2014-2015		2015-2016		2013-2014		2014-2015		2015-2016		2013-2014		2014-2015		2015-2016		
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
AFTS 109 (3)						6-33%						7-39%							5-28%
AFST 251 (3)				1-50%						0						1-50%			
AMST 182 (3)		10-56%	6-55%			6-67%		4-22%	5-45%			2-22%		4-22%	0				1-11%
AMST 185 (3)					10-59%	5-45%					0	0						7-41%	6-55%
ANTH 150 (3)	5-26%	10-43%	9-48%	12-63%	13-50%	8-47%	3-16%	8-35%	5-26%	2-11%	5-19%	6-35%	11-58%	5-22%	5-26%	5-26%	8-31%	3-18%	
GEOG 140 (3)				25-81%	20-67%	14-61%				1-3%	1-3%	0				5-16%	9-30%	9-39%	
HIST 101 (3)						16-57%						5-18%							7-25%
HIST 102 (3)	14-64%		22-63%				0		0				8-36%		13-37%				
PSY 105 (3)	18-72%	18-72%	16-52%	21-64%	22-67%	22-69%	4-16%	1-4%	4-13%	4-12%	5-15%	2-6%	3-12%	6-24%	11-35%	8-24%	6-18%	8-25%	
PSY 220 (3)				27-79%		25-76%				3-9%		8-24%				4-12%		0	
PSY 271 (3)					15-58%							4-15%						7-27%	

Please describe any observed trends in the enrollment and retention of students in the program.

General Studies AAS degree:

The trend indicates that the number of graduates in this degree program is declining.

Looking at past trends seems to indicate that every other year the number of graduates increases.

General Studies Degree seems not to be as popular as it once was.

Many students who attend UNM_LA are not full time students. They are students who often have full time jobs and families. That means that it takes longer to graduate.

Having additional Core Faculty would allow the department to offer core classes on a more consistent basis.

Liberal Arts AA degree:

The trend indicates that the number of graduates in this degree program is declining.

The Liberal Arts degree is a large one. Propose a plan that would look into ways of moving students forward in their degree more quickly.

One of those points would include hiring more core faculty. The Program would be able to consistently teach more and varied courses in the degree program.

More faculty would be able to support students moving toward graduation at a higher level.

5. Curriculum, Facilities, Equipment, and Financials

Curriculum

In the first box, list all catalog courses which are service courses in the department. This would include course taught by the department which are general education courses or other courses for general use, and not necessarily for a specific degree in the department. For areas such as Math and Communications, this would include most of the courses. In the remaining boxes, list courses which are specific to departmental degrees. Do not include courses taught by a different department. Indicate how many sections were successfully offered during each of the last six semesters (3 years); include courses that have not been taught at all.

Department Service Courses:

Course Number	Fall Semester			Spring Semester		
	2015	2014	2013	2016	2015	2014
PHIL156		1	1		1	1
ANTH150	1		1	1		
AMST182		1				1
AMST185	1				1	
ANTH101		1	1	1	1	1
ANTH110	1					
ANTH130		1	1			
ANTH150	1	1	1	1	1	1
GEOG102	1				1	
POL110	1					
POL200		1				1
POL240	1		2			
SOC101	1	1	1	1	1	1
PSY105	1	2	2	1	2	1
CLST204	1	1	1			
CLST205				1	1	
GEOG140		1		1	1	
HIST101	1	1	1	1	1	
HIST102	1	1	1	1	1	1
HIST161	1	1	1	1		
HIST162					1	2
PHIL101	1	1	1		1	
PHIL201					1	
REL107	1	1	1			

Program Name:

Course Number	Fall Semester			Spring Semester		
	2015	2014	2013	2016	2015	2014

Program Name:

Course Number	Fall Semester			Spring Semester		
	2015	2014	2013	2016	2015	2014

Facilities and Equipment

Briefly describe the facilities occupied by your Department/Academic program. (i.e. classrooms, offices, labs, etc.)

Shared office spaces and classroom use

Is the space adequate to support the mission of your program for day and evening classes, if applicable?

YES NO

If no, please explain

I would like larger classroom and new or remodeled office space

Briefly describe current types equipment (does not need to be extremely detailed) used by your Department/Academic program and indicate.

No special equipment required

Is the equipment adequate to support the mission of your program for day and evening classes, if applicable?

YES NO

If no, please explain

Equipment need for regular classroom. Updated desks, and computers

Financial Information

Is the budget information available to department and program chairs?

YES NO

What is the total budget for the department including adjunct faculty (TPT) for the last academic year (2015-2016)?

\$77,519.00

Indicate departmental (program courses and/or departmental support courses) enrollment for the past 5 years for fall and spring.

Numbers	2013-2014		2014-2015		2015-2016	
	Fall	Spring	Fall	Spring	Fall	Spring
Course Enrollments (number of students)	201	257	262	334	276	298
Total Course Enrollments for Academic year	458		596		574	
	2013-2014		2014-2015		2015-2016	
	Fall	Spring	Fall	Spring	Fall	Spring
Student Credit Hours for Department/Program	522	727	734	954	727	818
Total Student Credit hours for Academic year	1249		1688		1545	

Please give an approximate cost of the department per credit hour. (Budget ÷ number of credit hours generated) for each academic year.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Amount expended for the year	\$105351.21**	\$67900.83	\$70652.79	\$73925.99	\$133,035.34*
Cost per credit hour			\$56.57	\$43.80	\$86.11

*2015-2016 General Studies absorbed Cedric Page's salary

**2011-2012 Melanie Shirk was still 0.5 FTE

Has the department pursued any external sources of funding such as grants?

YES NO

Please explain.

The General Studies Department has not pursued any other funding such as grants. The Department head has neither the time nor the experience to pursue outside funding. There is not a grant writer employed by UNM-Los Alamos.

Does the department have any plans to pursue external sources of funding?

YES NO

Please explain.

At this time there are no funds available to hire a grant writer.

Indicate the approximate amount of fee dollars generated for the last 3 years.

Fall Semester Course number	2013-2014	2014-2015	2014-2015
AMST	\$0	\$0	\$0
ANTH	\$0	\$0	\$0
CLST	\$0	\$0	\$0
GEOG	\$0	\$0	\$0
GNST	\$0	\$0	\$0
HIST	\$0	\$0	\$0
PENP	\$1,170	\$0	\$0

PHIL	\$0	\$0	\$0
POLS	\$0	\$0	\$0
PSY	\$0	\$0	\$0
RELG	\$0	\$0	\$0
SOC	\$0	\$0	\$0

Is adequate financial support available to meet the needs of this program?

YES NO

If "NO", please explain.

<p>The compensation for faculty both Core and TPT is not adequate. The staff support for the General Studies department is not adequate. Department Chairs are not adequately compensated for the amount of work asked of them throughout the academic year.</p>
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6. SUMMARY

After completing the above review of your program, synthesize the data you have provided, focusing on both the program's strengths and weaknesses. Answer the following questions:

- a. Is the program contributing to the mission/strategic plan?
- b. Is the program contributing to the general education of students?
- c. Describe the overall strengths of the program.
- d. Describe the overall weaknesses (opportunities for improvement) of the program.
- e. Within existing resources, how can the program be improved, more students recruited, obtain certification (if applicable)?
- f. Describe actions to be taken as a result of this review, including instructional resource and practices, and curricular changes to be made.

A. Yes the program is contributing to the mission. Preparation for transfer: The Liberal Arts degree program is one of the largest on campus. It is often the degree students get as they transfer into a four year degree program.

B. The General Studies Program offers many courses in the general core requirements. The general core requirements are used for many degree programs at UNM-Los Alamos. All students take General Studies classes.

C. The Program has a strong core Faculty who are dedicated to providing excellent academic classes. The TPT faculty is also a great asset to the Program. Many are currently working in the fields which they teach.

D. The General Studies Program would benefit with the hiring of more core faculty and staff. There is no staff for the department. The department chair is expected to get everything done. Sometimes there are projects that slip through the cracks.

E. I propose that hiring a .5 core faculty to be split between the English Department and General Studies. Recruiting more students is difficult with no funds.

F. There will be a major program review in 2018. This department is aligning all general core classes with common SLO's. This department is beginning the process of standardizing all common core syllabi.

7. Subsequent reviews

After completing the above template, compare it to your most recent past review and answer the following questions

1. Describe and evaluate any major changes in the program (a. changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional reason for offering the degree; (e) other elements appropriate to the discipline in questions; and (f) other)

This is the first year of the program review.

2. Describe actions taken since the last review, including instructional resources and practices, and any curricular changes.

NA