

PROGRAM REVIEW SELF-STUDY:
INTERDISCIPLINARY AND UNIVERSITY
STUDIES (COUNSELING)

2008-2014



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SELF-STUDY FOR INTERDISCIPLINARY AND UNIVERSITY STUDIES (COUNSELING)

1.1 Introduction. The Counseling Division oversees two cross-discipline programs: Interdisciplinary Studies and University Studies. Interdisciplinary Studies offers five areas of emphasis: Arts and Humanities; Communication; Science and Quantitative Reasoning; Social Science; and Wellness and Self Development. University Studies also offers five areas of emphasis: Arts and Humanities; Communication; Liberal Studies for Elementary Teacher Preparation; Science and Quantitative Reasoning; and Social Science. The primary difference between these two programs is the General Education pattern used. Interdisciplinary Studies uses Option A (Solano), while University Studies uses Option B (IGETC) or Option C (CSU).

Catalog descriptions:

Interdisciplinary Studies: This major is designed for students who are not certain of their specific academic major goals and do not have immediate transfer plans. It would enable them to earn the Associate Degree by completing general education and an 18-unit area of academic focus.

- I. All students will complete the Solano College Option A GE Pattern: Minimum 22 semester units.
- II. All students will complete an 18-unit Area of Emphasis from the selections below.
- III. Electives may be necessary to total 60 overall units required for the Associate degree.
- IV. All courses for this major must be completed with a grade of C or better or a P if the course is taken on a pass-no pass basis.

Program Outcomes

Students who complete an Associate Degree will be able to:

1. Discern the relationship between personal perspective and evidence-based evaluation of information.
2. Discover the nature and common themes of the disciplines represented by an academic area of emphasis.
3. Acquire a knowledge base that encourages lifelong learning in order for them to effectively adapt to a complex and changing society.

Areas of Emphasis

- 18 units required from one Area of Emphasis listed below.
- Courses selected cannot also be used to fulfill GE areas.
- Courses numbered 1-49 transfer to UC, CSU and most independent and out-of-state colleges. Courses numbered 50-99 transfer to CSU and some independent and out-of-state colleges and universities. Courses numbered 100-199 are associate degree applicable but usually do not transfer to baccalaureate-granting institutions.

Interdisciplinary Studies: Arts and Humanities

Minimum 18 units required

Minimum six units from the Arts and six units from Humanities

Maximum three units of credit for studio/performance courses

Courses in this area are designed to cultivate intellect, imagination, sensibility and sensitivity. Students will study great works of the human imagination and will examine their own esthetic

and creative experience. Awareness and appreciation of humanistic disciplines will be explored and encouraged. Students will be exposed to the study of human culture from a variety of perspectives.

ARTS

ART 001, 002, 003, 010, 011, 012

ART Studio: 004, 006, 007, 008, 014, 016, 017, 019, 020, 021, 023, 026, 029, 031, 032, 034, 035, 037, 038, 039, 040, 041, 042, 043

CINA 010, 011

CINA Performance: 015

MUSC 001, 002, 005, 007, 008, 013

MUSC Studio: 009, 010, 011, 014, 015, 016, 017, 018, 019, 020, 023, 024, 025, 026, 027, 028, 031, 032, 033, 034, 035A, 035B, 038, 039, 041A, 041B, 042A, 042B

PHOT Performance: 030

PHOT 035

THEA Performance: 001, 002

THEA 006, 010, 011, 013, 048A

TV 050

TV Performance: TV 055, 060

HUMANITIES

ENGL 002, 006, 007, 012, 013, 014, 016, 018, 021, 023, 024, 025, 030, 031, 032, 033, 035, 036, 037, 038, 040, 041, 044, 046, 047

FREN 001, 002, 003, 004, 011, 012, 031, 032

GRMN 001, 002, 003, 004, 011, 012, 031, 032, 033, 034

ITAL 031, 032

HIST 002, 003, 004, 005, 010, 017, 018, 028, 029, 031, 037

LATN 001, 002, 003

PHIL 003, 004

SPAN 001, 002, 003, 004, 011, 012, 025, 031, 032, 033, 034

Interdisciplinary Studies: Communication

Minimum 18 units required

Minimum three units from each of three different disciplines

These courses emphasize the content, understanding and production of verbal and written communication. Students will learn to evaluate and assess communication as a process of human symbolic interaction while developing skills in such areas as reasoning, organization, accuracy, reading and effective listening.

BUS 092

COMM 001, 002, 006, 008, 010, 012, 015, 060

COUN 062

ENGL 002, 004, 006, 007, 058, 062, 064

FREN 001, 002, 003, 004, 031, 032

GRMN 001, 002, 003, 004, 031, 032, 033, 034

HS 052

ITAL 031, 032

JOUR 001, 002, 011, 060
LATN 001, 002, 003
PHIL 005
SPAN 001, 002, 003, 004, 025, 031, 032, 033, 034
SOCS 030, 051
TV 050, 060, 061

Interdisciplinary Studies: Science and Quantitative Reasoning

Minimum 18 units required

Minimum six units from Science and six units from Quantitative Reasoning

Chemistry courses may not be used in both areas must choose one area.

This emphasis is intended to involve inquiry into the physical universe and its life form with consideration of facts and principles which form the foundations of living and non-living systems. Students will explore scientific methodologies as investigative tools, the acquisition and use of evidence, and the past and present influences of science on world civilizations. Understanding and analysis of basic mathematical and quantitative reasoning concepts will be explored. This area includes courses in areas such as computer science, math, and science.

SCIENCE

ANTH 001
ASTR 010, 020, 030, 040
BIO 001, 002, 004, 005, 012, 012L, 014, 015, 016, 018, 019
CHEM 001, 002, 003, 004, 010, 011, 051, 160
ENGR 017, 030, 045
GEOG 001, 001L
GEOL 001, 002, 005
HORT 050
KINE 020V
KINE 020W
NUTR 010
PHYS 002, 004, 006, 007, 008, 010
PHSC 012
PSYC 002

QUANTITATIVE REASONING

CIS 001, 015, 020, 022, 023, 035, 050, 055, 057, 060, 073, 078
CHEM 001, 002, 010, 160
GEOG 10 (GEOL 10)
MATH 002, 004, 011, 012, 020, 021, 022, 023, 030, 031, 040, 051, 102, 103, 104, 112, 114
PSYC 004

Interdisciplinary Studies: Social Science

Minimum 18 units required

Minimum three units from each of three different disciplines

This emphasis examines people and their interactions with each other, within their social and political institutions and as members of the larger society. Course work will explore behavior -

sometimes the behavior of an individual, other times the behavior of a system, society, or culture. Topics and discussion will stimulate critical thinking about ways people have thought and acted in response to their upbringing, environment and society.

ANTH 002, 007
COMM 012
COUN 055, 058, 062, 083
CJ 001, 002, 011
ECON 001, 002, 010
GEOG 002, 004
HIST 002, 003, 004, 005, 010 017, 018, 028, 029, 031, 037
CDFS 038, 039, 040, 050, 053, 070
HS 051, 052, 053
IR 001
JOUR 011
PLSC 001, 002, 003, 005, 016, 019
PSYC 001, 002, 004, 005, 010, 020, 024, 030, 034, 065
SOCS 022, 023, 025, 027, 030, 051, 053
SOC 001, 002, 023, 030, 040

Interdisciplinary Studies: Wellness and Self Development

Minimum 18 units required

Minimum six units from Wellness and six units from Self Development

Maximum three units of credit for Physical Education activity and Athletics courses

This emphasis is designed to equip students with information and tools for lifelong wellness and self-development as integrated beings. Students will be well acquainted with the vast landscape of wellness and self-development, taking into account the psychological, biological, developmental, physical factors, and they will be able to make effective decisions about optimizing their own wellness, lifestyle, and performance.

WELLNESS

ATHL 001, 002A, 002B, 003, 004, 010, 015, 016A, 016B, 017, 020
BIO 004, 005, 016
HED 002, 003
NUTR 010, 012
KINE 020A, 020H, 020S, 020V, 020W
KINE Activity: 001A, 001D, 002A, 002B, 002C, 002D, 002E, 003A, 003C, 003D, 003E, 004A, 004B, 004C, 004D, 004E, 004F, 004H, 004J, 004K 004M 004N, 004P, 005C, 005G, 005J, 005K, 005M, 005N, 005P, 006A, 006B, 006C, 006E, 006F, 007A, 007C, 007D, 007E, 007F, 008A, 008B, 008C, 008F, 008G, 009A, 009B, 009C, 009E, 009F, 009G, 009H, 009P, 078

SELF DEVELOPMENT

CDFS 038, 039, 040, 053, 070
COUN 007, 050, 055, 058, 060, 062, 063, 083, 098
HS 051, 052, 053
LR 001, 010, 011, 051
PSYC 001, 005, 010, 020, 024, 030, 034, 040, 065

University Studies: The Associate in Arts Degree in University Studies is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in an area of academic interest. With proper planning, students will complete lower division major preparation and general education for transfer while simultaneously completing the University Studies Associate Degree. This major is an ideal choice for students planning to transfer to the University of California (UC), the California State University (CSU), or any other baccalaureate-granting college or university.

Students are encouraged to develop a transfer plan in consultation with a counselor and to refer to www.assist.org for current articulation of Solano Community College and university courses.

- Choose either Solano Community College Option B or C for the General Education pattern related to your educational goal.
- For both options: complete a Cross Cultural Studies Graduation Requirement.
- Complete at least 18 units in one Area of Emphasis from those listed below.
- Choose electives if necessary to complete the 60 units required for the Associate Degree.
- All courses for this major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

General Education GE Units

I. Option B: IGETC

Minimum 34 semester units

Complete units necessary to meet full IGETC certification requirements.

II. Option C: CSU/GE/Breadth Pattern

Minimum 39 semester units

Complete units necessary to meet full CSU/GE-Breadth certification requirements.

Areas of Emphasis

- 18 units required from one Area of Emphasis listed below.
- Where appropriate, courses in the Area of Emphasis may also be counted for GE.
- Courses numbered 1-49 transfer to UC, CSU and most independent and out-of-state colleges and universities. Courses numbered 50-99 transfer to CSU and some independent and out-of-state colleges and universities. Courses numbered 100-199 are associate degree applicable but usually do not transfer to baccalaureate-granting institutions.

Elective Units

Electives may be necessary to meet the 60-unit requirement for the Associate Degree.

Program Outcomes:

Students completing an Associate Degree will be able to:

1. Develop a pattern of thinking and a knowledge base consistent with the scholarship required to pursue further study in a major at a university.
2. Discover the nature and common themes of the disciplines represented by an area of emphasis.
3. Examine the relationship between personal perspective and evidence-based evaluation of information.

University Studies: Arts and Humanities

Minimum 18 units required

Minimum six units from the Arts and six units from Humanities

Maximum three units of credit for studio/performance courses

These courses emphasize the study of cultural, literary and humanistic activities and the artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have responded to each other and the world around them through artistic and cultural creation.

Majors at a 4-year institution appropriate for this Area of Emphasis include but are not limited to: Classical Civilization, Design, Dramatic Arts, Film Studies, Literature, Music, and Philosophy.

ARTS

ART 001, 002, 003, 010, 011, 012

ART Studio: 004, 005, 006, 007, 008, 014, 015, 016, 017, 018, 021, 022, 023, 026, 027, 030B, 031, 032, 033, 034, 038, 039, 040, 041, 042, 043

CINA 010, 011

CINA Performance: 015

MUSC 001, 002, 003, 004, 005, 007, 008, 013

MUSC Studio: 027, 028, 029, 030, 041A, 041B

PHOT 035

THEA 006, 010, 011, 013, 048A

THEA Performance: 001, 002, 003, 020

TV 050

HUMANITIES

ENGL 002, 006, 007, 012, 014, 016, 018, 021, 023, 024, 025, 030, 031, 033, 035, 036, 038, 040, 041, 044, 046, 047

FREN 001, 002, 003, 004, 011, 012, 031, 032

GRMN 001, 002, 003, 004, 011, 012, 031, 032, 033, 034

HIST 002, 003, 004, 005, 010, 017, 018, 028, 029, 031, 037

ITAL 031, 032

LATN 001, 002, 003

PHIL 003, 004

SPAN 001, 002, 003, 004, 011, 012, 025, 031, 032, 033, 034

COMM 015

University Studies: Communication

Minimum 18 units required

Minimum three units from each of three different disciplines

These courses emphasize the content, understanding and production of verbal and written communication. Students will learn to evaluate and assess communication as a process of human

symbolic interaction while developing skills in such areas as reasoning, organization, accuracy, reading and effective listening.

Majors at a 4-year institution appropriate for this Area of Emphasis include, but are not limited to: Advertising and Public Relations, English, Journalism, Linguistics, Mass Communication, Rhetoric, and Speech.

BUS 092
COMM 001, 002, 006, 008, 010, 012, 015, 060
COUN 062
ENGL 002, 004, 006, 007, 046, 047, 058, 062,
FREN 001, 002, 003, 004, 031, 032
GRMN 001, 002, 003, 004, 031, 032, 033, 034
HS 052
ITAL 031, 032
JOUR 001, 002, 011, 060
LATN 001, 002, 003
PHIL 005
SPAN 001, 002, 003, 004, 025, 031, 032, 033, 034
SOCS 030, 051
TV 050, 060, 061

University Studies: Liberal Studies for Elementary Teacher Preparation

Minimum 18 units required

Minimum three units from each of four different disciplines

This Area of Emphasis is intended for students who plan to complete a baccalaureate degree and a California Multiple subject Teaching Credential. Most students pursue this credential with the goal of becoming elementary school or special education teachers. This degree is designed to accommodate the differing requirements of the California State University and the University of California campuses that offer majors preparing students for the multiple subject credentials.

ANTH 002, 007
ART 001, 002, 003, 006, 010, 011, 012, 014, 017, 023, 031, 039
ASTR 010
BIO 003, 004, 005, 012, 014, 015, 016, 019
CHEM 010
CINA 010, 011
CDFS 038, 039, 070, 071
ECON 001
ENGL 012, 016, 030, 031, 032, 033, 035, 036, 038, 040, 041
GEOG 002, 004
GEOL 001, 002
HED 002
HIST 002, 003, 004, 005, 010, 017, 018, 028, 029, 037
HUMN 003
MATH 002, 004, 011, 012
MUSC 005, 007, 008, 013
PHIL 001, 003, 004, 005

PHYS 010
PHSC 012
PLSC 001, 005
PSYC 001, 002, 005, 010
SOC 001, 002, 023, 040
SOCS 022
THEA 001, 010, 011, 013

University Studies: Science and Quantitative Reasoning

Minimum 18 units required

Minimum six units from Science and six units from Quantitative Reasoning

Chemistry courses may be used as either Science or Quantitative reasoning but not in both.

These courses emphasize the natural sciences which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.

Majors at a 4-year institution appropriate for this Area of Emphasis include but are not limited to: Animal Science, Biology, Computer Science, Engineering, Geology, Nursing, and Physics.

Program Outcomes:

Students completing the Associate Degree will:

1. Learn how to write a laboratory report or give an oral presentation
2. Demonstrate analytical and/or conceptual problem solving skills
3. Learn to carry out experiments and critically assess their data. Students will learn the roles of hypotheses, measurement, and analysis in the development of scientific theory as evidenced by laboratory reports.

SCIENCE

ANTH 001
ASTR 010, 020, 030, 040
BIO 002, 004, 005, 012, 012L, 014, 015, 016, 018, 019
CHEM 001, 002, 003, 004, 010, 011, 051
ENGR 017, 030, 045
GEOG 001, 001L
GEOL 001, 002, 005
PHYS 002, 004, 006, 007, 008, 010
PHSC 012
PSYC 002

QUANTITATIVE REASONING

CIS 001, 015, 020, 022, 023, 035
CHEM 001, 002, 010
GEOG 010 (GEOL 010)
MATH 002, 004, 011, 012, 020, 021, 022, 023, 030, 031, 040, 051
PSYC 004

University Studies: Social Science

Minimum 18 units required

Minimum three units from each of three different disciplines

These courses emphasize the perspective, concepts, theories and methodologies of the vast variety of disciplines that comprise study in the Social Sciences. This emphasis examines people and their interactions with each other, within their social and political institutions and as members of the larger society. Course work will explore behavior - sometimes the behavior of an individual, other times the behavior of a system, society, or culture. Topics and discussion will stimulate critical thinking about ways people have thought and acted in response to their upbringing, environment and society.

Majors at a 4-year institution appropriate for this Area of Emphasis include but are not limited to: Anthropology, Child Development, Government, History, Psychology, and Social Work.

ANTH 002, 007

COUN 055, 058, 062, 083

CJ 001, 002, 011

ECON 001, 002, 010

GEOG 002, 004

HIST 002, 003, 004, 005, 010, 017, 018, 028, 029, 031, 037

CDFS 038, 039, 040, 050, 053, 070

HS 051, 052, 053

IR 001

JOUR 011

PLSC 001, 002, 005, 016, 019

PSYC 001, 002, 004, 005, 010, 020, 024, 030, 034

SOC 001, 002, 023, 030, 040

SOCS 022, 023, 025, 027, 030, 051, 053

COMM 012

TV 050

Mission of the Programs: These programs are primarily designed for those students who desire a multi-disciplinary approach rather than a singular discipline or major to meet their personal educational goals. The University Studies program in particular caters to students who have reviewed lower division courses articulated for the 4-year institution they plan to attend and find that our institution does not offer a major that satisfies these courses. Without this program, these students would either transfer without a degree, or would take excess units in order to satisfy transfer requirements and our institution's major requirements.

Brief History of the Programs: These programs were introduced shortly after the 2008-2009 catalog was published and superseded the Liberal Arts program. They were designed to meet Title 5 regulations that called for the elimination of a generic Liberal Arts program that did not have a focus or goal.

Number and Names of Full-time Faculty, Adjunct Faculty, and Classified Staff: Not applicable. These programs are taught by a variety of faculty and adjunct from every School in the District. It would be impractical and superfluous to list them all here.

1.2 Relationship to College Mission and Strategic Goals. Describe the program’s relationship to the overall mission of the college: *“Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational, professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.”* The Interdisciplinary Studies and University Studies programs allow students to achieve an associate’s degree without imposing unnecessary courses while still providing breadth and depth to their chosen field of study. These programs are broad enough to suit a diverse population of students.

Table 1. SCC’s Strategic Directions and Goals

| Goal 1: Foster Excellence in Learning | Program Evidence |
|--|--|
| Obj. 1.1 Create an environment that is conducive to student learning. | N/A |
| Obj. 1.2 Create an environment that supports quality teaching. | N/A |
| Obj. 1.3 Optimize student performance on Institutional Core Competencies | N/A |
| Goal 2: Maximize Student Access & Success | Program Evidence |
| Obj. 2.1 Identify and provide appropriate support for underprepared students | Counselors who provide guidance to students seeking one of these degrees will help with English and Math placement and direct students to appropriate student success support services. |
| Obj. 2.2 Update and strengthen career/technical curricula | N/A |
| Obj. 2.3 Identify and provide appropriate support for transfer students | Counselors working with students who have selected a University Studies emphasis will help them in selecting appropriate lower division courses to suit the major at the transfer institution and guide them in the application process. |
| Obj. 2.4 Improve student access to college facilities and services to students | Counselors help direct students to appropriate student success support services on a daily basis. |
| Obj. 2.5 Develop and implement an effective Enrollment Management Plan | N/A |
| Goal 3: Strengthen Community | |

| Connections | Program Evidence |
|---|------------------|
| Obj. 3.1 Respond to community needs | N/A |
| Obj. 3.2 Expand ties to the community | N/A |
| Goal 4: Optimize Resources | Program Evidence |
| Obj. 4.1 Develop and manage resources to support institutional effectiveness | N/A |
| Obj. 4.2 Maximize organization efficiency and effectiveness | N/A |
| Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions. | N/A |

1.3 Enrollment. Not applicable.

1.4 Population Served. This is the first program review for these programs. Trends in enrollment are not applicable. Recruitment is accomplished in one of three ways:

1. The student meets with a counselor early during their matriculation process and determines that an Interdisciplinary Studies or University Studies emphasis best meets their educational goals while at our institution and an education plan is developed with this goal in mind. Or,
2. The student meets with a counselor for the first time just prior to graduating or transferring to another institution and asks which degree are they closest to achieving. Usually the student can finish the remaining courses the next term for at least one area of emphasis and a plan is developed. Or,
3. Students have not met with a counselor but have selected one of these programs through their own search process and have developed their own plan.

For populations served, Tables 2 through 5 give a breakdown of Interdisciplinary Studies and University Studies degrees awarded by areas of emphasis, gender and ethnicity. I don't think an evaluation of degrees by gender or ethnicity will be very telling of these programs as indicated by comments on trends in enrollment above, and because we cannot compare retention.

Table 2. Interdisciplinary Studies – Degrees Awarded by Gender

| Major | Gender | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Total |
|--|--------|---------|---------|---------|---------|---------|---------|-------|
| Interdisciplinary Studies: Arts and Humanities | Female | 1 | 1 | 4 | 4 | 4 | 6 | |
| | Male | | 2 | 2 | 3 | 3 | 1 | |

| | | | | | | | | |
|--|---------|----------|-----------|-----------|-----------|-----------|-----------|------------|
| Interdisciplinary Studies: Arts and Humanities Total | | 1 | 3 | 6 | 7 | 7 | 7 | 31 |
| Interdisciplinary Studies: Communication | Female | | 4 | | 2 | 1 | 1 | |
| | Male | 1 | 1 | | | 3 | | |
| Interdisciplinary Studies: Communication Total | | 1 | 5 | | 2 | 4 | 1 | 13 |
| Interdisciplinary Studies: Science and Quantitative Reasoning | Female | 3 | 6 | 16 | 15 | 39 | 23 | |
| | Male | 1 | 4 | 12 | 13 | 10 | 14 | |
| | Unknown | | | | | 1 | | |
| Interdisciplinary Studies: Science and Quantitative Reasoning Total | | 4 | 10 | 28 | 28 | 50 | 37 | 157 |
| Interdisciplinary Studies: Social Science | Female | 4 | 11 | 23 | 13 | 20 | 9 | |
| | Male | | 5 | 7 | 7 | 12 | 9 | |
| | Unknown | | | | | | | |
| Interdisciplinary Studies: Social Science Total | | 4 | 16 | 30 | 20 | 32 | 18 | 120 |
| Interdisciplinary Studies: Wellness and Self Development | Female | 2 | 7 | 8 | 15 | 29 | 16 | |
| | Male | | 2 | 3 | 4 | 3 | 5 | |
| Interdisciplinary Studies: Wellness and Self Development Total | | 2 | 9 | 11 | 19 | 32 | 21 | 94 |
| | | | | | | | | 415 |

Table 3. University Studies – Degrees Awarded by Gender

| Major | Gender | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Total |
|---|---------|-----------|-----------|------------|------------|------------|------------|-------------|
| University Studies: Arts and Humanities | Female | 2 | 17 | 16 | 24 | 34 | 36 | |
| | Male | 6 | 6 | 9 | 32 | 22 | 27 | |
| | Unknown | 1 | | | | 1 | 1 | |
| University Studies: Arts and Humanities Total | | 9 | 23 | 25 | 56 | 57 | 64 | 234 |
| University Studies: Communication | Female | 2 | 4 | 6 | 7 | 12 | 12 | |
| | Male | 1 | 2 | 3 | 9 | 12 | 6 | |
| | Unknown | | | | | 1 | | |
| University Studies: Communication Total | | 3 | 6 | 9 | 16 | 25 | 18 | 77 |
| University Studies: Liberal Studies Elementary Teacher Preparation | Female | 13 | 62 | 100 | 116 | 213 | 225 | |
| | Male | 8 | 17 | 48 | 85 | 130 | 129 | |
| | Unknown | 1 | | 2 | | 5 | 3 | |
| University Studies: Liberal Studies Elementary Teacher Preparation Total | | 22 | 79 | 150 | 201 | 348 | 357 | 1157 |
| University Studies: Science and Quantitative Reasoning | Female | 3 | 22 | 28 | 49 | 63 | 102 | |
| | Male | 5 | 13 | 27 | 44 | 57 | 52 | |
| | Unknown | | | 1 | | | 3 | |
| University Studies: Science and Quantitative Reasoning Total | | 8 | 35 | 56 | 93 | 120 | 157 | 469 |
| University Studies: Social Science | Female | 10 | 46 | 77 | 100 | 119 | 142 | |
| | Male | 8 | 23 | 23 | 68 | 86 | 63 | |

| | | | | | | | | |
|---|---------|-----------|-----------|------------|------------|------------|------------|-------------|
| | Unknown | | | 1 | | | 3 | |
| University Studies: Social Science Total | | 18 | 69 | 101 | 168 | 205 | 208 | 769 |
| | | | | | | | | 2706 |

Table 4. Interdisciplinary Studies – Degrees Awarded by Ethnicity

| Major | Ethnicity | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Total |
|--|--------------------------------|----------|----------|----------|----------|----------|----------|-----------|
| Interdisciplinary Studies: Arts and Humanities | African-American Non-Hispanic | | | 1 | | | | 1 |
| | Decline to state | | | | 1 | 1 | | 2 |
| | Filipino | | | 1 | | 4 | 2 | 7 |
| | Mexican/Mex-American/Chicano | | 1 | 1 | 1 | | | 3 |
| | Other Hispanic-Not used by HR | | | | | | 1 | 1 |
| | Unknown | | 1 | | 1 | 1 | 2 | 5 |
| | White Non-Hispanic | 1 | 1 | 3 | 4 | 1 | 2 | 12 |
| Interdisciplinary Studies: Arts and Humanities Total | | 1 | 3 | 6 | 7 | 7 | 7 | 31 |
| Interdisciplinary Studies: Communication | African-American Non-Hispanic | | | | 1 | | | 1 |
| | Filipino | | | | | 1 | | 1 |
| | Mexican/Mex-American/Chicano | 1 | 2 | | | 1 | | 4 |
| | Unknown | | 2 | | | 1 | | 3 |
| | White Non-Hispanic | | 1 | | 1 | 1 | 1 | 4 |
| Interdisciplinary Studies: Communication Total | | 1 | 5 | | 2 | 4 | 1 | 13 |
| Interdisciplinary Studies: Science and Quantitative Reasoning | African-American Non-Hispanic | | 1 | 4 | 3 | 3 | 6 | 17 |
| | American Indian/Alaskan Native | | | | 1 | 1 | 2 | 4 |
| | Central American | | | 1 | 2 | | | 3 |
| | Chinese | | | | | | 1 | 1 |
| | Decline to state | | | 1 | | | | 1 |
| | Filipino | | 4 | 4 | 5 | 13 | 2 | 28 |
| | Hawaiian | | | | 1 | | | 1 |
| | Hispanic | | | | | | 3 | 3 |
| | Indian Subcontinent | | | | 1 | 1 | | 2 |
| | Mexican/Mex-American/Chicano | 1 | 1 | | 4 | 6 | 2 | 14 |
| | Other Asian | | | 1 | | 1 | | 2 |
| | Other Hispanic-Not used by HR | | | | | 3 | 1 | 4 |
| | Other Non-White | | | 1 | | | | 1 |
| | Samoan | | | | | | 1 | 1 |
| | Unknown | | 1 | 2 | 1 | 8 | 2 | 14 |
| | Vietnamese | 1 | | | 1 | | | 2 |
| | White Non-Hispanic | 2 | 3 | 14 | 9 | 14 | 17 | 59 |

| | | | | | | | | |
|--|--------------------------------|----------|-----------|-----------|-----------|-----------|-----------|------------|
| Interdisciplinary Studies: Science and Quantitative Reasoning Total | | 4 | 10 | 28 | 28 | 50 | 37 | 157 |
| Interdisciplinary Studies: Social Science | African-American Non-Hispanic | | 7 | 11 | 4 | 12 | 3 | 37 |
| | American Indian/Alaskan Native | | | 2 | | 1 | 1 | 4 |
| | Central American | | | 1 | | | | 1 |
| | Chinese | | 1 | | | | | 1 |
| | Filipino | | | | 6 | 4 | 3 | 13 |
| | Japanese | 1 | | | | 1 | | 2 |
| | Mexican/Mex-American/Chicano | 3 | 4 | 1 | 3 | 6 | 2 | 19 |
| | Other Hispanic-Not used by HR | | | | | | 2 | 2 |
| | South American | | | | | 1 | | 1 |
| | Unknown | | 2 | 7 | | 2 | 1 | 12 |
| | Vietnamese | | | | | | 1 | 1 |
| | White Non-Hispanic | | 2 | 8 | 7 | 5 | 5 | 27 |
| Interdisciplinary Studies: Social Science Total | | 4 | 16 | 30 | 20 | 32 | 18 | 120 |
| Interdisciplinary Studies: Wellness and Self Development | African-American Non-Hispanic | | 3 | 1 | 5 | 3 | 2 | 14 |
| | American Indian/Alaskan Native | | | | | 1 | 1 | 2 |
| | Central American | | | | 1 | | | 1 |
| | Chinese | | | | 1 | | | 1 |
| | Decline to state | | | 1 | | | | 1 |
| | Filipino | | 2 | 2 | 7 | 6 | 1 | 18 |
| | Hawaiian | | | | 1 | | | 1 |
| | Indian Subcontinent | | | | | | 1 | 1 |
| | Japanese | 1 | | | | | | 1 |
| | Mexican/Mex-American/Chicano | 1 | 3 | | 1 | 5 | 2 | 12 |
| | Other Asian | | | 1 | | | | 1 |
| | Unknown | | | 4 | 1 | 6 | 1 | 12 |
| | White Non-Hispanic | | 1 | 2 | 2 | 11 | 13 | 29 |
| Interdisciplinary Studies: Wellness and Self Development Total | | 2 | 9 | 11 | 19 | 32 | 21 | 94 |
| | | | | | | | | 415 |

Table 5. University Studies – Degrees Awarded by Ethnicity

| Major | Ethnicity | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Total |
|--|--------------------------------|---------|---------|---------|---------|---------|---------|-------|
| University Studies: Arts and Humanities | African-American Non-Hispanic | 1 | 2 | 4 | 3 | 3 | 8 | 21 |
| | American Indian/Alaskan Native | | | | | | 1 | 1 |
| | Cambodian | | | | | 1 | | 1 |
| | Central American | | | | 1 | 2 | | 3 |
| | Chinese | | | | 2 | | 3 | 5 |
| | Decline to state | | 2 | 1 | 2 | | | 5 |

| | | | | | | | | |
|---|--------------------------------|----------|-----------|-----------|-----------|-----------|-----------|------------|
| | Filipino | | 5 | 3 | 6 | 15 | 5 | 34 |
| | Hispanic | | | | | | 1 | 1 |
| | Indian Subcontinent | | | | 1 | | | 1 |
| | Mexican/Mex-American/Chicano | | 1 | 1 | 2 | 6 | 9 | 19 |
| | Other Asian | | 2 | | | 1 | 1 | 4 |
| | Other Hispanic-Not used by HR | 1 | 1 | 3 | 1 | 1 | 1 | 8 |
| | Other Non-White | | | 1 | 3 | | | 4 |
| | Other Pacific Islander | | | | | 2 | | 2 |
| | Unknown | | 2 | 4 | 15 | 12 | 6 | 39 |
| | White Non-Hispanic | 7 | 8 | 8 | 20 | 14 | 29 | 86 |
| University Studies: Arts and Humanities Total | | 9 | 23 | 25 | 56 | 57 | 64 | 234 |
| University Studies: Communication | African-American Non-Hispanic | | | 1 | 2 | 1 | 2 | 6 |
| | American Indian/Alaskan Native | | | | | 1 | 1 | 2 |
| | Central American | | 1 | | | | 2 | 3 |
| | Chinese | | 2 | | | | | 2 |
| | Decline to state | 1 | | | 1 | | | 2 |
| | Filipino | | 1 | | 1 | 4 | 3 | 9 |
| | Hispanic | | | | | | 1 | 1 |
| | Mexican/Mex-American/Chicano | 1 | | | 2 | 2 | 3 | 8 |
| | Other Hispanic-Not used by HR | 1 | 1 | 1 | | 2 | 1 | 6 |
| | Unknown | | 1 | 2 | 4 | 6 | 1 | 14 |
| | White Non-Hispanic | | | 5 | 6 | 9 | 4 | 24 |
| University Studies: Communication Total | | 3 | 6 | 9 | 16 | 25 | 18 | 77 |
| University Studies: Liberal Studies Elementary Teacher Preparation | African-American Non-Hispanic | 1 | 7 | 24 | 27 | 32 | 38 | 129 |
| | American Indian/Alaskan Native | 1 | | 2 | 4 | 1 | 2 | 10 |
| | Asian | | | | | 1 | | 1 |
| | Cambodian | | | 2 | | 1 | | 3 |
| | Central American | | 2 | | 7 | 10 | 6 | 25 |
| | Chinese | | | 4 | 4 | 3 | 4 | 15 |
| | Decline to state | 1 | 3 | | 5 | 1 | 5 | 15 |
| | Filipino | | 12 | 19 | 24 | 56 | 39 | 150 |
| | Guamanian | | | | | 1 | 1 | 2 |
| | Hispanic | | | | | | 2 | 2 |
| | Indian Subcontinent | | 3 | 3 | 9 | 1 | 3 | 19 |
| | Japanese | | | 1 | 2 | 4 | 7 | 14 |
| | Korean | | | 1 | | 3 | 1 | 5 |
| | Mexican/Mex-American/Chicano | 5 | 9 | 20 | 22 | 42 | 55 | 153 |
| | Other Asian | | 1 | 1 | 2 | 5 | 6 | 15 |
| | Other Hispanic-Not used by HR | 1 | 3 | 6 | 4 | 13 | 20 | 47 |
| | Other Non-White | | 1 | 3 | 1 | | 2 | 7 |
| | Other Pacific Islander | 1 | | 2 | | 2 | | 5 |
| | South American | | | 1 | 1 | 2 | 2 | 6 |
| | Unknown | | 7 | 19 | 26 | 55 | 40 | 147 |
| | Vietnamese | | 1 | 1 | 2 | 2 | 7 | 13 |

| | | | | | | | | |
|---|--------------------------------|-----------|-----------|------------|------------|------------|------------|-------------|
| | White Non-Hispanic | 12 | 30 | 41 | 61 | 113 | 117 | 374 |
| University Studies: Liberal Studies Elementary Teacher Preparation Total | | 22 | 79 | 150 | 201 | 348 | 357 | 1157 |
| University Studies: Science and Quantitative Reasoning | African-American Non-Hispanic | | 1 | 2 | 10 | 4 | 9 | 26 |
| | American Indian/Alaskan Native | | 2 | 1 | | 2 | | 5 |
| | Cambodian | | | 1 | | | | 1 |
| | Central American | | | | 2 | 4 | 4 | 10 |
| | Chinese | | | 5 | 4 | | 5 | 14 |
| | Decline to state | | 2 | | 2 | | 1 | 5 |
| | Filipino | | 2 | 8 | 19 | 19 | 28 | 76 |
| | Guamanian | | | | | 2 | | 2 |
| | Hawaiian | | | | | 1 | | 1 |
| | Hispanic | | | | | | 1 | 1 |
| | Indian Subcontinent | | 3 | | 6 | 1 | 4 | 14 |
| | Japanese | | | | 2 | 1 | 3 | 6 |
| | Korean | | | 1 | 1 | 1 | 1 | 4 |
| | Laotian | | | | 1 | | | 1 |
| | Mexican/Mex-American/Chicano | 2 | 4 | 5 | 9 | 13 | 22 | 55 |
| | Other Asian | | | 2 | 4 | 5 | 6 | 17 |
| | Other Hispanic-Not used by HR | 1 | 3 | 4 | | 6 | 2 | 16 |
| | Other Non-White | 1 | | | | | 1 | 2 |
| | Other Pacific Islander | | 1 | | | 2 | | 3 |
| | Samoan | | | | | | 2 | 2 |
| | South American | | | | 3 | | | 3 |
| | Unknown | | 4 | 7 | 8 | 16 | 18 | 53 |
| | Vietnamese | | 3 | 1 | 3 | 1 | 3 | 11 |
| | White Non-Hispanic | 4 | 10 | 17 | 19 | 42 | 47 | 139 |
| | (blank) | | | 2 | | | | 2 |
| University Studies: Science and Quantitative Reasoning Total | | 8 | 35 | 56 | 93 | 120 | 157 | 469 |
| University Studies: Social Science | African-American Non-Hispanic | 1 | 9 | 20 | 18 | 12 | 28 | 88 |
| | American Indian/Alaskan Native | | | 1 | | | 3 | 4 |
| | Central American | | 1 | | 8 | 9 | 4 | 22 |
| | Chinese | | 2 | 1 | 3 | 1 | 2 | 9 |
| | Decline to state | 1 | 2 | 2 | 5 | | 1 | 11 |
| | Filipino | 2 | 7 | 9 | 22 | 33 | 17 | 90 |
| | Guamanian | | 1 | | | | | 1 |
| | Hawaiian | | | | 2 | | | 2 |
| | Hispanic | | | | | | 1 | 1 |
| | Indian Subcontinent | | 4 | | 2 | 1 | 4 | 11 |
| | Japanese | 1 | | | 1 | 2 | 6 | 10 |
| | Korean | | | 1 | | 5 | | 6 |
| | Laotian | | | | | | 1 | 1 |
| | Mexican/Mex-American/Chicano | 4 | 8 | 12 | 15 | 24 | 30 | 93 |
| | Other Asian | | 2 | 1 | 6 | 4 | 4 | 17 |
| | Other Hispanic-Not used by HR | 4 | 2 | 4 | 5 | 14 | 6 | 35 |
| | Other Non-White | 2 | | 4 | 1 | 1 | | 8 |

| | | | | | | | | |
|---|------------------------|-----------|-----------|------------|------------|------------|------------|-------------|
| | Other Pacific Islander | 1 | 1 | 1 | | 2 | | 5 |
| | Samoan | | | 1 | | | | 1 |
| | South American | | | 2 | | | 3 | 5 |
| | Unknown | | 10 | 11 | 32 | 37 | 23 | 113 |
| | Vietnamese | | | | 1 | 1 | 3 | 5 |
| | White Non-Hispanic | 2 | 20 | 31 | 47 | 59 | 72 | 231 |
| University Studies: Social Science Total | | 18 | 69 | 101 | 168 | 205 | 208 | 769 |
| | | | | | | | | 2706 |

1.5 Status of Progress toward Goals and Recommendations. There were no goals or recommendations in a previous educational master plan or program review.

Table 6. Educational Master Plan

| Educational Master Plan | | Status |
|-------------------------|-----|--------|
| 1. | N/A | N/A |

Table 7. Program Review Recommendations

| Program Review Recommendations (No Previous Cycle) | | Status |
|--|-----|--------|
| 1. | N/A | N/A |

1.6 Future Outlook. We do not foresee any external conditions that will affect the future of the program in the coming years. The Counseling Division is considering eliminating some programs that do not have many graduates or that may duplicate another existing program.

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Level Outcomes

2.1 Tables 8 and 9 list the Interdisciplinary Studies and University Studies Program Level Outcomes (PLOs) and which of the “core four” institutional learning outcomes (ILOs) they address. The most difficult challenge is how to assess these outcomes. Student surveys are impractical and the counselors are not teaching most of these courses. Counseling worked with the institution’s PLO/SLO Coordinator, Gene Thomas, last spring, in an effort to determine how to best assess them. It was suggested that reducing three PLOs to one would help, and to base the assessment on the number of degrees awarded. These suggestions will be included in the Programmatic Goals & Planning section of this self-study. It should also be noted that only one out of ten of the areas of emphasis had its own set of PLOs (University Studies: Science and Quantitative Reasoning). It has also been suggested that the PLO only address the main program and not each area of emphasis.

Table 8. Interdisciplinary Studies Program Level Outcomes

| Program Level Outcomes | ILO (Core 4) | How PLO is assessed |
|------------------------|--------------|---------------------|
|------------------------|--------------|---------------------|

| | | | |
|----|--|---|----------------------------|
| 1. | Students who complete an Associate Degree will be able to discern the relationship between personal perspective and evidence-based evaluation of information. | IIA – Analysis D IID – Problem Solving | See notes in paragraph 2.1 |
| 2. | Students who complete an Associate Degree will be able to discover the nature and common themes of the disciplines represented by an academic area of emphasis. | IIA – Analysis D IID – Problem Solving | See notes in paragraph 2.1 |
| 3. | Students who complete an Associate Degree will be able to acquire a knowledge base that encourages lifelong learning in order for them to effectively adapt to a complex and changing society. | IIA – Analysis D | See notes in paragraph 2.1 |

Table 9. University Studies Program Level Outcomes

| Program Level Outcomes | | ILO (Core 4) | How PLO is assessed |
|------------------------|---|---|----------------------------|
| 1. | Students completing an Associate Degree will be able to develop a pattern of thinking and a knowledge base consistent with the scholarship required to pursue further study in a major at a university. | IIA – Analysis D IID – Problem Solving | See notes in paragraph 2.1 |
| 2. | Students completing an Associate Degree will be able to discover the nature and common themes of the disciplines represented by an area of emphasis. | IIA – Analysis D IID – Problem Solving | See notes in paragraph 2.1 |
| 3. | Students completing an Associate Degree will be able to examine the relationship between personal perspective and evidence-based evaluation of information. | IIA – Analysis D IID – Problem Solving | See notes in paragraph 2.1 |

2.2 “Report on how courses support the Program Level Outcomes at which level (introduced (I), developing (D), or mastered (M)).” It is impractical to list this information.

Table 10. Program Courses and Program Level Outcomes

| Course | PL01 | PL02 | PL03 | PL04 |
|--------|------|------|------|------|
| N/A | N/A | N/A | N/A | N/A |

2.3 Results of the program level assessments and any changes/planned actions made based on the outcomes of program level student learning assessments.

Table 11. Program Level Assessments

| Program Level Outcomes | Date(s) Assessed | Results | Action Plan |
|------------------------|------------------|---------|-------------|
| 1. N/A | N/A | N/A | N/A |

The traditional method of Program Level Assessment does not apply here. There are two main concerns with the Interdisciplinary Studies and University Studies programs and their five areas of emphasis each: The first is whether or not to continue both programs and each the five areas of emphasis under each program; and the second, to determine if the courses in each area of emphasis should remain in that area or be deleted, and if other courses should be added. The second concern involves reviewing the area of emphasis (e.g., Arts and Humanities) with the Dean and faculty that have courses or programs affected by the respective area. This has not been completed to date.

2.4 No changes have been made to the programs or courses that were a direct result of program level assessments as of this date. Please see the suggestions included in the Programmatic Goals & Planning section of this self-study.

Student Learning Outcomes

2.5 Counseling does not have programs other than Interdisciplinary Studies and University Studies. The SLOs for courses taught in those programs come under the purview their respective Deans and faculty. Counseling has been following the institution’s policy of reviewing courses at least yearly and the Counseling courses are up to date. These assessments have been useful in our planning efforts. Courses with multiple sections have been aligned so that a common tool or question on examinations is utilized to assess student learning outcomes to help standardize measures.

2.6 Not applicable.

2.7 Not applicable.

Curricular Offerings

2.8 *Course offerings*. Not applicable.

2.9 *Fill rates/Class size*. Not applicable.

2.10 *Course sequencing*. Not applicable.

2.11 Basic Skills (if applicable). Not applicable.

2.12 Student Survey. Not applicable.

2.13 Four-year articulation (if applicable). Not applicable.

2.14 High school articulation (if applicable). Not applicable.

2.15 Distance Education (if applicable). Not applicable.

2.16 Advisory Boards/Licensing (CTE) (if applicable). Not applicable.

STUDENT EQUITY & SUCCESS

3.1 Course Completion and Retention. Both course and program retention is not measurable. Program completion is shown in Tables 2 through 5. Trying to measure equity with these tables may not be practical as these programs allow for a very diverse student population. Every student should be able to find and succeed in at least one of these programs regardless of gender or ethnicity.

3.2 Degrees/Certificates Awarded (if applicable). Program (degree) completion is shown in Tables 2 through 5. Trying to measure equity using these tables may not be practical as these programs allow for a very diverse student population. Every student should be able to find and succeed in at least one of these programs regardless of gender or ethnicity.

3.3 Transfer (if applicable). The University Studies program and its five areas of emphasis are designed for transfer students in particular. One of the requirements for obtaining a degree with this program is to complete one of the two general education options which are used to transfer to a UC, CSU or independent 4-year institution. Counselors spend a great deal of their time reviewing transfer and graduation requirements with students as part of their normal duties.

3.4 Career Technical Programs (if applicable). Not applicable.

PROGRAM RESOURCES

4.1 Human Resources. Not applicable. Staffing for counseling faculty is addressed in the nonacademic program review.

4.2 Current Staffing. All counselors contribute to these two programs by helping students select their educational goals and by developing education plans to achieve them. There are three counselors who have made significant contributions to these two programs: Marianne Flatland, Robin Arie-Donch and Barbara Pavao are the authors of the current programs and volunteered many hours in a short period of time to get these programs into the catalog. The alternative would have been to eliminate the Liberal Arts program without replacing it with anything else. That option would have left many students without degrees (somewhere in the neighborhood of 3,121 degrees) and would have significantly lowered the student success of our institution.

4.3 Equipment. Not applicable.

4.4 Facilities. Not applicable.

4.5 Budget/Fiscal Profile. Not applicable.

PROGRAMMATIC GOALS & PLANNING

5.1 Two of our program’s strengths are; first, its diverse application for a diverse student population; and second, these programs can help students avoid accumulating unnecessary courses and personal expenses in their journey to achieving their educational goals, and also helps them remain eligible for financial aid by keeping them under the maximum 90.0 unit time frame.

The area that is most in need of improvement is making liaisons with the other Schools and Deans to keep the courses in the areas of emphasis accurate and applicable.

5.2 The program’s short (1-2 years) and long term goals (3+ years) are prioritized below. (Source column key: “SP” for Strategic Proposals, “DB” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.)

Table 12. Short-Term and Long-Term Goals

| Short-Term Goals | Planned Action | Target Date | Person Responsible | Source |
|-----------------------------------|--|-------------|--------------------|--------|
| 1. Add ADT to U/S | Update catalog for University Studies to reflect Either AA/S-T or cross-cultural option for degree. | 01/31/2015 | Steve Springer | NR |
| 2. Check for Typographical Errors | Update catalog for all typographical errors, course number changes and delete courses that have been removed from the catalog for both programs. | 01/31/2015 | Steve Springer | NR |
| 3. Fix error in I/S, U/S Science | Remove the statements for Interdisciplinary and University Studies science programs that indicate chemistry may be used in only one area. | 01/31/2015 | Steve Springer | NR |
| 4. Correct GE Units | Submit to curriculum committee request to change Interdisciplinary Studies minimum general education | 05/20/2015 | Marianne Flatland | NR |

| | | | | |
|--------------------------------------|---|--------------------|---------------------------|---------------|
| | requirement from 22.0 units to 21.0 units. | | | |
| 5. Update Courses for Degrees | Propose course changes for each area of emphasis after meeting with Dean of each respective area. | 05/20/2016 | Jocelyn Mouton | NR |
| 6. Correct PLO I/S | Reduce PLOs for Interdisciplinary Studies to one measurable PLO. | 05/20/2016 | Jocelyn Mouton | NR |
| 7. Correct PLO U/S | Reduce PLOs for University Studies to one measurable PLO. | 05/20/2016 | Jocelyn Mouton | NR |
| 8. Keep PLO at I/S U/S Levels | Delete PLO for University Studies Science and Quantitative Reasoning. | 05/20/2016 | Jocelyn Mouton | NR |
| Long-Term Goals | Planned Action | Target Date | Person Responsible | Source |
| None | N/A | N/A | N/A | N/A |

SIGNATURE PAGE

6.1 The undersigned faculty in the Interdisciplinary Studies and University Studies programs, have read and concur with the finding and recommendations in the attached program review self-study, dated 01/16/2015.

Steven Springer

Jim Anderson

Brenda Tucker

Rebecca LaCount

Mary Gumlia

Abla Christiansen

Barbara Pavao

Erma Moreno

Robin Arie-Donch

Marcie McDaniels

Amy Dauffenbach

Nicholas Cittadino

Jocelyn Mouton

Priscilla Hernandez-Neil

Kamber Santa Maria

Candace Roe

Angela Apostal

Max Hartman

Marianne Flatland

Narisa Orosco-Woolworth