

# Social Science IPR

## **LASSEN COMMUNITY COLLEGE**

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Accepted by Academic Senate: (Jan 14, 2020)

Accepted by Consultation Council: (Jan 27, 2020)

Accepted by Governing Board: (May 11, 2021)

# CONTENTS

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SECTION 1: ACADEMIC PLANNING .....	1
I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES .....	1
DESCRIPTION/EVALUATION: .....	1
PLANNING AGENDA: .....	4
II STUDENT OUTCOMES .....	5
A. TRENDS AND PATTERNS IN STUDENT OUTCOMES .....	5
DESCRIPTION/EVALUATION: .....	5
PLANNING AGENDA: .....	6
B. STUDENT LEARNING OUTCOME ASSESSMENT .....	7
DESCRIPTION/EVALUATION: .....	7
PLANNING AGENDA: .....	8
C. STUDENT EVALUATION SUMMARY .....	8
DESCRIPTION/EVALUATION: .....	9
PLANNING AGENDA: .....	9
III. CURRICULUM .....	10
A. DEGREES AND/OR CERTIFICATES .....	10
DESCRIPTION/EVALUATION: .....	10
PLANNING AGENDA: .....	13
B. COURSES .....	13
DESCRIPTION/EVALUATION .....	13
PLANNING AGENDA: .....	15
C. ARTICULATION/INTEGRATION OF CURRICULUM .....	16
DESCRIPTION/EVALUATION: .....	16
PLANNING AGENDA: .....	16
III. SCHEDULING AND ENROLLMENT PATTERNS .....	16
DESCRIPTION/EVALUATION: .....	16
PLANNING AGENDA: .....	18
IV. EQUIPMENT .....	18
DESCRIPTION/EVALUATION: .....	18
PLANNING AGENDA: .....	18
V: OUTSIDE COMPLIANCE ISSUES (IF APPROPRIATE FOR PROGRAM) .....	19
DESCRIPTION: .....	19
EVALUATION: .....	19
PLANNING AGENDA: .....	19
VI. PRIORITIZED RECOMMENDATIONS .....	19
A. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF .....	19
B. PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS .....	19
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN EDUCATION MASTER PLAN .....	20
PRIORITIZED RECOMMENDATION FOR INCLUSION IN STUDENT SERVICES MASTER PLAN .....	20
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN INSTITUTIONAL EFFECTIVENESS MASTER PLAN ..	21

SECTION TWO: HUMAN RESOURCE PLANNING.....	22
I. PROGRAM STAFFING.....	22
DESCRIPTION/EVALUATION: .....	22
PLANNING AGENDA: .....	23
II. PROFESSIONAL DEVELOPMENT .....	23
DESCRIPTION/EVALUATION: .....	23
PLANNING AGENDA: .....	24
III. STUDENT OUTCOMES .....	24
DESCRIPTION/EVALUATION: .....	24
PLANNING AGENDA: .....	24
IV. PRIORITIZED RECOMMENDATION .....	24
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF .....	24
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS .....	25
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN HUMAN RECOURSE MASTER PLAN.....	25
SECTION THREE: FACILITIES PLANNING .....	26
I. FACILITIES.....	26
DESCRIPTION/EVALUATION: .....	26
PLANNING AGENDA: .....	27
II. PRIORITIZED RECOMMENDATIONS.....	27
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF.....	27
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS .....	28
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE FACILITIES MASTER PLAN .....	28
SECTION FOUR: TECHNOLOGY PLANNING .....	28
I. TECHNOLOGY .....	28
DESCRIPTION/EVALUATION: .....	28
PLANNING AGENDA: .....	29
II. PRIORITIZED RECOMMENDATIONS.....	29
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF.....	29
PRIORITIZED RECOMMENDATION FOR INCLUSION IN THE PLANNING PROCESS.....	29
PRIORITIZED RECOMMENDATIONS INCLUSION IN INSTITUTIONAL TECHNOLOGY MASTER PLAN .....	30
APPENDIX A: STATUS OF CURRICULUM REVIEW AS 02/02/2016.....	31
APPENDIX B: COURSE OFFERINGS PER SUBJECT AND MODALITY (FALL 2016-SUMMER2019) .....	34

# Social Science IPR

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## SECTION 1: ACADEMIC PLANNING

### I. Program Overview, Objectives, and Student Learning Outcomes

The Social Science Program is comprised of courses in the social science area including Anthropology, Economics, Ethnic Studies, Geography, History, Political Science, Psychology and Sociology. The program includes the following associate degrees: Associate in Arts in Sociology for Transfer, Associates in Arts in Psychology for Transfer, Associate in Arts in History for Transfer, Associate in Arts Degree General Studies: Emphasis in Social Sciences, and Associate in Arts Degree University Studies Emphasis in Social Sciences.

#### Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

The program includes courses meeting the requirements of CSU General Education Area D – Social Sciences, and CSU GE Area E – Lifelong Understanding and Self Development and CSU GE Area C – Arts and Humanities. Courses in the Social Science area also meet requirements of IGETC (Intersegmental General Education Transfer Curriculum) Area 3 – Arts and Humanities and Area 4 – Social and Behavior Sciences. Courses in the Social Science program are also used to fulfill Vocational Science electives. Therefore, the program contributes to the successful completion of either the CSU General Education Certificate of Achievement or the IGETC Certificate of Achievement, as well as several associate degrees.

As a consequence, the program has a two-fold objective to provide core curriculum necessary to meet the needs of students planning to major in one of the social sciences at a four-year institution, while also providing a variety of options for students to meet their general education requirements for associate degrees and/or Intersegmental General Education Transfer Curriculum (IGETC) or California State University (CSU) certification.

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information from LCC's Institutional Researcher.

Student learning outcomes for each degree and certificate are listed below:

### **Associate in Arts in Sociology for Transfer**

1. Identify and explain basic concepts of sociology, research and theory.
2. Identify processes of social control and how they shape our social institutions and lives.
3. Display knowledge of the impact of social institutions on everyday lives.
4. Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product
5. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.

### **Associate in Arts in Psychology for Transfer**

1. Demonstrate comprehension of the major concepts, theoretical perspectives, empirical findings, and historical and contemporary trends in psychology.
2. Demonstrate comprehension of scientifically-based research methods in psychology.
3. Use logic and empirical evidence to evaluate claims made about behavior.

### **Associate in Arts in History for Transfer**

1. Explain four transitions that the United States has undergone from colonization to the present. Examples may include but are not limited to: the colonial period to the revolutionary period; launching a new government to the growth of a union; the Civil War to reconstruction; the U.S. industrial revolution to the U.S. as a world power; WWI and WWII; or WWII to the age of affluence.
2. Analyze the American political system including the reasons behind the separation of power and the constant struggle between the executive, legislative, and judicial branches of government.
3. Given a current historical topic, demonstrate the ability to conduct research using traditional and technological skills to write an organized, factually correct, well-documented paper.
4. Develop an appropriate and factually correct theme on a specific topic comparing and contrasting works, events or values of two eras or cultures of Western Civilization.
5. Given an era in time, explain the differences between the ideas and cultural values of Western and non-Western societies.

### **Associate in Arts Degree University Studies: Emphasis in Social Sciences.**

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.

### **Associate in Arts Degree General Studies: Emphasis in Social Sciences**

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.

All course and degree student learning outcomes link to the program level student learning outcomes for the Social Science program which have been identified to be the same as the institutional student learning outcomes.

### **Institutional Level Student Learning Outcomes**

1. Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
2. Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. Personal/Interpersonal Responsibility - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

The various program degrees, certificates, and general education curricula all contribute to the accomplishment of the program and hence the institutional student learning outcomes. All individual courses are linked to the institutional student learning outcomes.

The program specifically addresses the components of the mission statement dealing with transfer degrees and certificate programs.

The Social Science program's primary focus is on the first three institutional strategic goals: Student Success, Responsive Curricula and Student Access.

The institution has instituted the alignment of assessment of course-level, degree/certificate/general education area level and institutional student learning outcomes. The approved student learning outcomes for all degrees within the program are as follows:

## Social Science

### 1. Communication

All social science classes are degree applicable transfer level courses requiring reading and writing skills at a college level. Classes have required textbooks, which challenge students to comprehend complex concepts through their reading skills. Lectures explaining these same complex concepts require students to hone their listening skills. Each course requires students to communicate in writing either through combination of essay responses on exams or research papers.

### 2. Critical Thinking

Social science courses encourage the analysis of current and longitudinal data in order to reach an informed decision. In addition, the critical thinking skills acquired in social science classes is applicable in many areas of daily life.

### 3. Life Long Learning

Each social science course promotes an awareness and appreciation of the world in which we live. Individuals are encouraged to question and explore the world around them.

### 4. Personal/Interpersonal Responsibility

The majority of social science courses have a research component which encourages the development of personal responsibility. Also, as in other college level courses, social science courses enhance the acceptance of personal responsibility for an individual's success or failure.

### c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Eliminated the Associate of Arts in Humanities for Transfer Degree because this degree is evaluated in the Humanities IPR.

### d. Analyze program-related promotional materials/advertising as appropriate

N/A

## **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

No new action is necessary

## II Student Outcomes

### A. Trends and Patterns in Student Outcomes

#### Description/Evaluation:

1. Provide in tabular form followed by an analysis

Awards by Type



- a. Number of degrees and certificates awarded during the last four years.  
The amount of degrees and certificates awarded in in the academic years 2016-2017, 2017-2018, and 2018-2019 was 176. This is an increase of 9% (15 degrees) since the last program review. In the last IPR there was not data about the number of Certificate of Achievement for Transfer (Certificate of Achievement California State University General Education and Certificate of Achievement in Intersegmental General Education Transfer Curriculum). According to the new data collected, in the academic year 2015-2016, there were 49 Certificates of Achievement for Transfer awarded. In 2018-2019, 85 Certificates of Achievement for Transfer were awarded. This is an increase of 57.6%.
- b. Transfer numbers for the last four years  
Transfer numbers for the last four years were not provided. Lassen College does not have a formal process for tracking students after completion of educational goals at LCC.
- c. Completion, retention and success data for the last four years  
For all types of courses (on-campus, hybrid, online, and correspondence) for the years 2015-2018, the average course completion is 87.5%. The student success rate is 70.25%. The student success rate has increased 2.25% since the last program review.



2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

**On-campus Courses:**

For the years 2014-2018, the average retention and success rates for on-campus courses was tied with hybrid courses at 91% retention and 77% success rates. On-campus course retention and success remained relatively equal through this program review cycle.

**Hybrid Courses:**

Hybrid data was not available in the last program review. But during this cycle, Hybrid student retention improved with a low in 2014 of 83% and an overall average of 91%. The success rate for hybrid courses also improved with a low in 2014 of 67% and an overall average of 77%.

**Online Courses:**

Online courses followed closely with 89% retention and 67% success rates. Since the last program review, online students have improved both in retention and success. In 2014 the online retention was 86% and every year it increased with a high in 2017 of 94% and a leveling off in 2018 at 90%. Success rates for online students also improved throughout the years. In 2014 the success was only 58% with a gradual improvement through 2018 with a high of 72%.

**Correspondence Courses:**

In 2016 and continuing through this program review cycle, only incarcerated individuals were eligible to take correspondence courses. Their retention and success rate was the lowest with 79% retention and 60% success rates. The retention and success rate data for correspondence courses is difficult to analyze due to numerous “lock downs” and mass drops initiated by the institutions.

We continually work to improvement of retention and success rates, particularly in social sciences. Faculty are encouraged to hold students to high standards of achievement rather than simplifying coursework so that unmotivated students are more likely to succeed.

**Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

Continually review the retention and success rate of all students in all modes of delivery, and modify courses as necessary.

## **B. Student Learning Outcome Assessment**

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in the Office of Instruction and are available for review by faculty at any time.

### **Description/Evaluation:**

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.
2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

All of the degree, certificates and courses within the Social Science Instructional Program have approved student learning outcomes. All SLO assessment results are available in Academic Services: there are too many pages to attach to this document. Beginning Fall 2012 submission of SLO assessments results is part of faculty contractual obligations.

Faculty in the Social Science area are participating in the evaluation of Student Learning Outcomes. Every SLO cycle leads to appropriate instructional changes to meet the identified SLO.

Dialog regarding SLOs occurs during the Social Science Department meetings as it is a standing agenda item. Suggestions are being made to address evaluated weaknesses whether in plans or in student learning results. It is important that dialog continue and that assessment of student learning guide instructional changes, programmatic changes where necessary, and budget requests.

Course# ▾	Academic Year ▾		Measures							
	Course Totals		2015		2016		2017		2018	
	# Assessed	Achieved	# Assessed	Achieved	# Assessed	Achieved	# Assessed	Achieved	# Assessed	Achieved
ANTH-2	43	23	23	3	12	12	8	8	-	-
CD-31	117	80	-	-	93	67	17	10	7	3
CG-1	777	586	114	97	213	142	279	212	171	135
CG-150	34	34	34	34	-	-	-	-	-	-
CG-155	0	0	-	-	0	0	0	0	-	-
CG-158	98	69	-	-	98	69	-	-	-	-
ED-1	3	3	-	-	3	3	-	-	-	-
GEOG-2	14	12	-	-	-	-	7	7	7	5
HIST-14	316	260	49	27	108	91	95	83	64	59
HIST-15	277	252	80	68	87	81	71	65	39	38
HIST-16	394	269	27	21	110	76	131	81	126	91
HIST-17	384	262	52	44	103	61	153	103	76	54
PLSC-1	441	353	26	19	129	103	170	136	116	95
PSY-1	742	476	106	85	223	181	317	124	96	86
PSY-5	14	10	-	-	-	-	14	10	-	-
PSY-6	295	217	61	47	70	49	101	61	63	60
PSY-18	289	232	67	59	75	56	126	97	21	20
PSY-31	44	26	-	-	12	10	32	16	0	0
PSY-31-CD-31	25	17	-	-	-	-	25	17	-	-
PSY-33	103	95	31	30	47	42	15	14	10	9
SOC-1	311	229	-	-	52	48	76	23	183	158
SOC-2	439	371	88	86	110	104	129	84	112	97
SOC-3	267	183	49	39	99	82	78	26	41	36
SOC-4	37	34	-	-	14	13	15	13	8	8

The total number of students assessed was 5,464 and the number of student who passed was 4,093. The SLO success rate for all students was 75%. During this IPR cycle, there was a gap when LCC did not have a researcher and there was also a new researcher hired. From discussion with the Social Science full-time faculty, there are some errors in the chart above where SLOs were turned-in but not input and some SLOs were not correctly calculated.

### Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

Consistent and accurate SLO data is necessary.

### C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors.

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

### **Description/Evaluation:**

Student Evaluation Summary provided by Office of Academic Services and is located in Academic Services for your review.

Classes that were evaluated were in the fields of Anthropology, College Success, History, Political Science, Psychology and Sociology.

#### Student Goals

1. 85% of students planned to earn an AA or AS Degree
2. 83% of students planned to transfer to a four year university
3. 80% of students were taking the class surveyed because it was either a degree requirement or a general education course

Students consistently expressed satisfaction with:

1. Scheduling of classes (90%)
2. Facilities met student needs (97%)
3. The course or program provided necessary equipment (72%)
4. Textbook(s) for courses were adequately used (80%)
5. Furniture is adequate or student needs (80%)

Students expressed concerns with:

1. Fourteen percent of students believed that the temperature of the classroom was either too hot or too cold for the season.
2. Thirty-four percent of students believed that the cost for the course or program beyond registration and books was not clearly identified in the catalog.

### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

No new action is necessary.

### III. Curriculum

#### A. Degrees and/or Certificates

##### Description/Evaluation:

- List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate. Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?

Degrees are listed below. Program student learning outcomes for degrees are listed in the first section. The two-year plan is available below.

Current Catalog (2019-2020) list five degrees for Social Sciences:

- Associate in Arts Degree University Studies – Emphasis in Social Science
- Associate in Arts Degree General Studies – Emphasis in Social Science
- Associate in Arts in History for Transfer
- Associate in Arts in Sociology for Transfer
- Associate in Arts in Psychology for Transfer

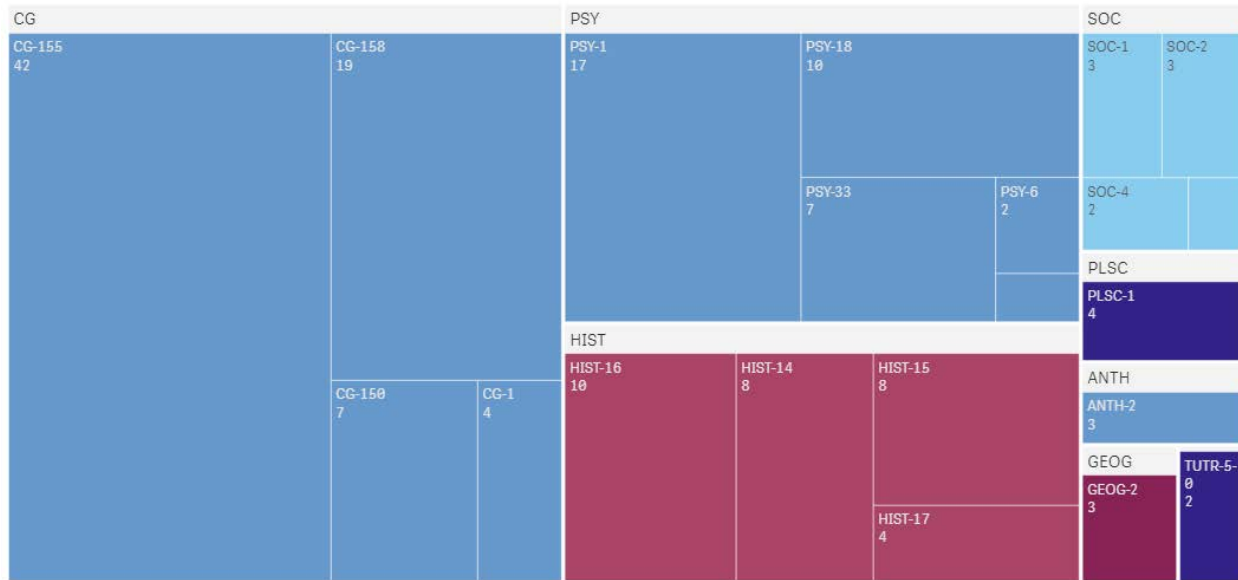
At this time the Social Science program is not scheduled for any curricular expansion. There is always the potential for a slight increase through the development of new AA-T degrees.

##### **Scheduling and Enrollment Patterns (# of sections per location and modality):**

Social Science full-time faculty have reviewed the charts below and do not agree with the information provided. Some courses are listed in the incorrect modality and some numbers of sections offered are not reflective of actual sections that were provided. However, this is the data that we were provided for this IPR so it has been included.

## On-campus:

Sections by Subject and Course



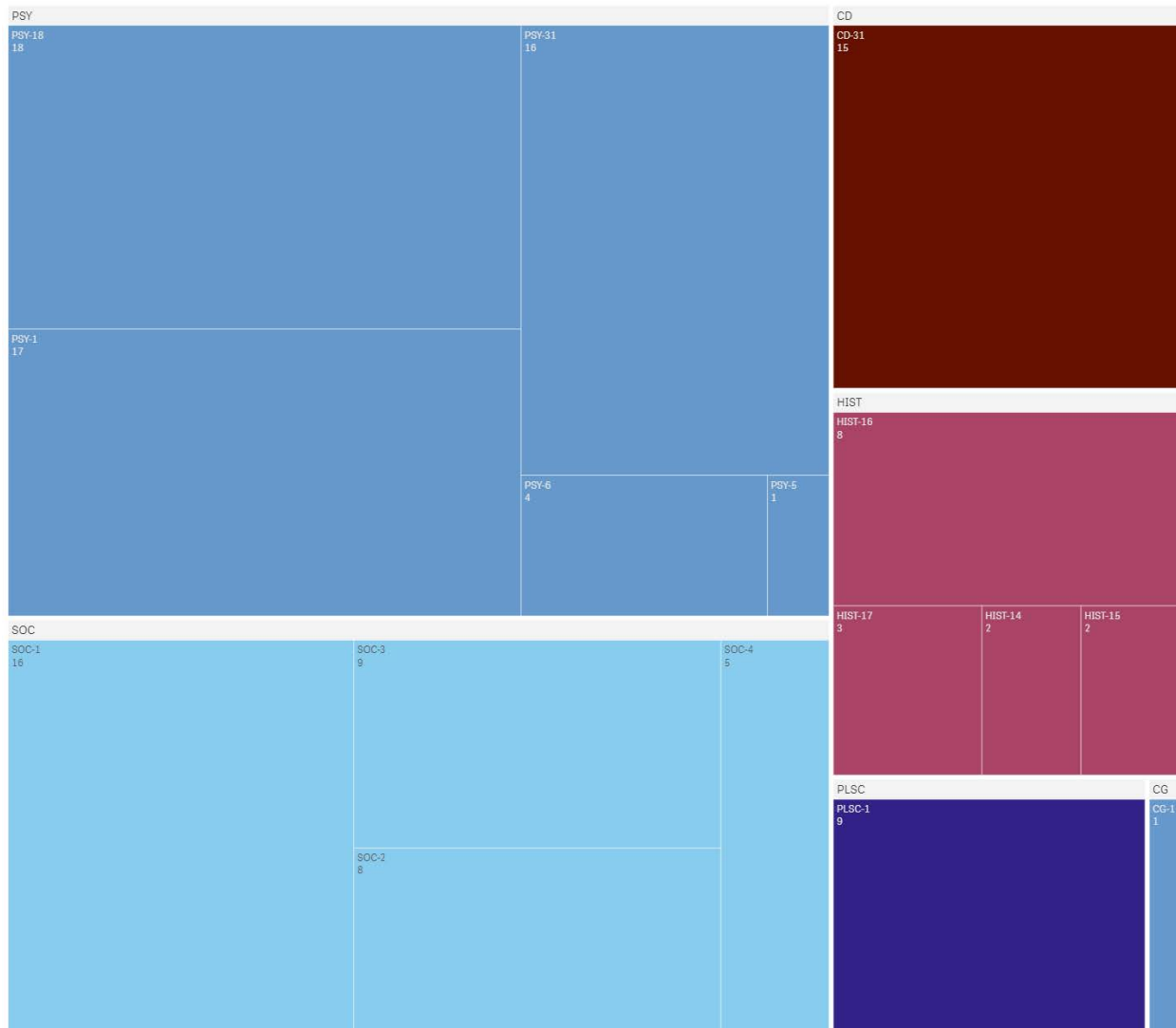
## Hybrid:

Sections by Subject and Course



# Online:

Sections by Subject and Course



## Correspondence:

Sections by Subject and Course

HIST		CG	PSY		PL...
HIST-16 20	HIST-14 19	CG-1 71	PSY-1 36	PSY-6 24	PLS- C-1 10
HIST-17 18	HIST-15 17		SOC		
			SOC-1 28	SOC-2 20	SOC-3 10

### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

Continually evaluate transferability of Associate Degrees for Transfer as students enter CSUC institutions.

### B. Courses

#### Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last instructional program review.

Courses added, reactivated, retitled or renumbered within Social Science:

#### **Academic Year 2015-2016**

ANTH 2 Cultural Anthropology (approval for hybrid delivery)

GEOG 2 Cultural Geography (approved for hybrid and online delivery)

HIST 14 World History Beginning to 1500 (approved for hybrid delivery)



HIST 15 World history 1500 to Present (approved for hybrid delivery)

HIST 16 U.S. History (approved for hybrid delivery)

HIST 17 Post Civil War U.S. History (approved for hybrid delivery)

PLSC 1 American Institutions (approved for hybrid delivery)

PSY 6 Abnormal Psychology (approved for correspondence delivery)

SOC 3 Family Relations (approved for hybrid delivery)

SOC 4 Introduction to Gender (approved for hybrid delivery)

**Academic Year 2016-2017**

ANTH 3 Introduction to Archeology (approved for hybrid delivery)

**Academic Year 2017-2018**

PSY 18 Life Span Development (name change from Human Development: A Life Span to Life Span Development.

PSY 18 Life Span Development (approved for hybrid delivery)

PSY 33 Psychology of Personal and Social Development (approved for hybrid delivery)

PSY 95 Parapsychology (course inactivated)

Associate in Arts Degree General Studies: Emphasis in Social Science (added Business 22 Business Law to Core)

**Academic Year 2018-2019**

PSY 2 Principles in Psychology (course inactivated)

PSY 80 Facing Stress and Pain (course inactivated)

2. Each course offered within the instructional program must be reviewed for accuracy and currency. Review of each course outline should include asking the following questions:
  - Should the Disciplines of Assignment remain the same or be changed?
  - Should the Catalog/Schedule description remain the same or be updated?
  - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
  - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
  - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
  - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
  - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
  - Do any of the learning outcomes or objectives need revision?

- Does any content need to be updated?
  - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
  - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
  - Is the textbook current and is the publication date included?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
  4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
  5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

Since the last program review, the vast majority of LCC’s Social Science courses are offered in a variety of formats (on-campus, hybrid, online, and correspondence to incarcerated students). This allows students a variety of modalities to meet their needs. Initially when correspondence courses were no longer offered to community students, there was a transition to move these community students to on-campus, hybrid, and online courses.

### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning table for any recommendations requiring institutional action.

To meet student needs, continue to review the curricular offerings and rotations in the social science area as there has been a growth in hybrid and online learning.

## C. Articulation/Integration of Curriculum

### Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

The AA degrees follow the Transfer Model Curriculum guidelines established to ensure transferability of classes into the CSUC system. New courses need to be articulated with as many four-year institutions as possible so that LCC students will have the widest available opportunities to transfer. The Associate in Arts for Transfer degrees were mandated by California legislators through SB 1440 to improve articulation of courses and degrees and ensure a community college student can transfer to a CSU after taking 60 units and then only needing to take an additional 60 units at the receiving CSU institution. Associate in Arts for Transfer degrees are intended to aid student transfer and should be considered in every discipline possible if courses within the discipline are already being taught.

### **Planning Agenda:**

Social Science courses are primarily general education courses and are regularly reviewed for transferability. At this time there are no proposed changes to articulation or C-ID designation.

## III. Scheduling and Enrollment Patterns

### Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

The two-year plans are followed. Online enrollment has grown so additional online classes have been added to the schedule.

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

Course schedules are closely monitored to ensure adequate offerings that match FTE goals. The goal is to offer the optimum number of sections on a schedule which promotes near maximum class enrollments each time a course is offered.

- Courses are added and deleted as needed while making a priority of following the two-year plans.

- Flexibility in delivery modes will be continued.
- Enrollment data has changed significantly since the last program review.

**On-Campus:** On-campus unduplicated enrollment has dropped from 2015-2016 at 534 to 2018-2019 at 308. This is a loss of 42%. **This is counter balanced with increased enrollment in hybrid, online and correspondence courses.**

**Hybrid:** The low in 2015-2016 of unduplicated enrollment in hybrid course was 148 and in 2018-2019 it was 390. **That is an increase of 163%.**

**Online:** Online unduplicated enrollment also increased from 2015-2016 at 378 to 2018-2019 at 492. **This is a 29% increase.**

**Correspondence (incarcerated students only):** The correspondence unduplicated head count also increased. From 2015-2016 at 780 to 2018-2019 at 1362. **This is a 75% increase.**

Students enrolled in one modality usually take a second course within the same modality.

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
  - a. Number of sections (too many/too few to serve student needs)
  - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
  - c. Length of courses (traditional semester/short term)
  - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

The social science department caters to traditional, hybrid, online, and correspondence (inmates only) students. Local students have access to on-campus, hybrid and online to meet their schedule needs. Due to the increase of online and hybrid courses, there was a decrease in on-campus enrollments. The majority of on-campus classes are offered during the peak hours of 8:00am -1:00pm. There are a few night classes and afternoon classes. The

night and afternoon classes are less attended resulting in fewer sections being offered.

Please see the Appendix B Data Charts.

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

Students are offered a variety of options to meet their general education needs.

### **Planning Agenda:**

No new action is necessary.

## **IV. Equipment**

### **Description/Evaluation:**

1. List capital outlay equipment, age of equipment and replacement schedule  
N/A
2. Identify any existing equipment maintenance/service agreements  
N/A
3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.  
N/A
4. Evaluate the effectiveness of and need for additional maintenance/service agreements.  
N/A
5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.  
N/A

### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or

Technology Planning tables as appropriate for any recommendations requiring institutional action.

No new action is necessary.

## **V: Outside Compliance Issues (if appropriate for program)**

### **Description:**

If appropriate, describe the role of outside compliance issues on the Special Program.

N/A

### **Evaluation:**

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

N/A

### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

No new action is necessary.

## **VI. Prioritized Recommendations**

### **A. Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section One that do not require institutional action (ie. curriculum development) in order of program priority.

Continually review the retention and success rate of all students in all modes of delivery.

Evaluate Associate Degrees for Transfer.

Continue to review the curricular offerings and rotations in the social science area as there has been growth in hybrid and online learning.

### **B. Prioritized Recommendations for Inclusion in the Planning Process**

List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student

Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

### Prioritized Recommendations for Inclusion in Education Master Plan

Social Science 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2,4	Continually review the retention and success rate of all students in all modes of delivery, and modify courses as necessary.	Ongoing	N/A	Improved student retention and success
2,4	Continually evaluate transferability of Associate Degrees for Transfer as students enter CSUC institutions.	Ongoing	N/A	Proper type of courses for student needs
2,3,4	To meet student needs, continue to review the curricular offerings and rotations in the social science area as there has been a growth in hybrid and online learning.	Ongoing	N/A	Effective course management

### Prioritized Recommendation for Inclusion in Student Services Master Plan

Social Science 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	N/A			

**Prioritized Recommendations for Inclusion in Institutional Effectiveness  
Master Plan**

Social Science 2019

	<b>Planning Agenda Item</b>	<b>Implementation Time Frame</b>	<b>Estimated Cost (implementation &amp; ongoing)</b>	<b>Expected Outcome</b>
1	Consistent and accurate SLO data is necessary.	Ongoing	N/A	Better information to assess program effectiveness.



## Section Two: Human Resource Planning

### I. Program Staffing

#### Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

There are four full-time faculty assigned to the area of Social Science. Each semester adjunct instructors are used to fill in the schedule, particularly in online and correspondence courses. Even with the use of adjunct, several full-time instructors have significant overloads each semester.

Full-time faculty in Social Science as of fall semester 2019:

Colleen Baker: History, Anthropology, Geography, Political Science  
Sandy Beckwith: Psychology  
Carie Camacho: Sociology  
Toni Poulsen: History, Health, Political Science

Adjunct faculty in Social Science as of spring semester 2019:

Linda Alberico: Sociology  
Lisa Beckman: Psychology  
Michael Beck: Philosophy  
Kathleen Bollinger: Sociology, Ethnic Studies  
Micah Freeman: Psychology  
Joelle Porter: Humanities  
K.C. Mesloh: Psychology  
Thomas Romero: History, Humanities, Ethnic Studies  
Rose Bell: History  
Robert Wilkerson: History

The Social Science program does not have any paid instructional assistants or classified staff within the program. Work experience and work study students (when available) are used to assist with some aspects of the Social Science programs.

LCC has relied on adjunct faculty to provide a large portion of correspondence classes in the social science division. As a result, it is necessary to continually recruit, train, evaluate and maintain a large number of adjunct faculty members. It is becoming increasingly difficult to attract adjunct faculty.

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

It is difficult to attract adjunct faculty to our remote region. Many adjunct instructors are willing to teach online and correspondence but they are not willing to teach on-campus and hybrid courses. These problems recruiting have been exacerbated as the demand builds to recruit adjunct faculty willing and able to teach in-person at CDCR facilities.

### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

Continue to try and maintain a large pool of qualified adjunct faculty members – an adjunct faculty hourly rate comparable to other colleges is a must for this to occur.

When possible, LCC should seek faculty members qualified in multiple subject areas.

## **II. Professional Development**

### **Description/Evaluation:**

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

On-campus Flex activities have remained steady since the last program review. Though LCC no longer supports the TECC (Training, Education and Collaboration Center) with a full-time coordinator, a full-time Instructional Designer was hired in Spring 2019. Faculty have seen an increase in technical trainings to support the growing hybrid and online courses.

Full-time faculty in the social science area regularly complete their flex contracts and activities as required by contract. Copies of contracts are available in Academic Services.

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

Full-time instructors keep current in their professions by attending conferences, training on/using additional instructional support materials, and reading professional periodicals. Members of the faculty have taken advantage of Flex activities for professional development, both on and off campus. All faculty are actively involved with on-campus committees. Adjunct faculty are also taking advantage of on-campus trainings and should be commended for their efforts. With an increase in Student Success funding, more faculty have been able to attend workshops at remote locations. Most of these trainings have focused on improving online delivery.

**Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

Continue to fund and/or implement professional development activities for faculty both on and off-campus.

**III. Student Outcomes**

**Description/Evaluation:**

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

None

**Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

N/A

**IV. Prioritized Recommendation**

**Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section Two that do not require institutional action (ie. curriculum development) in order of program priority.

N/A

### Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

### Prioritized Recommendations for Inclusion in Human Recourse Master Plan Social Science 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2,3,4	Maintain large pool of adjunct faculty – increase hourly rate to attract instructors	Fall 2020	??? - ongoing	Meet the needs of students by offering a variety of classes currently not offered (ie. Spanish)
2,3,4	LCC should seek faculty members qualified in multiple subject areas	Fall 2019	-0- ongoing	Meet the needs of students by offering a variety of classes currently not offered (ie. Spanish)
2,3,4	Fund and/or implement professional development activities for faculty both on and off campus.	Fall 2019	\$5,000/yearly - ongoing	Increase in array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.

## Section Three: Facilities Planning

### I. Facilities

#### Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

The vast majority of social science classes are scheduled in either the Creative Arts Building or the Humanities Building. Class sizes are dictated by the square footage of each classroom. Some classrooms can only hold 25 students instead of the standard 35.

All classrooms are technologically state of the art. Full-time faculty have been assigned laptops that work in any classroom and are able to access the Internet in classrooms as well as play DVDs, use document cameras, and use smart boards. Adjunct faculty can check out laptops to use the updated technology. Using a USDA grant, HU 204 was recently modified with video technology and though this has not yet happened, instructors using that classroom will be able to live feed instruction to outlying facilities.

Each faculty office houses a single instructor with room for a desk with a computer, shelves for books, and a filing cabinet. The faculty offices will accommodate one or two students during office hours.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

N/A

3. Describe any facilities needs identified by assessments of student learning outcomes

N/A

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

Since the last IPR many of the classrooms have been updated with heating, air conditioning, new tables and chairs. The boilers in the Humanities and Creative Arts buildings have been updated and are according to the Maintenance Department, they are working more efficiently. Due to flooding in January, HU 206 and HU 106 and HU 107 are in the process of being remodeled and repurposed. HU 206 is now finished, the room does not have new chairs or tables, but has new carpeting, sheetrock, replaced lighting, and will be usable in the summer 2019. The major change is HU 106 & 107 have now been combined into one

large multi-purpose classroom. The room is able to accommodate large class size (up to 45 students) and also serve as an auditorium/lab facility accommodating 80 people. There was no collaboration on this change and not sure how this will affect teaching classroom assignments. New tables and chairs have been installed and the classroom will have air conditioning and big screen televisions along with updated technology.

HU 204 has had updated technology and two big screen televisions added to accommodate different modalities for teaching (outreach capabilities). Tables are old and laminate is coming off the tables pinching students. Class holds approx. 20 students

CA 127 was condemned due to mold issues. No classes will be held in this classroom until it is safe to resume instruction.

Other than the required changes mentioned above, there has been no move by the District to install air-conditioning in the Creative Arts and Humanities buildings. During the summer months, the classrooms in these buildings are very hot and make learning and teaching difficult.

In the last IPR, students complained about desks and chairs being small and uncomfortable. This was not an issue in this IPR.

### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

Make CA 127 usable by treating the mold problem

Air-condition in the classrooms without this feature in Creative Arts and Humanities buildings would make teaching classes during the summer as well as late spring and early fall more feasible.

In the future, before any decisions effecting classroom space is made, an evaluation of the minimum number of classrooms needed must be completed.

## **II. Prioritized Recommendations**

### **Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section Three that do not require institutional action (ie. curriculum development) in order of program priority.

N/A

### Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

### Prioritized Recommendations for Inclusion in the Facilities Master Plan

Social Science 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,3	Make CA 127 usable by treating the mold problem	In process Fall 2019	????	Recover the unusable classroom for teaching space.
2,3,4	Air-condition the remaining classrooms in Creative Arts and Humanities buildings.	Fall 2019	???	Provide a college environment that supports students and increases opportunity and success – in other words, students won’t pass out from heat stroke.
1,3,4	In the future, before any decisions effecting classroom space is made, an evaluation of the minimum number of classrooms needed must be completed.	Fall 2019	???	Ensure there are enough learning spaces and classrooms for our students.

## Section Four: Technology Planning

### I. Technology

#### Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

All classrooms used by social science faculty have a smart board, laptop docking station, document camera, and DVD player. At this time, there is no rotation planned for any equipment replacement or upgrades.

Copiers are available for small copying jobs in both the Humanities and Creative Arts buildings. The copy machines in both buildings are invaluable in allowing instructors to prepare for classes and assist students. All faculty have computers with Internet connections in their offices. There are no dedicated “social science” student computers but students are encouraged to use the computers in the Learning Center, Library, and Basecamp. Staff at all of these student focused areas are approachable, helpful and interested in student success.

The program has a good collection of maps and the Library has various videos. Library subscription services will need a replacement budget to maintain up-to-date resources.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

None

### **Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

Classroom technology consists of a smart board, laptop docking station, document camera, and DVD player. A rotation schedule has not been implemented to continually update the instructional technology on campus.

## **II. Prioritized Recommendations**

### **Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section Four that do not require institutional action (ie. curriculum development) in order of program priority.

N/A

### **Prioritized Recommendation for Inclusion in the Planning Process**

List all recommendations made in Section Four that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.



## Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Social Science 2019

<b>Strategic Goal</b>	<b>Planning Agenda Item</b>	<b>Implementation Time Frame</b>	<b>Estimated Cost (implementation &amp; ongoing)</b>	<b>Expected Outcome</b>
1,2,3,4	A rotation schedule needs to be developed to update the instructional technology on campus. All classrooms used by social science faculty have a smart board, laptop docking station, document camera, and DVD player. At this time, there is no rotation plan for any equipment replacement or upgrades.	Fall 2019	\$\$\$ ongoing	Assist in providing an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community. Also providing a college environment that reaches-out-to and supports students.

## Appendix A:

### History/Social Science/Sociology/Psychology/Anthropology Instructional Program Review:

#### Status of Curriculum Review as October 30, 2019

Course	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed
ANTH 1 Biological Anthropology	05/02/2017	
ANTH 2 Cultural Anthropology	02/19/2019	
ANTH 3 Introduction to Archaeology	05/02/2017	
ES 1 – Ethnic Minorities in America	11/20/2018	
GEOG 2 – Cultural Geography	02/19/2019	
HIST 14 – World History, Beginning to 1500	02/19/2019	
HIST 15 - World History, 1500 to Present	02/19/2019	
HIST 16 – U.S. History	02/19/2019	
HIST 17 – U.S. History, Post Civil War	02/19/2019	
HUM 1- Western Civ. Prehistoric to 1600	03/19/2019	
HUM 2- Western Civ. 1600 to Present	03/19/2019	
JOUR 4 – Mass Communication and Society	Inactive 05/15/2018	
PLSC 1 – American Institutions	10/17/17	
PSY 1 – Introduction to Psychology	01/31/2017	

PSY 2 – Principles of Psychology	Inactive 05/07/2019	
PSY 5 Introduction to Research Methods	11/20/2018	
PSY 6 Abnormal Psychology	09/03/2019	
PSY 18 – Life Span Development	02/20/2018 Name changed (was Human Dev.: A Life Span) 05/07/2019	
PSY 31/CD 31 – Child Dev.: Conception Through Adolescence	04/17/2018	
PSY 33 – Psychology of Personal Development	02/19/2019	
PSY 80 Facing Stress and Pain	Inactive 05/07/2019	
PSY 95 Parapsychology	05/15/2018 Inactive	
SOC 1 Introduction to Sociology	03/19/2019	
SOC 2 Social Problems	03/19/2019	
SOC 3 Family Relations	03/19/2019	
SOC 4 Introduction to Gender	05/17/2016	
<b>Degree/Area</b>	<b>Curriculum Committee Review Completed</b>	<b>Curriculum Committee Review <u>Not</u> Completed</b>
AA-T Anthropology	02/02/2016	
AA-T History	09/03/2019	
AA-T in Sociology	02/02/2016	
AA University Studies: Emphasis in Social Science	05/15/2018	

AA General Studies: Emphasis in Social Science	05/15/2018	
AA-T Psychology	02/02/2016	
GE Area B	05/07/2019	
GE Area E1	05/07/2019	

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Ms. Collen Baker, Subject Area Faculty Signature Date

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Ms. Sandy Beckwith, Subject Area Faculty Signature Date

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Ms. Carie Camacho, Subject Area Faculty Signature Date

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Ms. Toni Poulsen, Subject Area Faculty Signature Date

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Mr. Chad Lewis Curriculum and Academic Standards Committee Chair Signature Date

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Karissa Morehouse, Dean of Instructional Services Date

## Appendix B:

I=Incarcerated Correspondence Classes      Example: History-14-I0286  
 M=On-campus Classes                              Example: History-14-M0521  
 N=Online Classes                                    Example: History-16-N0507  
 Y=Hybrid Classes                                    Example: History-17-Y0015

Term	Subject	Sec Name	Title	Active Enrollments	Instructor
2016FA	HIST	HIST-14-I0286	World History, Beginning 1500	15	Baker, Colleen
2016FA	HIST	HIST-14-I0754	World History, Beginning 1500	9	Baker, Colleen
2016FA	HIST	HIST-14-M0521	World History, Beginning 1500	16	Baker, Colleen
2016FA	HIST	HIST-14-M0804	World History, Beginning 1500	17	Baker, Colleen
2016FA	HIST	HIST-15-I3904	World History, 1500 to Present	11	Baker, Colleen
2016FA	HIST	HIST-15-I3909	World History, 1500 to Present	5	Baker, Colleen
2016FA	HIST	HIST-15-M0013	World History, 1500 to Present	20	Baker, Colleen
2016FA	HIST	HIST-16-I0122	U.S. History	15	Wilkerson, Robert
2016FA	HIST	HIST-16-I0531	U.S. History	22	Wilkerson, Robert
2016FA	HIST	HIST-16-M0014	U.S. History	31	Poulsen, Toni
2016FA	HIST	HIST-16-N0507	U.S. History	24	Poulsen, Toni
2016FA	HIST	HIST-17-I0288	Post Civil War - U. S. History	15	Romero, Thomas
2016FA	HIST	HIST-17-I0822	Post Civil War - U. S. History	15	Wilkerson, Robert
2016FA	HIST	HIST-17-Y0015	Post Civil War - U. S. History	28	Poulsen, Toni
2016FA	PLSC	PLSC-1-I0551	American Institutions	21	Poulsen, Toni
2016FA	PLSC	PLSC-1-N0396	American Institutions	25	Poulsen, Toni
2016FA	PLSC	PLSC-1-Y0395	American Institutions	31	Poulsen, Toni
2016FA	PSY	PSY-1-I0404	Introduction to Psychology	19	Beckwith, Sandra
2016FA	PSY	PSY-1-I0506	Introduction to Psychology	19	Freeman, Micah
2016FA	PSY	PSY-1-I0517	Introduction to Psychology	14	Beckman, Lisa

2016FA	PSY	PSY-1-N0403	Introduction to Psychology	25	Beckwith, Sandra
2016FA	PSY	PSY-1-Y0406	Introduction to Psychology	35	Beckwith, Sandra
2016FA	PSY	PSY-1-Y0408	Introduction to Psychology	28	Beckwith, Sandra
2016FA	PSY	PSY-18-M0413	Human Develop: a Life Span	28	Beckwith, Sandra
2016FA	PSY	PSY-18-N0690	Human Develop: a Life Span	24	Beckwith, Sandra
2016FA	PSY	PSY-31-N0416	Conceptn-Adolescenc	6	Freeman, Micah
2016FA	PSY	PSY-33-M0417	Personal and Social Adjustment	29	Beckwith, Sandra
2016FA	PSY	PSY-6-I0409	Abnormal Psychology	16	Barnett, James
2016FA	PSY	PSY-6-I6076	Abnormal Psychology	25	Beckman, Lisa
2016FA	PSY	PSY-6-Y0712	Abnormal Psychology	16	Beckwith, Sandra
2016FA	SOC	SOC-1-I0159	Introduction to Sociology	24	Camacho, Carie
2016FA	SOC	SOC-1-I0422	Introduction to Sociology	23	Camacho, Carie
2016FA	SOC	SOC-1-I6333	Introduction to Sociology	19	Camacho, Carie
2016FA	SOC	SOC-1-N0817	Introduction to Sociology	32	Camacho, Carie
2016FA	SOC	SOC-1-Y0424	Introduction to Sociology	31	Camacho, Carie
2016FA	SOC	SOC-2-I0428	Social Problems	17	Bollinger, Kathleen
2016FA	SOC	SOC-2-I1012	Social Problems	23	Bollinger, Kathleen
2016FA	SOC	SOC-2-N0423	Social Problems	19	Camacho, Carie
2016FA	SOC	SOC-2-Y0792	Social Problems	31	Camacho, Carie
2016FA	SOC	SOC-3-I0794	Family Relations	31	Alberico, Lynda
2016FA	SOC	SOC-3-N0793	Family Relations	18	Alberico, Lynda
2016FA	SOC	SOC-4-Y1016	Introduction to Gender	25	Camacho, Carie
<b>Term</b>	<b>Subject</b>	<b>Sec Name</b>	<b>Title</b>	<b>Active Enrollments</b>	<b>Instructor</b>
2017SP	ANTH	ANTH-2-M3861	Cultural Anthropology	12	Baker, Colleen

2017SP	HIST	HIST-14-I4585	World History, Beginning 1500	14	Baker, Colleen
2017SP	HIST	HIST-14-M4510	World History, Beginning 1500	28	Baker, Colleen
2017SP	HIST	HIST-15-I4251	World History, 1500 to Present	11	Baker, Colleen
2017SP	HIST	HIST-15-M3909	World History, 1500 to Present	22	Baker, Colleen
2017SP	HIST	HIST-16-I4237	U.S. History	24	Wilkerson, Robert
2017SP	HIST	HIST-16-I4252	U.S. History	12	Wilkerson, Robert
2017SP	HIST	HIST-16-M5648	U.S. History	31	Poulsen, Toni
2017SP	HIST	HIST-16-N6035	U.S. History	25	Poulsen, Toni
2017SP	HIST	HIST-17-I0822	Post Civil War - U. S. History	25	Wilkerson, Robert
2017SP	HIST	HIST-17-I4542	Post Civil War - U. S. History	7	Romero, Thomas
2017SP	HIST	HIST-17-Y3908	Post Civil War - U. S. History	31	Poulsen, Toni
2017SP	PLSC	PLSC-1-I4878	American Institutions	28	Poulsen, Toni
2017SP	PLSC	PLSC-1-N4333	American Institutions	24	Poulsen, Toni
2017SP	PLSC	PLSC-1-Y4525	American Institutions	30	Poulsen, Toni
2017SP	PSY	PSY-1-I4526	Introduction to Psychology	18	Freeman, Micah
2017SP	PSY	PSY-1-I4544	Introduction to Psychology	20	Beckman, Lisa
2017SP	PSY	PSY-1-I4553	Introduction to Psychology	24	Beckwith, Sandra
2017SP	PSY	PSY-1-M4336	Introduction to Psychology	16	Barnett, James
2017SP	PSY	PSY-1-N4854	Introduction to Psychology	28	Beckwith, Sandra
2017SP	PSY	PSY-1-Y4335	Introduction to Psychology	24	Beckwith, Sandra
2017SP	PSY	PSY-1-Y4337	Introduction to Psychology	17	Beckwith, Sandra
2017SP	PSY	PSY-18-M4952	Human Develop: A Life Span	25	Beckwith, Sandra
2017SP	PSY	PSY-18-N4475	Human Develop: A Life Span	24	Beckwith, Sandra
2017SP	PSY	PSY-31-N4428	Conceptn-Adolescenc	20	Freeman, Micah
2017SP	PSY	PSY-31-N4528	Conceptn-Adolescenc	8	Freeman, Micah
2017SP	PSY	PSY-33-M4340	Personal and Social Adjustment	31	Beckwith, Sandra
2017SP	PSY	PSY-5-Y4298	Intro to Research Methods	16	Shannon, Orlando

2017SP	PSY	PSY-6-I4529	Abnormal Psychology	18	Barnett, James
2017SP	PSY	PSY-6-I4586	Abnormal Psychology	19	Beckman, Lisa
2017SP	PSY	PSY-6-Y4470	Abnormal Psychology	8	Beckwith, Sandra
2017SP	SOC	SOC-1-I4126	Introduction to Sociology	25	Camacho, Carie
2017SP	SOC	SOC-1-I4270	Introduction to Sociology	24	Camacho, Carie
2017SP	SOC	SOC-1-I4691	Introduction to Sociology	31	Camacho, Carie
2017SP	SOC	SOC-1-N3912	Introduction to Sociology	30	Camacho, Carie
2017SP	SOC	SOC-1-Y4554	Introduction to Sociology	15	Camacho, Carie
2017SP	SOC	SOC-2-I4137	Social Problems	22	Bollinger, Kathleen
2017SP	SOC	SOC-2-I4460	Social Problems	16	Bollinger, Kathleen
2017SP	SOC	SOC-2-Y4446	Social Problems	15	Camacho, Carie
2017SP	SOC	SOC-3-I4747	Family Relations	25	Alberico, Lynda
2017SP	SOC	SOC-3-N3984	Family Relations	28	Alberico, Lynda
2017SP	SOC	SOC-3-Y4110	Family Relations	14	Camacho, Carie
2017SP	SOC	SOC-4-N5224	Introduction to Gender	30	Camacho, Carie
Term	Subject	Sec Name	Title	Active Enrollments	Instructor
2017SU	HIST	HIST-14-I5328	World History, Beginning 1500	12	Baker, Colleen
2017SU	HIST	HIST-15-I5140	World History, 1500 to Present	7	Baker, Colleen
2017SU	HIST	HIST-16-I5229	U.S. History	14	Wilkerson, Robert
2017SU	HIST	HIST-17-I5117	Post Civil War - U. S. History	16	Wilkerson, Robert
2017SU	PSY	PSY-1-I6120	Introduction to Psychology	27	Beckman, Lisa
2017SU	PSY	PSY-1-M5236	Introduction to Psychology	15	Barnett, James
2017SU	PSY	PSY-1-N5620	Introduction to Psychology	26	Freeman, Micah
2017SU	PSY	PSY-18-N5151	Human Develop: A Life Span	25	Freeman, Micah



2017SU	PSY	PSY-31-N5208	Conceptn-Adolescenc	11	Freeman, Micah
2017SU	PSY	PSY-6-I8365	Abnormal Psychology	33	Beckman, Lisa
2017SU	SOC	SOC-1-I5038	Introduction to Sociology	27	Camacho, Carie
2017SU	SOC	SOC-1-N5563	Introduction to Sociology	24	Camacho, Carie
2017SU	SOC	SOC-2-I5157	Social Problems	30	Camacho, Carie
2017SU	SOC	SOC-2-N5160	Social Problems	9	Camacho, Carie
2017SU	SOC	SOC-3-I5239	Family Relations	24	Alberico, Lynda
Term	Subject	Sec Name	Title	Active Enrollments	Instructor
2017FA	HIST	HIST-14-I0754	World History, Beginning 1500	14	Baker, Colleen
2017FA	HIST	HIST-14-M0804	World History, Beginning 1500	22	Baker, Colleen
2017FA	HIST	HIST-15-M0013	World History, 1500 to Present	25	Baker, Colleen
2017FA	HIST	HIST-16-I0122	U.S. History	22	Wilkerson, Robert
2017FA	HIST	HIST-16-I0531	U.S. History	17	Wilkerson, Robert
2017FA	HIST	HIST-16-M0014	U.S. History	29	Poulsen, Toni
2017FA	HIST	HIST-16-N0507	U.S. History	28	Poulsen, Toni
2017FA	HIST	HIST-17-I0288	Post Civil War - U. S. History	12	Romero, Thomas
2017FA	HIST	HIST-17-I0822	Post Civil War - U. S. History	12	Wilkerson, Robert
2017FA	HIST	HIST-17-Y0015	Post Civil War - U. S. History	30	Poulsen, Toni
2017FA	PLSC	PLSC-1-I0551	American Institutions	16	Poulsen, Toni
2017FA	PLSC	PLSC-1-N0396	American Institutions	31	Poulsen, Toni
2017FA	PLSC	PLSC-1-Y0395	American Institutions	28	Poulsen, Toni
2017FA	PSY	PSY-1-I0506	Introduction to Psychology	20	Freeman, Micah
2017FA	PSY	PSY-1-I0517	Introduction to Psychology	15	Freeman, Micah
2017FA	PSY	PSY-1-M0402	Introduction to Psychology	29	Beckwith, Sandra
2017FA	PSY	PSY-1-M0405	Introduction to Psychology	30	Shannon, Orlando

2017FA	PSY	PSY-1-N0403	Introduction to Psychology	26	Beckwith, Sandra
2017FA	PSY	PSY-1-Y0406	Introduction to Psychology	26	Beckwith, Sandra
2017FA	PSY	PSY-18-M0413	Human Develop: A Life Span	22	Beckwith, Sandra
2017FA	PSY	PSY-18-N0690	Human Develop: A Life Span	25	Beckwith, Sandra
2017FA	PSY	PSY-31-N0416	Conceptn-Adolescenc	6	Freeman, Micah
2017FA	PSY	PSY-33-M0417	Personal and Social Adjustment	9	Baker, Colleen
2017FA	PSY	PSY-6-I0409	Abnormal Psychology	20	Beckwith, Sandra
2017FA	PSY	PSY-6-I6076	Abnormal Psychology	20	Beckman, Lisa
2017FA	PSY	PSY-6-M0705	Abnormal Psychology	14	Shannon, Orlando
2017FA	SOC	SOC-1-I0159	Introduction to Sociology	18	Camacho, Carie
2017FA	SOC	SOC-1-I0422	Introduction to Sociology	21	Camacho, Carie
2017FA	SOC	SOC-1-I6333	Introduction to Sociology	10	Camacho, Carie
2017FA	SOC	SOC-1-N0817	Introduction to Sociology	30	Camacho, Carie
2017FA	SOC	SOC-1-Y0424	Introduction to Sociology	31	Camacho, Carie
2017FA	SOC	SOC-2-I0428	Social Problems	23	Bollinger, Kathleen
2017FA	SOC	SOC-2-I1012	Social Problems	16	Bollinger, Kathleen
2017FA	SOC	SOC-2-N0423	Social Problems	13	Camacho, Carie
2017FA	SOC	SOC-2-Y0792	Social Problems	24	Camacho, Carie
2017FA	SOC	SOC-3-I0794	Family Relations	27	Alberico, Lynda
2017FA	SOC	SOC-3-N0797	Family Relations	23	Alberico, Lynda
2017FA	SOC	SOC-4-Y1016	Introduction to Gender	22	Camacho, Carie
<b>Term</b>	<b>Subject</b>	<b>Sec Name</b>	<b>Title</b>	<b>Active Enrollments</b>	<b>Instructor</b>
2018SP	ANTH	ANTH-2-Y3861	Cultural Anthropology	9	Baker, Colleen
2018SP	HIST	HIST-14-I4585	World History, Beginning 1500	16	Baker, Colleen

2018SP	HIST	HIST-14-I4858	World History, Beginning 1500	15	Baker, Colleen
2018SP	HIST	HIST-14-Y4510	World History, Beginning 1500	17	Baker, Colleen
2018SP	HIST	HIST-15-I4251	World History, 1500 to Present	13	Baker, Colleen
2018SP	HIST	HIST-15-I4297	World History, 1500 to Present	12	Baker, Colleen
2018SP	HIST	HIST-15-N4434	World History, 1500 to Present	32	Bell, Rose
2018SP	HIST	HIST-15-Y3909	World History, 1500 to Present	20	Baker, Colleen
2018SP	HIST	HIST-16-I4237	U.S. History	22	Wilkerson, Robert
2018SP	HIST	HIST-16-I4252	U.S. History	25	Wilkerson, Robert
2018SP	HIST	HIST-16-M5648	U.S. History	30	Poulsen, Toni
2018SP	HIST	HIST-17-I0822	Post Civil War - U. S. History	27	Wilkerson, Robert
2018SP	HIST	HIST-17-I4542	Post Civil War - U. S. History	12	Romero, Thomas
2018SP	HIST	HIST-17-N4666	Post Civil War - U. S. History	35	Poulsen, Toni
2018SP	HIST	HIST-17-Y3908	Post Civil War - U. S. History	32	Poulsen, Toni
2018SP	PLSC	PLSC-1-I4878	American Institutions	25	Poulsen, Toni
2018SP	PLSC	PLSC-1-N4333	American Institutions	30	Poulsen, Toni
2018SP	PLSC	PLSC-1-Y4525	American Institutions	31	Poulsen, Toni
2018SP	PSY	PSY-1-I4336	Introduction to Psychology	16	Freeman, Micah
2018SP	PSY	PSY-1-I4526	Introduction to Psychology	20	Freeman, Micah
2018SP	PSY	PSY-1-I4544	Introduction to Psychology	27	Beckman, Lisa
2018SP	PSY	PSY-1-I4553	Introduction to Psychology	18	Beckwith, Sandra
2018SP	PSY	PSY-1-M4337	Introduction to Psychology	27	Beckwith, Sandra
2018SP	PSY	PSY-1-N4854	Introduction to Psychology	31	Beckwith, Sandra
2018SP	PSY	PSY-1-Y4335	Introduction to Psychology	14	Beckwith, Sandra
2018SP	PSY	PSY-18-M4952	Human Develop: A Life Span	14	Beckwith, Sandra
2018SP	PSY	PSY-18-N4475	Human Develop: A Life Span	33	Beckwith, Sandra
2018SP	PSY	PSY-18-N4956	Human Develop: A Life Span	29	Beckwith, Sandra
2018SP	PSY	PSY-31-N4428	Conceptn-Adolescenc	21	Freeman, Micah

2018SP	PSY	PSY-33-Y4340	Personal and Social Adjustment	9	Baker, Colleen
2018SP	PSY	PSY-5-Y4298	Intro to Research Methods	7	Shannon, Orlando
2018SP	PSY	PSY-6-I3791	Abnormal Psychology	23	Beckman, Lisa
2018SP	PSY	PSY-6-I4565	Abnormal Psychology	21	Beckman, Lisa
2018SP	PSY	PSY-6-Y3792	Abnormal Psychology	12	Shannon, Orlando
2018SP	SOC	SOC-1-I4126	Introduction to Sociology	24	Camacho, Carie
2018SP	SOC	SOC-1-I4270	Introduction to Sociology	28	Camacho, Carie
2018SP	SOC	SOC-1-I4691	Introduction to Sociology	22	Camacho, Carie
2018SP	SOC	SOC-1-N3912	Introduction to Sociology	33	Camacho, Carie
2018SP	SOC	SOC-1-Y4554	Introduction to Sociology	31	Camacho, Carie
2018SP	SOC	SOC-2-I4137	Social Problems	23	Bollinger, Kathleen
2018SP	SOC	SOC-2-I4460	Social Problems	16	Bollinger, Kathleen
2018SP	SOC	SOC-2-Y4446	Social Problems	18	Camacho, Carie
2018SP	SOC	SOC-3-I3984	Family Relations	27	Alberico, Lynda
2018SP	SOC	SOC-3-I4747	Family Relations	27	Alberico, Lynda
2018SP	SOC	SOC-3-Y4110	Family Relations	17	Camacho, Carie
2018SP	SOC	SOC-4-N5224	Introduction to Gender	32	Camacho, Carie
<b>Term</b>	<b>Subject</b>	<b>Sec Name</b>	<b>Title</b>	<b>Active Enrollments</b>	<b>Instructor</b>
2018SU	HIST	HIST-14-I5328	World History, Beginning 1500	14	Baker, Colleen
2018SU	HIST	HIST-14-I5329	World History, Beginning 1500	7	Baker, Colleen
2018SU	HIST	HIST-15-I5140	World History, 1500 to Present	6	Baker, Colleen
2018SU	HIST	HIST-16-I5229	U.S. History	29	Wilkerson, Robert
2018SU	HIST	HIST-17-I5117	Post Civil War - U. S. History	30	Wilkerson, Robert
2018SU	PSY	PSY-1-I6120	Introduction to Psychology	28	Beckwith, Sandra

2018SU	PSY	PSY-1-I8366	Introduction to Psychology	29	Beckman, Lisa
2018SU	PSY	PSY-1-I8367	Introduction to Psychology	22	Beckwith, Sandra
2018SU	PSY	PSY-1-N5620	Introduction to Psychology	25	Beckwith, Sandra
2018SU	PSY	PSY-1-Y8516	Introduction to Psychology	20	Mesloh, K
2018SU	PSY	PSY-18-N5151	Human Develop: A Life Span	32	Beckwith, Sandra
2018SU	PSY	PSY-31-N5208	Conceptn-Adolescenc	21	Freeman, Micah
2018SU	PSY	PSY-6-I8365	Abnormal Psychology	27	Beckman, Lisa
2018SU	SOC	SOC-1-I5038	Introduction to Sociology	28	Camacho, Carie
2018SU	SOC	SOC-1-N5142	Introduction to Sociology	15	Camacho, Carie
2018SU	SOC	SOC-1-N5563	Introduction to Sociology	28	Camacho, Carie
2018SU	SOC	SOC-2-I5157	Social Problems	26	Camacho, Carie
2018SU	SOC	SOC-2-N5160	Social Problems	19	Camacho, Carie
2018SU	SOC	SOC-3-I5239	Family Relations	30	Alberico, Lynda
<b>Term</b>	<b>Subject</b>	<b>Sec Name</b>	<b>Title</b>	<b>Active Enrollments</b>	<b>Instructor</b>
2018FA	HIST	HIST-14-I0286	World History, Beginning 1500	18	Baker, Colleen
2018FA	HIST	HIST-14-I0754	World History, Beginning 1500	10	Baker, Colleen
2018FA	HIST	HIST-14-I0757	World History, Beginning 1500	6	Baker, Colleen
2018FA	HIST	HIST-14-N0521	World History, Beginning 1500	27	Bell, Rose
2018FA	HIST	HIST-14-Y0804	World History, Beginning 1500	13	Baker, Colleen
2018FA	HIST	HIST-15-I1131	World History, 1500 to Present	11	Baker, Colleen
2018FA	HIST	HIST-15-I3904	World History, 1500 to Present	9	Baker, Colleen
2018FA	HIST	HIST-15-Y0013	World History, 1500 to Present	11	Baker, Colleen
2018FA	HIST	HIST-16-I0122	U.S. History	22	Wilkerson, Robert
2018FA	HIST	HIST-16-I0531	U.S. History	20	Wilkerson, Robert
2018FA	HIST	HIST-16-M0014	U.S. History	27	Poulsen, Toni

2018FA	HIST	HIST-16-N0507	U.S. History	30	Poulsen, Toni
2018FA	HIST	HIST-17-I0288	Post Civil War - U. S. History	18	Romero, Thomas
2018FA	HIST	HIST-17-I0822	Post Civil War - U. S. History	15	Wilkerson, Robert
2018FA	HIST	HIST-17-Y0015	Post Civil War - U. S. History	28	Poulsen, Toni
2018FA	PLSC	PLSC-1-I0394	American Institutions	25	Poulsen, Toni
2018FA	PLSC	PLSC-1-I0551	American Institutions	18	Poulsen, Toni
2018FA	PLSC	PLSC-1-I1008	American Institutions	15	Poulsen, Toni
2018FA	PLSC	PLSC-1-N0396	American Institutions	26	Poulsen, Toni
2018FA	PLSC	PLSC-1-Y0395	American Institutions	34	Poulsen, Toni
2018FA	PSY	PSY-1-I0404	Introduction to Psychology	23	Freeman, Micah
2018FA	PSY	PSY-1-I0407	Introduction to Psychology	18	Mesloh, K
2018FA	PSY	PSY-1-I0408	Introduction to Psychology	23	Shannon, Orlando
2018FA	PSY	PSY-1-I0506	Introduction to Psychology	24	Beckwith, Sandra
2018FA	PSY	PSY-1-I0517	Introduction to Psychology	22	Beckwith, Sandra
2018FA	PSY	PSY-1-I0601	Introduction to Psychology	11	Shannon, Orlando
2018FA	PSY	PSY-1-M0402	Introduction to Psychology	28	Beckwith, Sandra
2018FA	PSY	PSY-1-N0403	Introduction to Psychology	20	Beckwith, Sandra
2018FA	PSY	PSY-1-N0406	Introduction to Psychology	21	Beckwith, Sandra
2018FA	PSY	PSY-1-Y0405	Introduction to Psychology	17	Mesloh, K
2018FA	PSY	PSY-18-M0687	Life Span Development	31	Beckwith, Sandra
2018FA	PSY	PSY-18-N0688	Life Span Development	21	Beckwith, Sandra
2018FA	PSY	PSY-18-N0929	Life Span Development	15	Beckwith, Sandra
2018FA	PSY	PSY-31-N0414	Conceptn-Adolescenc	12	Freeman, Micah
2018FA	PSY	PSY-31-N0416	Conceptn-Adolescenc	26	Freeman, Micah
2018FA	PSY	PSY-33-Y0418	Personal and Social Adjustment	13	Baker, Colleen
2018FA	PSY	PSY-6-I0409	Abnormal Psychology	24	Beckman, Lisa
2018FA	PSY	PSY-6-I0704	Abnormal Psychology	22	Beckman, Lisa

2018FA	PSY	PSY-6-I6076	Abnormal Psychology	19	Beckman, Lisa
2018FA	PSY	PSY-6-N0705	Abnormal Psychology	20	Mesloh, K
2018FA	SOC	SOC-1-I0159	Introduction to Sociology	26	Camacho, Carie
2018FA	SOC	SOC-1-I0422	Introduction to Sociology	22	Camacho, Carie
2018FA	SOC	SOC-1-I6333	Introduction to Sociology	24	Camacho, Carie
2018FA	SOC	SOC-1-N0817	Introduction to Sociology	27	Camacho, Carie
2018FA	SOC	SOC-1-Y0424	Introduction to Sociology	28	Camacho, Carie
2018FA	SOC	SOC-2-I0428	Social Problems	22	Bollinger, Kathleen
2018FA	SOC	SOC-2-I1012	Social Problems	17	Bollinger, Kathleen
2018FA	SOC	SOC-2-N0423	Social Problems	20	Camacho, Carie
2018FA	SOC	SOC-2-Y0792	Social Problems	33	Camacho, Carie
2018FA	SOC	SOC-3-I0793	Family Relations	23	Alberico, Lynda
2018FA	SOC	SOC-3-N0797	Family Relations	18	Alberico, Lynda
2018FA	SOC	SOC-4-Y1016	Introduction to Gender	14	Camacho, Carie
<b>Term</b>	<b>Subject</b>	<b>Sec Name</b>	<b>Title</b>	<b>Active Enrollments</b>	<b>Instructor</b>
2019SP	ANTH	ANTH-2-Y3861	Cultural Anthropology	17	Baker, Colleen
2019SP	HIST	HIST-14-I4585	World History, Beginning 1500	19	Baker, Colleen
2019SP	HIST	HIST-14-I4858	World History, Beginning 1500	10	Baker, Colleen
2019SP	HIST	HIST-14-Y4510	World History, Beginning 1500	16	Baker, Colleen
2019SP	HIST	HIST-15-I3904	World History, 1500 to Present	17	Baker, Colleen
2019SP	HIST	HIST-15-I4251	World History, 1500 to Present	19	Baker, Colleen
2019SP	HIST	HIST-15-I4297	World History, 1500 to Present	4	Baker, Colleen
2019SP	HIST	HIST-15-N4434	World History, 1500 to Present	20	Bell, Rose
2019SP	HIST	HIST-15-Y3909	World History, 1500 to Present	14	Baker, Colleen
2019SP	HIST	HIST-16-I4237	U.S. History	21	Wilkerson, Robert

2019SP	HIST	HIST-16-I4252	U.S. History	27	Wilkerson, Robert
2019SP	HIST	HIST-16-M5648	U.S. History	31	Poulsen, Toni
2019SP	HIST	HIST-17-I0822	Post Civil War - U. S. History	7	Wilkerson, Robert
2019SP	HIST	HIST-17-I4542	Post Civil War - U. S. History	12	Romero, Thomas
2019SP	HIST	HIST-17-N4435	Post Civil War - U. S. History	32	Poulsen, Toni
2019SP	HIST	HIST-17-N4666	Post Civil War - U. S. History	29	Poulsen, Toni
2019SP	HIST	HIST-17-Y3908	Post Civil War - U. S. History	26	Poulsen, Toni
2019SP	PLSC	PLSC-1-I4878	American Institutions	17	Poulsen, Toni
2019SP	PLSC	PLSC-1-N4333	American Institutions	34	Poulsen, Toni
2019SP	PLSC	PLSC-1-Y4525	American Institutions	17	Poulsen, Toni
2019SP	PSY	PSY-1-I4336	Introduction to Psychology	25	Mesloh, K
2019SP	PSY	PSY-1-I4526	Introduction to Psychology	21	Freeman, Micah
2019SP	PSY	PSY-1-I4544	Introduction to Psychology	30	Sabo, Mark
2019SP	PSY	PSY-1-I4553	Introduction to Psychology	23	Sabo, Mark
2019SP	PSY	PSY-1-I4587	Introduction to Psychology	25	Sabo, Mark
2019SP	PSY	PSY-1-I4876	Introduction to Psychology	21	Beckwith, Sandra
2019SP	PSY	PSY-1-I4877	Introduction to Psychology	12	Mesloh, K
2019SP	PSY	PSY-1-M4337	Introduction to Psychology	28	Beckwith, Sandra
2019SP	PSY	PSY-1-N4338	Introduction to Psychology	28	Beckwith, Sandra
2019SP	PSY	PSY-1-N4854	Introduction to Psychology	28	Beckwith, Sandra
2019SP	PSY	PSY-18-M4558	Life Span Development	11	Beckwith, Sandra
2019SP	PSY	PSY-18-N3707	Life Span Development	28	Beckwith, Sandra
2019SP	PSY	PSY-18-N4816	Life Span Development	28	Beckwith, Sandra
2019SP	PSY	PSY-31-N4428	Conceptn-Adolescenc	17	Freeman, Micah
2019SP	PSY	PSY-33-Y4340	Personal and Social Adjustment	11	Baker, Colleen
2019SP	PSY	PSY-5-N3715	Intro to Research Methods	27	Freeman, Micah
2019SP	PSY	PSY-6-I3791	Abnormal Psychology	29	Beckman, Lisa
2019SP	PSY	PSY-6-I4529	Abnormal Psychology	26	Beckman, Lisa



2019SP	PSY	PSY-6-I4565	Abnormal Psychology	22	Beckman, Lisa
2019SP	SOC	SOC-1-I4126	Introduction to Sociology	27	Camacho, Carie
2019SP	SOC	SOC-1-I4270	Introduction to Sociology	23	Camacho, Carie
2019SP	SOC	SOC-1-I4691	Introduction to Sociology	29	Camacho, Carie
2019SP	SOC	SOC-1-N3912	Introduction to Sociology	34	Camacho, Carie
2019SP	SOC	SOC-1-Y3914	Introduction to Sociology	32	Camacho, Carie
2019SP	SOC	SOC-1-Y4554	Introduction to Sociology	17	Camacho, Carie
2019SP	SOC	SOC-2-I4137	Social Problems	22	Bollinger, Kathleen
2019SP	SOC	SOC-2-I4460	Social Problems	26	Bollinger, Kathleen
2019SP	SOC	SOC-2-Y4446	Social Problems	20	Camacho, Carie
2019SP	SOC	SOC-3-I3984	Family Relations	20	Alberico, Lynda
2019SP	SOC	SOC-3-I4747	Family Relations	30	Alberico, Lynda
2019SP	SOC	SOC-3-N4408	Family Relations	26	Alberico, Lynda
2019SP	SOC	SOC-4-N5224	Introduction to Gender	30	Camacho, Carie
<b>Term</b>	<b>Subject</b>	<b>Sec Name</b>	<b>Title</b>	<b>Active Enrollments</b>	<b>Instructor</b>
2019SU	HIST	HIST-14-I5328	World History, Beginning 1500	16	Baker, Colleen
2019SU	HIST	HIST-14-I5329	World History, Beginning 1500	18	Baker, Colleen
2019SU	HIST	HIST-15-I5140	World History, 1500 to Present	17	Baker, Colleen
2019SU	HIST	HIST-16-I5229	U.S. History	27	Wilkerson, Robert
2019SU	HIST	HIST-16-I6036	U.S. History	24	Wilkerson, Robert
2019SU	HIST	HIST-17-I5117	Post Civil War - U. S. History	29	Wilkerson, Robert
2019SU	PSY	PSY-1-I6120	Introduction to Psychology	27	Beckwith, Sandra
2019SU	PSY	PSY-1-I8366	Introduction to Psychology	22	Freeman, Micah
2019SU	PSY	PSY-1-I8367	Introduction to Psychology	25	Beckwith, Sandra
2019SU	PSY	PSY-1-N5620	Introduction to Psychology	26	Beckwith, Sandra

2019SU	PSY	PSY-18-N5151	Life Span Development	29	Beckwith, Sandra
2019SU	PSY	PSY-31-N5208	Conceptn-Adolescenc	24	Freeman, Micah
2019SU	PSY	PSY-6-I8365	Abnormal Psychology	29	Beckman, Lisa
2019SU	PSY	PSY-6-I8519	Abnormal Psychology	28	Beckman, Lisa
2019SU	SOC	SOC-1-I5038	Introduction to Sociology	32	Camacho, Carie
2019SU	SOC	SOC-1-I5560	Introduction to Sociology	31	Camacho, Carie
2019SU	SOC	SOC-1-N5142	Introduction to Sociology	33	Camacho, Carie
2019SU	SOC	SOC-2-I5157	Social Problems	24	Camacho, Carie
2019SU	SOC	SOC-2-I5213	Social Problems	23	Camacho, Carie
2019SU	SOC	SOC-2-N5160	Social Problems	24	Camacho, Carie
2019SU	SOC	SOC-3-I5106	Family Relations	26	Alberico, Lynda
2019SU	SOC	SOC-3-I5239	Family Relations	28	Alberico, Lynda





