

## PCCUA ASSESSMENT FORM

Division: Arts and Sciences

Program: General Education

Date: 2022-23 Academic Year

### PCCUA ASSESSMENT GUIDING QUESTIONS

Please respond based on the departmental discussion of the program assessment and how those outcomes reflect what students are learning and what needs to happen to improve student learning. You may provide this in a narrative or bulleted format. However, you must respond to each question and these responses should be based on your program assessment discussions. **Please respond in red font.**

#### Program Student Learning Outcomes

- A. Are the intended educational (learning) outcomes for the program appropriate and assessed appropriately?  
**The intended educational outcomes for the program were developed by and with faculty input. Student learning outcomes were identified and aligned with educational opportunities and a process for measuring student achievement of those outcomes. Careful consideration was given to the assessment process itself, to ensure multiple methods for measuring student achievement and data collection to provide reasonable confidence in assessment results.**
- B. How are the faculty and students accomplishing the program's student learning outcomes?  
**The program's student learning outcomes are accomplished through direct and indirect feedback. Faculty analysis of skill mastery through assignment grades, course grades, student surveys, focus groups, and retention and graduation rates all help determine successful accomplishment of outcomes.**
- C. How is the program meeting market/industry demands and/or preparing students for advanced study?  
**The program is meeting marketing/industry demands and/or preparing students for advanced study by prioritizing curricular alignment with the current needs of the job market and industry trends. The program seeks industry partnerships where available and appropriate to assist students in gaining connections with professionals and practical experience. The program offers elective courses in areas of interest, and career services to connect students with potential employers. Students are also offered guidance and support in the pursuit of baccalaureate and advanced degrees.**

- D. Do course enrollments and program graduation/completion rates justify the required resources?  
Resources allocated are justified, considering the overall college mission, the relative cost of resources, the student outcomes and the intended impact of assessment.
- E. Based on the Program SLO's how well are students learning at the course and program level? Based on your assessment outcomes, how do you know this?  
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- F. What are the changes you need to make to improve student learning?  
Necessary interventions or changes to improve student learning might include some personalized learning approaches, active engagement strategies in the classroom, and ensuring all have access to supportive learning environments. We already incorporate the use of technology, but to that can add more constructive feedback and promotion of collaborative learning among students.
- G. What are the weak areas demonstrating a need for improvement?  
Areas which indicate a need for improvement include mathematical knowledge and skills and critical thinking and scientific reasoning.
- H. What are the strengths identified through assessment?  
Areas of indicated strength include effective written and oral communication and demonstration of technological knowledge and skills.

### **Program Curriculum**

- A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study? Is that reflected in the assessment outcomes?  
The program aligns its curriculum with current industry needs by regularly updating courses to reflect emerging trends and technologies. The integration of internships, additional industry partnerships and real-world projects can provide practical experience. Furthermore, incorporating opportunities for advanced study through research projects or the honors program can help students delve more deeply into specific areas of interest and stay abreast of evolving industries.
- B. Are program exit requirements appropriate?  
The program exit requirements are appropriate. They take into consideration the program's objectives and ensure students have acquired essential knowledge and skills. Requirements include a variety of measurements, including comprehensive exams, projects, presentations and portfolios (student notebooks). Feedback and

benchmarking against similar programs help establish relevant exit criteria. Regular reviews and updates to align with industry changes are essential for keeping exit requirements current.

- C. Are students introduced to experiences within the workplace and introduced to professionals in the field?

Students are introduced to workplace experiences and field-specific professionals through internships, career-prep workshops and occasional guest lectures—all of which provide networking opportunities. Additionally, real-world projects and case studies built into the curriculum help bridge the gap between academic learning and practical workplace scenarios.

- D. Does the program promote and support interdisciplinary initiatives?

The college does promote and support interdisciplinary initiatives:

- It offers a flexible curriculum, allowing students to take courses from various disciplines.
- It allows for interdisciplinary projects that encourage collaboration between students from different majors.
- It encourages interdepartmental collaboration between departments and faculty to create interdisciplinary opportunities.
- The STAR Lab is a computer lab that while focusing on math and science, offers students of all disciplines collaboration opportunities.
- It promotes open communication and dialogue to foster a culture that values interdisciplinary thinking.

- E. Does the program support the college STACC skill development expected of all PCCUA graduates? Explain how you know this through assessment.

The program supports college STACC skill development with student learning outcomes, benchmarks and assessment tools that focus on:

- A core curriculum that includes critical thinking, communication and problem solving.
- Soft skills workshops (communication)
- Technology integration into coursework to enhance digital literacy.
- Critical and constructive feedback on assignments and projects.
- Application of theoretical knowledge to real-world situations, cultures and people.

- F. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibility and duties; in honors, awards and scholarship recognition; in recruitment?
- The program provides multiple ways to communicate the value of and respect for cultural diversity. Within the curriculum are required to demonstrate understanding the significance of diversity and other cultures in relation to their own; it also provides diverse scholarship opportunities that target underrepresented populations. The use of inclusive recruitment materials, brochures and website reflect the commitment to a range of students and cultures. Channels for feedback from students of all backgrounds exist to assist with continuing improvement of recruitment and scholarship practices.

### **Budget Requests Forms**

Are more resources needed. If so, has there been an effort to acquire these resources through the college budgeting process?

What program requests did you make for the next year which are tied to needs related to assessment outcomes?

## ARTS AND SCIENCES

DIVISION OF ARTS AND SCIENCES						
<p>MISSION: Phillips Community College is a multi-college serving Eastern Arkansas. The College is committed to individual, organizational, and community development. It provides accessible, affordable education, training and public services that are consistent with the goals and objectives of its students and the communities it serves. Through its numerous programs and partnerships, the College provides high quality education opportunities and supports the economic growth of Eastern Arkansas. The Arts and Sciences Division of Phillips Community College of the University of Arkansas shares the College's fundamental mission. The mission of the Division of Arts and Sciences is to provide the foundational needs in the general education to all students and to provide the first two years of specialized knowledge in the areas which lead to advanced degrees and professional careers. (Reviewed by A &amp; S Faculty 02/18/2023)</p>						
GOAL 1: Students will be able to communicate effectively in a written and oral manner.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis and Reporting	Feedback Loop
Develop an essay based upon a thesis statement.	Students enrolled in EH 113 or EH 123 Gateway Courses	85% of the students who earn a "C" or better will make at least 70% on a final essay	English Rubric is used for all writing classes	Each term	<p>Faculty will analyze and report results to the chair.</p> <p>Students enrolled in EH 113 exceeded the benchmark averaging 75%.</p> <p>Students enrolled in EH 123 exceeded the benchmark averaging 80 %</p>	<p>If fewer than 40% score at or below benchmark, English faculty will develop an improvement plan.</p> <p>The benchmark has been met for this Program SLO.</p>
Write a grammatically and mechanically correct essay.	Students enrolled in EH 113 EH 123. Gateway Courses	At least 70% of students completing EH 113 & EH 123 will score at or above 75% on final essay	<p>Final essay EH 113-research based essay</p> <p>EH 123-expository essay</p> <p>(Students in EH 1023, Basic</p>	Each term	<p>Chair will analyze and report results to English faculty, director of assessment, and VCI</p> <p>Students enrolled in EH 113 exceeded</p>	<p>If fewer than 50% score at or below the 75% for three consecutive terms, a more detail report of the results will be requested and that instructor working with a mentor will</p>

	(Required to exit EH 1023)		Writing II must demonstrate proficiency by completing an assigned prompt and dually graded essay)		the benchmark averaging 75%.  Students enrolled in EH 123 exceeded the benchmark averaging 85.5%	develop an improvement plan.  The benchmark has been met for this Program SLO. Notice the scores for students scoring a C or better on the essay were lower than the students' skills related to grammar and mechanics.
Use various forms to develop writing skills	Students enrolled in EH 113.	100% of students who earn a "C or better and will write at least one paper utilizing the following forms: argumentative, comparison/contrast, cause/effect, narrative and example.	English syllabi and student artifacts	Evaluated each term but assessed annually in the Faculty Inquiry Group meetings	Syllabi reflects specific writing assignments Faculty maintain copies of students essays for at least two semesters.  100% of the students met this benchmark.	The Department faculty discuss and analyze outcomes in an effort to modify instructional strategies for instructional improvement.  Although 100% of the students met this benchmark, it is important to recognize that 24.6% of the students failed to make that C grade.
Incorporate Internet and library research into writing.	Students enrolled in HY 163 or HY 173 EH 113  Most courses are using some aspect of eLearning research and all	100% of students who earn a "B" or better on a final paper will appropriately cite internet or library research sources.	Research Paper	Each term	Analyzed by faculty  HY 163 HY 173  100% of students earning a B or better met this benchmark. However, it may need to be examined	This goal is discussed annually among faculty at the annual end of year FIG meeting.  This goal may be modified but in the future, instructors will review citations and provide example

	faculty must use BlackBoard				because of those who successfully completed the course, 16% did not complete the benchmark.	sheets for students to use when writing so all students successfully completing the course appropriately use internet resources.
Understand the principles of effective oral communication and be able to apply these principles in actual speaking situations	Students enrolled in SP 243	85% of students who complete speech and earn a "C" or better will score at least 70 on a final speech using a speech rubric.	Speech Rubric	Each term	Analyzed by faculty, results reported to dean.  90% of the group succeeded in successfully completed SLO benchmark but only 84% completed the SLO as written. However, all groups exceeded the benchmark	If fewer than 80% of the students who earn a "C" or better score less than 70% on the final speech for three consecutive terms, that Speech instructor will be required to develop an improvement plan.  This benchmark has been met and requires no changes.
Goal 2: Students will demonstrate knowledge of history, art, literature and other cultures.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis & Reporting	Feedback Loop
Understand the work of human culture exist within social, historical, and linguistic settings that affect its meaning.	Student enrolled in EH 233, 243, & 263; HY 163 & HY 173; PSY 213, SY 213	70% of students taking unit tests on historical and literary facts will score at least 70% on written paper.	Unit test and written response paper	Each term	Spring division meeting  Students in EH 233 met this benchmark at an average of 73%  Students enrolled in EH 243 met the benchmark with an average of 89.6%  All students enrolled in EH 263 met the benchmark. 100%	This goal is discussed and reviewed. This spring faculty were focused on culturally responsive teaching and an administrator doing CRT research led that discussion  This benchmark was met but it is important to note that EH 263 which had a 100% rate for meeting the benchmark only had

					<p>Students enrolled in HY 153 met the benchmark at a 84% rate.</p> <p>No students enrolled in HY 163 in the 2022-23 year because it was first offered fall 2023 so there is no data yet.</p> <p>No students enrolled in HY 173 in the 2022-23 year because it was first offered fall 2023 so there is no data yet.</p> <p>Student enrolled in PSY 213 met this benchmark at a rate of 82.5%.</p> <p>Students enrolled in SY 213 met this benchmark at a rate of 95.6%.</p>	<p>twelve students enrolled.</p> <p>Faculty replaced Western Civilization I and II (EH 113 &amp; HY 123) with World Civilization I &amp; II (HY 165 &amp; 173). These courses are a better alignment with the World Literature I &amp; II, connect with the Cultural Commitment core competency, and provide students with a world view of history which is more inclusive.</p>
Become familiar with some of the classic works of human culture.	Students enrolled in EH 243, EH 263, MSC 223, FA 213	of historical, social, and literary eras and trends and average least 70% on shared assessments (written, verbal, other)	Tests Short papers Presentation PowerPoint Presentation, Project	Each term but discussed a at the spring division meetings	<p>End of Spring Term</p> <p>Students enrolled in EH 243 met this benchmark at a rate of 90%</p> <p>Students enrolled in EH 263 met this benchmark at a rate of 100%</p>	<p>At the February division meeting focused on CRT the division discussed inclusion of diverse works. Faculty have decided to re-examine works included in the genres.</p> <p>It is important to note that students enrolled</p>

					<p>Students enrolled in MSC 223 met this benchmark at a rate of 72%</p> <p>Students enrolled in FA 213 met this benchmark at a rate of 84%</p>	<p>in MSC 223 barely met the benchmark. Music Appreciation is often difficult for many of our students because they have not been exposed to various kinds of music and tend to listen to rap, blues, jazz, pop or some other current kind of music. The instructor has decided to try some other kinds of whole campus activities to engage students in classical music which seems to be the gap in this learning.</p>
Employ the skills of critical thinking, reading, writing, speaking, and listening to interpret a work of human culture.	Students enrolled in EH 233,243; HY 163 & HY 173; MSC 223	70% of students taking unit tests or written essay on historical and literary facts will score at least 70%.	Tests Short papers Presentation PowerPoint Presentation, Project	Each term but discussed a at the spring division meetings	<p>End of Spring Term</p> <p>Students enrolled in EH 233 met the benchmark exceeding it by 3 points.</p> <p>Student enrolled in EH 243 met the benchmark exceeding it by 30 points.</p> <p>No students enrolled in HY 163 in the 2022-23 year because it was first offered fall 2023 so</p>	<p>Faculty will examine possibilities for including diversity, inclusion, and equity in this goal.</p> <p>All students in courses met the benchmark except MSC 223. The faculty and dean are determining specific interventions early in the term and will ask the librarian to reserve one study carrell for a listening room if possible. If not, the instructor will identify other support</p>

					<p>there is no data yet.</p> <p>No students enrolled in HY 173 in the 2022-23 year because it was first offered fall 2023 so there is no data yet.</p> <p>Students enrolled in MSC 223 did not meet the benchmark and had a rate of 66.6%</p>	methods to address this.
Understand significant social, economic and political developments in World Civilizations.	Students enrolled in HY 163, HY 173.	70% of students will demonstrate though tests and short papers a general knowledge of historical, social, and literary eras and trends and average least 70% on shared assessments (written, verbal, other)	Tests, written papers, project	Each term but discussed and assessed in the February departmental meeting	End of year/annually	Faculty will examine possibilities for including diversity, inclusion, and equity in this goal. This may become World Civilization instead of Western Civilization.
Understand significant political, social, economic and cultural developments in history of the United States.	Students enrolled in HY 213 and EH 264	<p>At least 70% of students receiving a "D" or better will score at least 70% on a post test.</p> <p>The inclusion of a "D" or better is controversial at this time.</p>	U.S. History Pre-Posttest. African-American Literature post assessment outcome (tests, paper, project)	Each term	Results analyzed by faculty.	If students failed to meet benchmark for two consecutive evaluation periods, faculty will analyze the test, determine what areas stand out as needing improvement and develop a plan.
Recognize and respect that diversity of peoples and cultural traditions has	Students enrolled in EH 123, EH 263 & HUM	70% of students will demonstrate though tests, short papers, presentation, and	Tests, short papers, presentation, and projects	Each term	Spring Division meeting	At the February division meeting the division discussed inclusion of diverse

contributed to the American experience.	113, 203,253, 263	projects understandings related to diversity, inclusion, and equity issues.				works. Faculty have decided to re-examine works included in the genres
Understand the constitution, government and political processes of the United States.	Students enrolled in HY 213, HY223, PLS 213	70% of students will demonstrate though tests, short papers, presentation, and projects understandings related to diversity, inclusion, and equity issues and constitutional changes which impact government and political processes	Tests, short papers, presentations, and projects	Each term but discussed a at the spring division meetings	Spring Division meeting	At the February division meeting the division discussed the needs to re-examine instruction to incorporate more cooperative activities in these courses.
<b>Goal 3: Student will demonstrate mathematical knowledge and skills.</b>						
<b>Student Learning Outcome</b>	<b>Sample Population</b>	<b>Benchmark</b>	<b>Assessment Tools</b>	<b>Time Frame</b>	<b>Analysis and Reporting</b>	<b>Feedback Loop</b>
Apply properties of real numbers to simplify numerical and/or algebraic expressions.	Students enrolled in the entire Math (MS) sequence.	Mean pre-/post- test scores will increase by at least 10%	Math Pre-Post test	Each term	Faculty report Pre-Post-test results to the FIG Lead who compiles a report for departmental discussion and analysis.	If the mean post test scores fail to increase at least 10%, math faculty will perform an item analysis of test questions and develop an improvement plan.
Perform algebraic operations and solve algebraic equations.	AA/AS degree seeking students or others taking MS 123, 133, 135 (some non AA/AS enrolled students may seek College Algebra courses)	At least 60% of students will score at or above the 70% on the final mathematics exam.	Tests, post tests	Each term	FIG lead will compile and share outcomes with faculty for discussion & analysis and report results.	If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.

Use graphing or scientific calculators or computers as aids to problem solving.	Students enrolled in MS 123, MS 133, CY 214	80% of students will be able to use the graphing or scientific calculator to graph equations and /or data and analyze the results.	Unit Test	Each term	Results will be analyzed and maintain by faculty.	If 50% of students miss a designated calculator problem in unit test, a calculator workshop will be offered and students strongly encouraged to attend.
Develop skill needed to analyze and solve technical problems in their chosen disciplines.	Students enrolled in MS 143, 123, 183, 193, 253; CY 124, PS 114	60% of students will be able to use the graphing or scientific calculator to graph equations and /or data and analyze the results.	Pre/posttest, exams	Each Term	FIG lead will compile and share outcomes with faculty for discussion & analysis and report results.	If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.
Use and apply mathematical abilities.	Students enrolled in MS 1013, 1023, 123,143, 183, 193, 215, 253; CY 124, PS 114	60% of students will demonstrate though tests, and unit exams mathematical functionality.	Pre/post tests for MS 1013, 12023, 123, 143; tests and final tests in MS 193, 215, 253, CY 124, PS 114	All math, chemistry, and physical science faculty	FIG lead will compile and share outcomes with faculty for discussion & analysis and report results	If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.
Gain confidence in their mathematical abilities.	Students enrolled in mathematics (MS) sequence.	85% of students surveyed will indicated an improvement in their self confidence in mathematics.	Student evaluation, CCSSE outcomes (every other year)	Annually	Discussed every year but inclusion of this goal in assessment is unresolved. No faculty want it removed but most feel outcomes are difficult to assess.	The team is discussing how to assess this goal. Currently, the method of determining this is unreliable; however, faculty think it is important for students to gain confidence. More discussion about this in the future.

**Goal 4: Students will demonstrate skills in problem solving, critical thinking and scientific reasoning.**

Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis and Reporting	Feedback Loop
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Demonstrate mastery of basic scientific information	Students enrolled in BY 114, CY 114, or PS 114	70% of student will earn at least 70% on unit tests covering terms, facts, and theories in this subject.	Unit tests, presentations, notebooks, and final exams	Each term	Faculty reports and discuss outcomes.	<p>If fewer than 60% of the students who earn a “D” or better score less than 60% on the final for three consecutive terms, that instructor will be required to develop an improvement plan.</p> <p>Faculty are examining new options for STEM course success. These tend to be hardest for the high number of STEM underprepared students.</p>
Understand the nature of science and its importance to society.	Students enrolled in BY 114, CY 114, or PS 114	Students will be able to participate in discussions, present cooperative assignments orally or written, on the importance of science to society.	Class participation and/or written reaction paper or presentation or reflected in their notebooks.	Each term	Faculty report and discuss outcomes at Division meetings.	If fewer than 70% of the students score less than 80% on these this goal related assignments, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.
Develop an understanding of how human activity affects the natural environment.	Students enrolled in BY 114, 124, 134, 144 and PS 114	70% of students enrolled in life or natural science courses will understand and be able to describe the role that humans play in the eco-system.	Tests, presentation, projects, notebooks	Each term	Faculty report and discuss outcomes at Division meetings.	If fewer than 70% of the students score less than 80% on these this goal related assignments, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.
Demonstrate skills necessary to participate in public	HY 163/173, HY 213/223 or PLS 213	100% of students will be required to attend/view at least	Reaction papers, discussion	Each term	Faculty reports and discuss outcomes.	If fewer than 70% of the students score less than 80% on these this

policy decisions regarding science-related issues.		one public policy, or political meeting related to science issues or teaching; write a summary of the discussion and personal reaction.	questions and projects.			goal related assignments, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.
Move from blind acceptance of information to a more disciplined evaluation of this information based upon rational principles.	PHIL 153	Students will demonstrate knowledge of philosophical orientation in various cultures crossing time and location. Through this, they will be able to demonstrate the skill of discussing, presenting, and arguing a position.	Reaction papers, discussion questions and projects.	Each term	Faculty reports and discuss outcomes	It is expected that more than 70% of the students will pass this course. The faculty have decided that this course might need to be promoted to encourage appropriate discourse and to help students filter information more skillfully.
Develop skills of analysis and synthesis	Students enrolled in EH 123, EH 243, CY electives	85% of students will complete these courses with a "C" or better.	Reaction Papers, presentation, projects	Each term	Faculty reports and discusses outcomes	If fewer than 70% of the students score less than 70% in these courses, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.
Examine and criticize works and oral presentations	Students enrolled in EH 113 133, 143 and SP 243.	85% of students will complete these courses with a "C" or better.	85% of students will complete these courses with a "C" or better.	Each term	Faculty reports and discusses outcomes	If fewer than 70% of the students score less than 80% on these courses, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.

Goal 5: Students will be able to demonstrate technological knowledge and skills

Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analyze by Whom	Reporting & Feedback Loop
Demonstrate computer fluency	CT 113 and all other All EH classes	Computer generated product, use of Microsoft word to produce that product and BlackBoard	Use of BlackBoard This is taught and used as the teaching tool for almost all courses.		Faculty each term, department each term	Student access is an issue. It is expected that 100% of the students demonstrate basic BlackBoard Skill. The college BlackBoard orientations and learning labs will support users needing assistance
Utilize the Internet and online database directories for research purposes.	EH 113, 123123, HY 163, 173	100% of the student are required to submit an annotated bibliography or research paper. 70% of these students will score 100% accuracy on those assignment, those who fail to score 100% must resubmit with corrections.	Annotated bibliography or the research paper	Each term	Faculty report	It is expected that 100% of the students passing the course can perform this function. All student are given the opportunity to correct in accurate citations.
Use computer and web-based resources to supplement t learning.	All division classes	100% of the student are expected to access supplemental learning sites provided by the instructor	Quizzes and test which cover material only acquired though using that supplemental instruction site.	Each term/ every course in Arts & Sciences except mathematics		100% of the students are expected to perform this function. Failure to access supplemental e-resources could lower a students' grade. Faculty provide assistance to assure students can use this skill and /or some students will be referred to the the learning lab for

						supplemental instruction.
Demonstrate a mastery of word processing skills.	EH 1023, 123, 133	Computer generated product, use of Microsoft word to produce that product	Use of Microsoft Word is taught and used as the teaching tool for almost all courses. Not used in mathematics.	Each Term/each course except mathematics	Faculty each term, department each term	Student access is an issue. It is expected that 100% of the students demonstrate basic Microsoft Word skill. The college IT orientations and learning labs will support users needing assistance.
Utilize calculators as a resource in solving problems.	MS 123, MS 133, other higher-level MS classes	100% of the student are expected to perform this function. Failure to use the calculator correctly results in faculty tutorial and /or referral to the learning lab for supplemental instruction.	Tests, word problems	Each Term/each course	Faculty each term, department each term	100% of the students are expected to perform this function. Failure to use the calculator correctly results in faculty tutorial and /or referral to the learning lab for supplemental instruction.
Communicate effectively through email, and social media	SS & SOS classes	100% of the students are expected use email and it is the primary form of communication at the college. Students showing difficulty using email and Facebook (or other forms of social media if desired)or are referred to the learning lab for assistance	Response to email, acquired information posted on Facebook	Each term, each course SS is a corequisite for EH 1023 & RH 113 so must students receive this.	Faculty, advisors	100% of the students are expected to perform this function unless there is some accommodation which prevent use. Students who are unable to use email and other social media and who have difficulty in the SS course where they are introduced to this, may be assisted at the learning labs on each campus.

