



# Annual Program Review 2012-2013 - INSTRUCTIONAL REPORT

## SOCIAL SCIENCE

### Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

Author: Michael Dulay

Division Chair: Michael Dulay

Date Received by Program Review: February 20, 2013

### 1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTEs Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Anthropology	2008-2009	173	6	890	80.6%	100.5%	58.1%	0
	2009-2010	165	6	907	89.7%	106.0%	56.6%	0
	2010-2011	150	6	776	93.5%	105.6%	57.7%	0
	2011-2012	149	6	772	93.5%	107.8%	53.6%	0
	% Change	-14.1%	-1.1%	-13.2%	+12.8%	+7.3%	-4.5%	--
	Four-Year Trend	decreasing	stable	decreasing	increasing	stable	stable	--
Child Development	2008-2009	99	6	552	59.3%	58.0%	70.9%	24
	2009-2010	113	7	514	64.8%	78.1%	73.1%	15
	2010-2011	109	7	512	32.3%	83.8%	72.2%	31
	2011-2012	111	8	448	37.9%	81.5%	68.9%	35
	% Change	+12.2%	+38.2%	-18.8%	-21.3%	+23.5%	-2.0%	+45.8%
	Four-Year Trend	increasing	increasing	decreasing	decreasing	increasing	stable	increasing
Economics	2008-2009	186	8	780	71.1%	105.2%	62.3%	0
	2009-2010	162	7	738	62.9%	104.7%	64.5%	0
	2010-2011	145	7	680	55.9%	102.0%	63.9%	0
	2011-2012	147	8	617	57.9%	99.3%	64.1%	0
	% Change	-20.9%	-0.0%	-20.9%	-13.2%	-5.9%	+1.8%	--
	Four-Year Trend	decreasing	stable	decreasing	decreasing	stable	stable	--

Ethnic Studies	2008-2009	108	6	615	71.4%	90.2%	66.3%	0
	2009-2010	121	5	711	59.3%	98.8%	68.5%	0
	2010-2011	109	6	597	41.4%	105.1%	65.1%	0
	2011-2012	105	6	557	46.7%	102.0%	69.4%	0
	% Change	-3.1%	+7.1%	-9.5%	-24.8%	+11.8%	+3.1%	--
	Four-Year Trend	stable	stable	stable	decreasing	increasing	stable	--
Geography	2008-2009	162	7	736	22.9%	92.8%	68.6%	0
	2009-2010	160	6	911	25.0%	104.4%	66.5%	0
	2010-2011	157	7	741	43.8%	106.2%	61.9%	0
	2011-2012	150	7	703	36.8%	105.0%	63.7%	0
	% Change	-7.1%	-2.9%	-4.4%	+13.9%	+12.2%	-5.0%	--
	Four-Year Trend	stable	stable	stable	increasing	increasing	stable	--
History	2008-2009	311	13	748	45.5%	97.2%	59.2%	
	2009-2010	348	12	921	56.7%	104.4%	60.9%	
	2010-2011	326	14	751	65.2%	103.5%	61.3%	
	2011-2012	266	11	742	57.9%	100.6%	60.3%	
	% Change	-14.4%	-13.7%	-0.9%	+12.4%	+3.4%	+1.0%	
	Four-Year Trend	decreasing	decreasing	stable	increasing	stable	stable	
Philosophy	2008-2009	174	8	728	76.3%	100.5%	64.2%	0
	2009-2010	190	8	756	70.0%	105.2%	61.5%	0
	2010-2011	163	8	684	73.7%	100.9%	57.5%	0
	2011-2012	168	8	687	66.7%	102.6%	58.8%	0
	% Change	-3.2%	+2.6%	-5.7%	-9.6%	+2.1%	-5.4%	--
	Four-Year Trend	stable	stable	stable	stable	stable	stable	--
Political Science	2008-2009	138	6	716	43.8%	83.2%	69.8%	0
	2009-2010	173	5	1,002	52.8%	104.8%	66.7%	0
	2010-2011	164	7	757	55.6%	103.9%	65.0%	0
	2011-2012	160	7	772	41.4%	103.6%	71.1%	0
	% Change	+15.6%	+7.2%	+7.8%	-2.4%	+20.4%	+1.3%	--
	Four-Year Trend	increasing	stable	stable	stable	increasing	stable	--
Psychology	2008-2009	210	8	817	43.9%	93.9%	61.6%	0
	2009-2010	250	9	864	54.3%	102.1%	63.1%	0
	2010-2011	227	10	721	68.0%	101.6%	67.9%	0
	2011-2012	228	10	755	68.7%	103.0%	68.6%	0
	% Change	+8.2%	+17.0%	-7.6%	+24.8%	+9.1%	+7.0%	--
	Four-Year Trend	stable	increasing	stable	increasing	stable	stable	--

Social Science	2008-2009	125	4	891	19.4%	87.8%	79.0%	30
	2009-2010	131	4	961	32.3%	95.3%	77.6%	43
	2010-2011	97	4	755	33.4%	93.5%	69.8%	44
	2011-2012	110	4	849	19.4%	100.0%	78.9%	54
	% Change	-11.8%	-7.4%	-4.8%	-0.0%	+12.2%	-0.1%	+80.0%
	Four-Year Trend	decreasing	stable	stable	stable	increasing	stable	increasing
Sociology	2008-2009	205	6	1,018	43.8%	108.0%	70.4%	0
	2009-2010	210	6	1,045	31.3%	112.8%	67.8%	0
	2010-2011	189	7	870	51.9%	110.3%	60.9%	0
	2011-2012	190	7	866	50.2%	108.0%	63.3%	0
	% Change	-7.4%	+8.8%	-14.9%	+6.5%	-0.0%	-7.1%	--
	Four-Year Trend	stable	stable	decreasing	stable	stable	stable	--
Social Sciences Division Total	2008-2009	1,892	78	771	52.7%	93.1%	65.2%	54
	2009-2010	2,023	76	845	55.7%	102.4%	64.9%	58
	2010-2011	1,837	82	716	57.9%	102.1%	63.3%	75
	2011-2012	1,785	81	702	54.2%	101.4%	64.7%	89
	% Change	-5.7%	+3.6%	-8.9%	+1.5%	+8.3%	-0.5%	+64.8%
	Four-Year Trend	stable	stable	stable	stable	stable	stable	increasing

### 1.1 Describe how these trends have affected student achievement and student learning:

The programs in the Social Sciences Division (SSD) are impacted, but we have been able to maintain our efficient scheduling practices in order to continue to generate revenue for the district. This strong, consistent revenue stream helps fund our programs as well as many other programs that drive and support student learning on campus.

Overall, the SSD's success rate is stable, but it did drop 4% (58.1 to 53.6) in the Anthropology Dept. The drop was the most evident in our ANTHR 101 (Physical Anthropology) courses, and we will spend the coming academic year evaluating this drop and developing a response to it.

As was described in the 2011 Program Review Report, SSD strives to find balance and meaning in the relationship between enrollment trends and FT/PT ratios because they most strongly impact student learning and achievement. Over the last year, we have increased revenue generation in our large lecture courses, and we have decreased revenue generation in our online, hybrid, or more pedagogically innovative courses. Our hope is that can maintain a balance for the district. Online and hybrid courses have a greater time commitment for faculty than do traditional face-to-face classes. It serves students best to decrease class size (and revenue generation) in these sections as a means of preserving quality and contact. This approach will need to be monitored and evaluated from term to term to ensure that we are maximizing revenue and student learning. The scheduling of smaller classes (from 40 seats to 30 seats) will also be used for sections scheduled in the observation classroom of the Faculty Center for Learning and Teaching. Doing so will help us better describe, explain, and predict student learning in our courses; and our findings will be used to help frame our discussions of courses where students success is significantly lower than the division mean.

Decreasing Full-time Trends in Child Development (from 59.3% to 37.9%) and Economics (from 71.1% to 57.9%) are unlike the FT trend in Ethnic Studies (from 71.4% to 46.7%), where we were able to hire a Full-time faculty member last year. The load of the new hire is split between Ethnic Studies (20%) and Social Sciences (80%). In Child Development and Economics, the downward trend will continue to undermine student learning and departmental management in both areas. Both programs had promising online programs in development, but both are in jeopardy of being put on hiatus because of continued imbalance of FT and PT faculty. Doing so would limit opportunities for students and for our district. The Child Development Dept's curricula (of 26 different courses, 10 PLOs, and nearly 100 SLOs) is impossible to maintain with only one full time faculty member. Older or underdeveloped curricula will adversely impact student learning and success.

The FT trend in History is terribly deceptive. Currently, the department's full-time faculty include:  
 Peggy Renner (100% History),  
 Gordon Alexandre (40% History; 60% Social Sciences),  
 Levon Marshlian (50% History; 40% Political Science; 10% Ethnic Studies),  
 Roger Bowerman (90% History; 10% Ethnic Studies),  
 Hazel Ramos (100% History).

In total, there are only 3.8 FT faculty members in the department. This has made it increasingly difficult to revise or develop new curricula, develop robust online or technologically innovative instructional strategies, or to manage continuity within the program. These problems impact student learning in many ways.

The 19.4% FT rate in the Social Sciences Dept is misleading. We hired Elizabeth Kronbeck as a tenure track faculty member (80% Social Sciences; 20% Ethnic Studies) in Fall 2012, and we moved 60% of Gordon Alexandre's load into the department during the same term. Kronbeck will serve as the Head of the Department, and she has already addressed several of its issues, including outline revisions of the SOCS 125/126 curricula and SLOACs. These are impacted courses that were developed for the CSU system and for students who did not study US History and Government in the US during high school. Alexandre's 60% load in the Social Sciences Dept. will be used to revise and develop SOCS 132, which is also impacted. Taken together, these three courses (SOCS 125, 126, & 132) make up over 90% of the department's FTES. They are also taken by students as a means of satisfying multiple graduation and transfer requirements. The department does NOT need an additional full-time faculty member, despite the data. The disparity between FT and PT faculty members in this department should be collapsed into the History Dept's data because that is the area where our greatest FT:PT disparity can be found.

The strong increase in our awards trend is linked to more costly scheduling in Child Development (i.e., scheduling classes that are required for completion, even when they will not fill). We will try to manage this in the coming year by sharing schedules with programs at other, local institutions so that we can meet the regional needs of students majoring in child development and education. The overall awards trend in SSD should increase over the next few years because of the division's development of AA-Ts in Child Development, Geography, History, Political Science, Psychology, and Sociology.

**1.2** Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

SSD's instructional program is linked to the Child Development Center (CDC), and it should be include in this evaluation. The CDC is the practicum/lab site for students majoring in child development and/or education. It is also used as an observation site for students in Allied Health, Dance, Nursing, Psychology, and Sociology.

The data above do not include vital financial information for the lab programs in the division. In addition to the Child Development Dept., Anthropology, Geography, Political Science, and Psychology have lab courses that generate revenue but do not have any budgeted resources for lab expenses. This is a problem that has continued to adversely impact student learning. The lab course combination in Political Science (108 & 112) has not been scheduled for over two years because of district's inability to support the program.

## 2.0. Student Learning and Curriculum Course Level

Year	SLOAC Course Count	% courses w/SLOs defined	% of Courses Assessed
<b>Anthropology</b>			
2010-2011	6	100.0%	0.0%
2011-2012	6	100.0%	16.7%
% Change		+0.0%	+16.7%
Four-Year Trend		stable	increasing
<b>Child Development</b>			
2010-2011	20	100.0%	0.0%
2011-2012	19	100.0%	5.3%
% Change		+0.0%	+5.3%
Four-Year Trend		stable	stable
<b>Economics</b>			
2010-2011	2	100.0%	0.0%
2011-2012	2	100.0%	50.0%
% Change		+0.0%	+50.0%
Four-Year Trend		stable	increasing
<b>Ethnic Studies</b>			
2010-2011	11	90.9%	9.1%
2011-2012	9	88.9%	11.1%
% Change		-2.0%	+2.0%
Four-Year Trend		stable	stable
<b>Geography</b>			
2010-2011	5	100.0%	0.0%
2011-2012	5	100.0%	40.0%
% Change		+0.0%	+40.0%
Four-Year Trend		stable	increasing
<b>History</b>			
2010-2011	20	90.0%	5.0%
2011-2012	16	93.8%	18.8%
% Change		+3.8%	+13.8%
Four-Year Trend		stable	increasing
<b>Philosophy</b>			
2010-2011	9	88.9%	0.0%
2011-2012	8	100.0%	0.0%
% Change		+11.1%	+0.0%

Four-Year Trend		increasing	stable
Political Science			
2010-2011	9	88.9%	11.1%
2011-2012	7	100.0%	28.6%
% Change		+11.1%	+17.5%
Four-Year Trend		increasing	increasing
Psychology			
2010-2011	10	90.0%	0.0%
2011-2012	9	100.0%	22.2%
% Change		+10.0%	+22.2%
Four-Year Trend		stable	increasing
Social Science			
2010-2011	5	100.0%	0.0%
2011-2012	6	100.0%	0.0%
% Change		+0.0%	+0.0%
Four-Year Trend		stable	stable
Sociology			
	4	100.0%	0.0%
	5	100.0%	20.0%
		+0.0%	+20.0%
		stable	increasing
<b>Social Sciences Division Total</b>			
	101	94.1%	3.0%
	92	97.8%	15.2%
		+3.7%	+12.2%
		stable	increasing

Provide the following information on each department and program within the division.

List each program within the division	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed	
	N / N	%	N / N	%	N / N	%
Anthropology	6/6	100	4/6	67		
Child Development	14/14	100	6/14	43		
Economics	2/2	100	2/2	100		
Ethnic Studies	11/11	100	4/11	36		
Geography	5/5	100	4/15	27		
History	17/17	100	6/17	35		
Philosophy	8/8	100	8/8	100		
Political Science	7/7	100	5/7	71		
Psychology	9/9	100	7/9	78		
Social Science	6/6	100	2/6	33		
Sociology	6/6	100	2/6	33		

**2.1** Please comment on the percentages above.

Active courses that are not assessed may simply be out of cycle. Our division's goal is to develop an annual cycle to ensure that all SLOs are measured at least once each academic year. At the present time, this is not possible because these difficulties (in developing assessment cycles for all courses taught) can be traced back to FT/PT ratios. The district is currently working with the GCC Guild to develop a means of fairly assigning the new and different work associated with SLOAC implementation, but under the terms of the current contract, adjunct faculty are not paid for SLOACs. In spite of this challenge, SSD has allotted time to discuss SLOAC development at meetings, workshops, and retreats for the last 4 years, and both full- and part-time faculty were invited to attend these meetings. SSD was the pilot program to use eLumen in 2010, and we were the first program to link SLOs to ILOs. Members of our division regularly discuss curricula and assessments within and across departments. This is part of the culture of SSD, and it is the reason that we voted (at 2013 Division Retreat) unanimously to pursue and allocate funds to develop an academic journal devoted to the scholarship of teaching and learning. The journal will be peer-reviewed, and it will be used to inform practice and promote community across our programs.

**2.2** Using the results from your division/departments recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.**Saturday Hybrid Model**

After careful evaluation of SLOs, success data, and literature on the subject, we developed a modified version of the hybrid offerings in our division. Prior to this, we would schedule hybrid course to meet 50% on campus weekly, and 50% online weekly. This model was not conducive to building and sustaining community online. We piloted the Saturday hybrid model with 4 courses in Fall 2011, and we have since grown it to include nine different courses. See Appendix 1 for the current model and schedule. Four other courses will be added in Fall 2013. The faculty who teach in this program are required to meet to plan instruction and share resources and themes.

**Broad Moodle Integration**

In order to expedite communication and give students an additional learning modality, we aggressively designed training and support for Moodle use within the division (via dedicated staff and a 'train-the-trainer model) and across campus. Moodle enhances instruction and interaction by allowing faculty to post material, collect assignments, offer assessments, provide office hours, post to a discussion forum, and more. To promote Moodle mastery, we've also created a Social Sciences Division Collaborative (as a Moodle course) to house resources and discussion. All faculty in the division are registered as instructors in the collaborative. See Appendix 2 for the home page.

**GEOG 101 Digital Textbook**

During and after his sabbatical, Darren Leaver, the Head of our Geography Dept., developed a digital textbook for use with the GEOG 101 (Physical Geography) courses in our division. He collaborated with full- and part- time faculty on this project. It is under continued development, and it is currently sold to students for only \$10 as a Moodle-based textbook. This will increase student access, which has been found to lead to better engagement, retention, and success.

**BioPac Lab**

Because students in psychology struggle with the science and neuroscience of psychology, we've tried to develop and offer lab experiences for our students. This is difficult without funding. In the summer and fall of 2012, we were able to work with the Title V GAUSS grant director to develop a true lab for Biological Psychology. PSY203 (see Appendix 3) was designed to

incorporate five BioPac stations. Students will use these stations to design, conduct, and participate in research associated with the field. Examples of data used by the BioPac systems include EOG, EEG, and GSR.

#### CDC/CHLDV Integration

In order to promote practicum/lab integration in Child Development, we are currently working with the CDC Director, Jeanette Tashiro, to train and hire qualified staff from the CDC (Early Childhood Educators who teach the children during the day) to teach in the CHLDV instructional program in the evening. This will be monitored closely to ensure that staff selected do not burn out or become less focused on their primary responsibilities.

#### Kreider Hall (SR138) Redesign

Kreider Hall's seating arrangement has redesigned to help increase instructor-student engagement. We have also ordered 'clickers' to help promote the use of formative assessment during instruction, and we're planning special training sessions to encourage the use of Moodle to help promote engagement.

#### Lesson Study

The faculty in the Economics Dept. will be conducting a Lesson Study again in 2013. The work from the previous lesson study will be presented at the annual meeting of the American Economics Association. It will also be used to improve economics instruction and lesson development here.

#### 2.3 Please list all courses which have been reviewed in the last academic year.

*Note: Curriculum Review is required by the Chancellors Office every 6 years.*

We are continuing the revision of all courses in the division. This effort has been extraordinarily time consuming because there are 6 fewer full-time faculty members in the division than there were in 2008, and we were also without an Administrative Assistant from April 2012 to December 2012. We have since hired a full-time Administrative Assistant, and we expect to complete our revisions by the end of Summer 2013.

Course outline revisions approved by the Division are in Bold; those in plain text will be revised this year:

#### Anthropology:

**101- Physical Anthropology**  
**102- Cultural Anthropology**  
**103- Archaeology**  
**104- Magic, Religion, and Witchcraft**  
**105- Culture and Communication**  
**111- Physical Anthropology Lab**

#### Child Development:

130- Parenting Young Children  
**133- Observation And Assessment**  
**135- Child Growth And Development**  
**137- School Age Children In Child Care**  
**138- Health, Safety, And Nutrition**  
**140- Principles And Practice Of Teaching**  
**141- Student Teaching Seminar**  
**142- Child, Family, And Community**  
**147- Working With Infants And Toddlers**

#### **150- Introduction To Curriculum**

151- Creative Activities For Preschool Children  
 152- Music For Young Child  
 154- Early Childhood Education & The Art Experience  
 155- Children With Special Needs  
**156- Teaching In A Diverse Society**  
 158- Movement Development: Birth Through Twelve Years  
 160- Guiding Children & Adolescents  
**174- Administration & Supervision Of Early Childhood Programs I**  
**175- Administration And Supervision Of Early Childhood Programs II**  
**176- Mentor Teacher Practices**  
**180- Student Teaching Field Practice - Infant/Toddler**



**181- Student Teaching Field Practice -  
Preschool Focus****182- Student Teaching Field Practice - School  
Age Focus**210- Scaffolding Learning In Early Childhood  
Education

215- Emergent Literacy In Early Childhood

220- Stress, Coping & Resiliency For The  
Professional Educator

## Economics:

**101- Principles of Microeconomics****102- Principles of Macroeconomics**

105- The American Economy

110- Economics of the Environment

111- Economic History of the U.S.

## Ethnic Studies:

**101- Latin American Cultural Expression****102- Latinos in the U.S.****110- Contemporary Ethnic Women****111- European Immigrants in America, 1776 to  
present****120- Mexican-American Studies****121- Ethnic and Racial Minorities**

122- Introduction to Asian American Culture

123- Asians in America

124- Japanese Experience in America

**125- Native American Studies**132- The African American Experience in the  
U.S.**164- The Armenian Diaspora**

## Geography:

**101- Physical Geography****102- Cultural Geography****103- World Regional Geography****105- Globalization – Regional Developmental  
and World Economy****106- Human Impact on the Environment****107- Weather, Climate and Climate Change**

110- Geography of California

**111- Physical Geography Laboratory**

114- Geography of Baja California

120- Intro to Geographical Information Systems

121- Intermediate Geographic Information  
Systems

## History:

**101 History of Western Europe****102- History of Western Europe****103- History of Latin America****104- History of Contemporary Latin America****105- 20th Century Central America and the  
Caribbean****106- History and Politics of the Russian People****107- History of Civilization (pre-history to 800)****108- History of Civilization (Carolingian  
Empire to the French Revolution)****109- History of Civilization (French  
Civilization to the present)**

110- U.S. History

**111- The Women in American History**

112- Pacific Coast History

**113- History of Mexico****114- History of Baja California****115- Rebellious Women in Modern America**

116- Economic History of the U.S.

**117- History of the U.S.****118- History of the U.S.****119- History of the Far East****120- History of the Far East****121- Armenian History**

122- California History

**131- History of Africa since 1800**

132- History of the Philippines

133- A History of Science

135- History of the Viet Nam War

136- War: History, Causes, Solutions

150- United States History and its Artistic  
Expression

151- The U.S. in the 20th Century

152- Radicals and Rebels: Social Protest in the  
1960's

## Philosophy:

**101- Introduction to Philosophy**

112- Human Values and Environmental Issues

113- Comparative World Religions: Near East

**114- Comparative World Religions: Far East****116- Ethics for Modern Life****117- Introduction to Logic****118- Women, the Earth, and the Divine**

119- History of Philosophy: Ancient Period

120- History of Philosophy: Modern Period

121- Islam: A Way of Life

122- Latin American Philosophy

123- Intro to Symbolic Logic

## Political Science:

**101- Introduction to Government****102- Modern Comparative Governments****103- Introduction to World Politics**

105- American Political Ideals

106- American State and Local Government

108- Politics and Practice of the UN

110- Contemporary World Problems  
**111- The Modern Middle East**  
 112- Model UN Lab  
 151- Fundamental of Government and You

Psychology:

**101- General Psychology**  
**103- Physiological Psychology**  
**104- Social Psychology**  
 105- Psychology of Human Sexuality  
**106- Developmental Psychology**  
 107- Introduction to Statistics  
 108- The Psychology of Loss Experience  
 109- Introduction to Gerontology  
**110- The Psychology of Personal & Social Adjustment**  
**111- Women: Mind and Body**  
**113- Psychology of Women**  
**114- Psychology of Human Communication**  
**115- Abnormal Psychology**  
 131- Marriage and Intimate Relationships  
**150- Educational Psychology**  
**203- Physiological Psychology Lab**

Social Science:

**101- Urban Education in America**  
**105- New Media, Information and Society**  
 124- International/ Intercultural Studies  
**125- The American Experience- American Heritage**  
**126- The American Experience- Modern America**  
 127- Los Angeles County: History, Politics, and Culture  
 131- Introduction to Social Science  
**132- Introduction to Social Science**  
 134- Women, Men, and Society  
 136- War: History, Causes, Solutions  
 145- Introduction to Community Volunteerism  
 146- Community Volunteerism Laboratory

Sociology:

**101- Introduction to Sociology**  
**102- Social Crises of Today**  
**104- Sociology of Sex and Gender**  
**105- Introduction to Gerontology**  
**131- Marriage and Intimate Relationships**  
**140- Intro to Social Welfare**

**Degree, Certificate, Program Level**

List each degree and certificate, or other program* within the division	AA/AS Degree PLO Identified		AA/AS Degree Assessment Cycles Completed		Certificate PLO Identified		Certificate Assessment Cycles Completed	
	YES	NO	YES	NO	YES	NO	YES	NO
Child Development: Master Teacher AS	X			X				
Child Development: Master Teacher Cert.					X			X
Child Development: Site Supervisor AS	X			X				
Child Development: Site Supervisor Cert.					X			X
Child Development: Teacher (Preschool) AS	X			X				
Child Development: Teacher (Preschool) Cert					X			X
Child Development: Teacher-Infant/Toddler AS	X			X				
Child Development: Teacher-Infant/Toddler Cert					X			X
Child Development: Teacher-School-Age Care AS	X			X				
Child Development: Teacher-School-Age Care Cert					X			X
Social Sciences AA	X		X					

**2.4** Please comment on the percentages above.

As previously described, the Child Development Dept only has one full-time faculty member, but the program has 26 different courses, 10 PLOs, and nearly 100 SLOs. We plan to work with the district to develop a plan to better meet the demands created from the requirements of accreditation and institutional planning.

**2.5** Using the results from your division/departments recent assessment reports, please summarize any changes that have been made as a result of your program level assessments. Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed.

SSD has seen an 80% increase (from 30 to 54) in the number of AA degrees awarded in Social Sciences over the last 4 years. This number will likely drop in the coming year as students declare the newly created majors vis a vis TMC/AA-T. In Child Development, we have also seen an increase in completion (from 24 to 35) over the last four years. It is difficult to assure that students move through the various sequence options in Child Development because funding has been scarce. In Fall 2102, we successfully partnered with a local school to offer a capstone course via contact education, but this is not a sustainable means for our students. The program will work closely with our staff and counseling to assure that a clear sequence of offerings is communicated to students.

The overall success rate in SSD hovers around 65% every year, and this is consistent with our assessment of the development of critical thinking in students taking courses in the division. Some of the ways we've tried to address this are listed in 2.2 (above), and we are also working to develop other plans to help students better develop this core competency.

**2.6** Please list all degree/certificate programs within the division that were reviewed in the last academic year.

In addition to the degrees and certificates listed above, we have also developed an AA-T degree in Sociology. The AA-Ts in Child Development, Geography, History, Political Science, and Psychology should be move through the college's curricular committee sequence during Spring 2013 and Fall 2013. The AA-Ts in Anthropology, Economics, Ethnic Studies, and Philosophy are currently being considered by faculty across the State and within our division.

**2.7** What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply.

<b>X</b>	Curricular development/revisions of courses
<b>X</b>	Curricular development/revision of programs
<b>X</b>	Increased improved SLO/PLOs in a number of courses and programs
<b>X</b>	Other dialog focused on improvements in student learning
<b>X</b>	Documented improvements in student learning
	Increased/improved SLO/PLOs in a number of courses and programs

<b>X</b>	New degree or certificate development
<b>X</b>	Best Practices Workshops
<b>X</b>	Conference Attendance geared towards maintaining or improving student success
<b>X</b>	Division Retreat in 2011-2012
<b>X</b>	Division or department attendance at Staff Development activity geared towards maintaining or improving student learning
<b>X</b>	Division Meeting Minutes
<b>X</b>	Reorganization

Please comment on the activities, dialogues, and discussions above

The 'reorganization' noted above is the reassignment of Alexandre to 60% in the Social Science Dept. Although this will improve teaching/learning in that area, his partial removal from History will impact that Dept.

See 2.2 for more detail about the other marks made above.

### 3.0 Reflection and Action Plans

- 3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program

#### Strengths

List the current strengths of your program

1. We are able to use our academic diversity to help fortify interdisciplinary development within the division and for students across campus.
2. We are among the most effective areas within the college to utilize district (physical and human) resources to meet student, community, and district needs.
3. We thoughtfully innovate- both with and without technology- to meet the needs of our students and community.

#### 3.2 Weaknesses

List the current weaknesses of your program

1. We are grossly understaffed, especially in Child Development, History, and Sociology. This will prevent those areas from continuing to develop or meet district and/or State mandates (i.e., Perkins reporting, consortia meetings, Title V requirements, and CSU Executive Order 405).
2. Our division does not have the resources necessary to offer instruction that is consistent with expectations listed on course outlines. Specifically, there are NO district funds designated to meet the field requirements listed on the course outlines for both GEOG 111 (Physical Geography Lab) and POLS 112 (Model United Nations Lab).
3. Lack of access to adequate computer classrooms has prevented our division from more boldly developing best practices in challenge-based learning, computer-based assessment (of writing), or hybrid/online coursework.

**3.3** Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Secure funding for lab programs in Geography, Anthropology, and Political Science	- will provide students with additional options for meeting various graduation/transfer requirements.	<a href="#">Click here to enter text.</a>
SR138 Update (Document Reader, Audio, and 'Clicker' Integration)	-will improve student engagement and retention -will increase use of primary sources, varied maps, and other representations during class -will promote formative assessment	<a href="#">Click here to enter text.</a>
Further develop hybrid weekend college program	- will meets the needs of working students and/or students with young children - will contribute toward the success of the college's distance education plan	<a href="#">Click here to enter text.</a>
Further develop online SSD resource center (the Social Sciences Division Collaborative)	- will make division and college resources more accessible for faculty - will better facilitate communication - will introduce all faculty to technology mediated communication - will host web-based staff development	
Work with the FCLT to further develop pedagogy	- promote interdisciplinary discourse as it relates to tablet computing - maximize use of observational classroom to foster collaboration, collegiality, and reflection among the faculty. - use resources in FCLT to continue writing, developing, and recording 'Parenting Podcasts' - will serve community (local and online) by providing expertise to multiple facets of parenthood - will promote campus scholarship to the community - will help establish and/or improve partnerships with GUSD - will strengthen staff development efforts related to educational technology	-
Develop curricula and programs that are consistent with the C-ID/TMC program	- will help students meet their transfer goals more expediently	

# 2012 PROGRAM REVIEW

## Section 4 Resource Request

<b>SOCIAL SCIENCES</b> <i>Permanent Funding- Required Field Activities</i>	<b>I:SS-1</b>
---	---------------

**Mark Type of Request:**

<input type="checkbox"/>	Facilities/Maintenance	<input type="checkbox"/>	Computer Hardware for Student Use
<input type="checkbox"/>	Classroom Upgrade	<input type="checkbox"/>	Computer hardware or Faculty Use
<input type="checkbox"/>	Instructional equipment	<input type="checkbox"/>	Software/Licenses/Maintenance/Agreements
<input type="checkbox"/>	Non-Instructional Equipment	<input type="checkbox"/>	Conference/Travel
<input type="checkbox"/>	Supplies	<b>X</b>	Other

**4.1** Clearly describe the resource request.

Permanent/line-item funding for the required field activities listed on the articulated course outlines for GEOG111 and POLS112.

Amount requested: \$ 10,000/annually

**4.2** Funding

<input type="checkbox"/>	Requires One Time Funding
<b>X</b>	Requires Ongoing Funding
<b>X</b>	Repeat Request
<b>6</b>	Year(s) Requested

**4.3** Please check if any off the following special criteria apply to this request:

<input type="checkbox"/>	Health & Safety Issue
<b>X</b>	Accreditation Requirement
<input type="checkbox"/>	Contractual Requirement
<input type="checkbox"/>	Legal Mandate

Please explain how/why this request meets any of the above criteria.

The field components of these courses are part of the course outline of record – attached.

**4.4** Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

The current supply/travel budget for the Anthropology, Geography, & Political Science Departments is \$0.00. In spite of this limit, SSD has built a lab program that satisfies the IGETC and CSU Breadth lab requirement. The geography lab, for example, was first offered in 1999, and all of its funding has come from one time sources, including the Instructional VP’s Acct, ASGCC, or

Instructional Equipment (i.e., lottery funds). No other lab course/program on campus operates in this manner, and few generate comparable FTES. Since 2005, Geography 111 has generated 8.8 FTES per year.

Geography 111: Physical Geography requires (i.e., on the course outline) that students go on field trips as part of their curricular experience. These field trips are conducted as far away as Death Valley, Palm Desert, or the Sierra Nevada over a 2- or 3-day weekend during the semester. The students pay for the majority of their expenses, but the Department requires funding for the transportation of the students as well as the expenses of the faculty's accommodation, field trip supplies, instructional materials, and entry fees.

POL S 108/112:MUN addresses the following core competencies: communication, critical thinking, global awareness and appreciation, personal responsibility, and application of knowledge. Students in the program/course function as a cohort: taking courses, traveling, and living together. This teaches students important interpersonal skills such as tolerance, listening to others, and understanding various points of view. Both courses require written components, relying on journaling or papers to communicate student experiences while tying this to curriculum. The courses also require field work, which allows students to take textbook concepts and apply them to a real-world situation. This is done in a group setting, which allows for a sharing of the experience and learning to solve complex problems in small groups.

**4.5** What measurable outcome will result from filling this resource request?

Students will be able to move through their academic programs more quickly. SLOs will reflect improvements in critical thinking in the field. Geography courses will more easily meet the descriptors and requires of those included on the Geography TMC/AA-T. Additional FTES will be generated for the district in a cost-effective manner.

**APPROVAL**

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	<b>X</b>
	NON COMPLIANT OR INCOMPLETE	
	a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO, PLO or ILO	
d) Report Incomplete		
PRC Comments		

*Form Revised 9.19.12*

*Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.*

*Appendix 1: Hybrid Saturday Model*

<b>2/22/13 &amp; 2/23/13: ORIENTATIONS (see below)</b>		
<b>3/2/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM	<b>ETHS 121 SOC 101</b>
<b>3/9/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM	<b>GEOG 101 CHLDV 135</b>
<b>3/16/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM 9:00AM - 4:10PM	<b>PSYCH 101 HIST 111 POLS 101</b>
<b>3/23/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM	<b>HIST 118 ECON 102</b>
<b>3/30/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM	<b>ETHS 121 SOC 101</b>
<b>4/6/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM	<b>GEOG 101 CHLDV 135</b>
<b>4/13/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM 9:00AM - 4:10PM	<b>PSYCH 101 HIST 111 POLS 101</b>
<b>4/20/13</b>	SPRING BREAK	
<b>4/27/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM	<b>HIST 118 ECON 102</b>
<b>5/4/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM	<b>ETHS 121 SOC 101</b>
<b>5/11/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM	<b>GEOG 101 CHLDV 135</b>
<b>5/18/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM 9:00AM - 4:10PM	<b>PSYCH 101 HIST 111 POLS 101</b>
<b>5/25/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM	<b>HIST 118 ECON 102</b>
<b>6/1/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM 9:00AM - 4:10PM 9:00AM - 4:10PM	<b>ETHS 121 SOC 101 GEOG 101 CHLDV 135</b>
<b>6/8/13</b>	9:00AM - 4:10PM 9:00AM - 4:10PM 9:00AM - 4:10PM 9:00AM - 4:10PM 9:00AM - 4:10PM	<b>PSYCH 101 HIST 111 POLS 101 HIST 118 ECON 102</b>

Learning. Together.




Glendale Community College

Enroll in 6 Units of courses in the Social Sciences by attending ten face-to-face Saturday meetings and by completing weekly online coursework.

<b>Orientation Schedule</b>	
<b>Enroll in ONE course from Group A AND ONE Course from Group B</b>	
<b>Group A:</b>	
ETHS 121	Fri 2/22/13 5-7:30PM TBA
SOC 101	Fri 2/22/13 5-7:30PM TBA
GEOG 101	Fri 2/22/13 5-7:30PM TBA
CHLDV 135	Fri 2/22/13 5-7:30PM TBA
<b>Group B:</b>	
PSYCH 101	Sat 2/23/13 1-3:30PM TBA
HIST 111	Sat 2/23/13 1-3:30PM TBA
POLS 101	Sat 2/23/13 1-3:30PM TBA
HIST 118	Sat 2/23/13 1-3:30PM TBA
ECON 102	Sat 2/23/13 1-3:30PM TBA



Appendix 2: Social Sciences Division Collaborative



# Online Learning Resources

powered by **moodle**

You are logged in as [Michael Dulay](#) (Logout)

[Home](#) ► [Social Sciences Collaborative](#) Turn editing on

**Social Sciences Division**  
The Social Sciences Division prides itself on excellence in teaching and our commitment to:

- providing a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of this society, the history and development of civilization, the scientific environment in which they live, and the challenges of their personal lives;
- emphasizing the coherence among disciplines and promotion of openness to the diversity of the human experience;
- helping students to develop important skills that are critical for success in the modern workplace, such as verbal and written communication, mathematics, the effective use of technology for work and research, and the ability to work with others and conduct their lives with responsibility;
- creating a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner.

[News forum](#)

**Division Chair: Mike Dulay x 5466**

**Assistant Division Chair: Eric Johnston x5464**

**Administrative Assistant: Susie Moran x 5454**

**Instructional Computer Technician: Kit Crawford x6638**

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(No news has been posted yet)

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**Upcoming events**

There are no upcoming events

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**Calendar**

◀ February 2013 ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

**Events key**

- [Hide global events](#)
- [Hide course events](#)
- [Hide group events](#)
- [Hide user events](#)

**Meetings**

- [SLO Assessment Timeline \(Fall 2011\)](#)
- [Credit By Examination](#)
- 2008**
  - [Agenda & Minutes \(2008\)](#)
- 2009**
  - [Agenda and Minutes \(2009\)](#)
- 2010**
  - [Agenda & Minutes \(2010\)](#)
- 2011**
  - [Agenda & Minutes \(2011\)](#)
- 2012**
  - [Agenda & Minutes \(2012\)](#)

**Important Forms**  
Must have forms for Division Faculty

The full site is located on the college's Moodle Server. For access, contact [mdulay@glendale.edu](mailto:mdulay@glendale.edu)

*Appendix 3: PSY203 Outline*  
Degree Applicable

Glendale Community College  
Nov 2012

COURSE OUTLINE

**Psychology 203**  
**Physiological Psychology Lab**

**I. Catalog Statement**

Physiological Psychology Lab is an introductory science laboratory course that surveys structure and function of the nervous system, neurological correlates of behavior, psychophysiological research methodology, and scientific research investigation. Main topics include neuroanatomy, behavioral neuroscience, consciousness, emotion, stress, sensation and perception of vision, audition, touch, olfaction, and gustation.

Units: 1.0

Lecture Hours: 0.0

Total Laboratory Hours: 3.0

(Faculty Laboratory Hours: 3.0 = 3.0 Total Laboratory Hours)

Prerequisite: Psychology 103 Physiological Psychology

**II. Course Entry Expectations**

Skill Level Ranges: Reading 6; Writing 6; Listening/Speaking 6; Math 4

Prior to enrolling in the course, the student should be able to:

1. understand abstract and complex collegiate reading selections;
2. write an organized and grammatically correct essay which focuses on a central idea and employs specific details;
3. solve linear equations and inequalities, factor polynomials, work with square roots, and work with integral exponents;
4. identify the stages in the scientific method;
5. explore the interplay between genes and environment in influencing behavior (e.g. from individual differences to major neurological and psychiatric disorders);
6. compare and differentiate between structures and functions of the nervous system;
7. describe physiological psychology research methods;
8. analyze the biological mechanisms that underlie major psychiatric disorders

**III. Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. apply procedures of psychophysiological research methods;
2. test hypotheses regarding psychophysiological mechanisms that underlie behavior by designing experiments and evaluating the results;
3. explain the structure and function of the nervous system;
4. analyze the neurological correlates of behavior.

<b>IV. <u>Course Content</u></b>	<b>Total Contact Hours = 48</b>
A. The Research Process	Laboratory 9 hours
1. Research articles and scientific journals	
2. Databases and literature searches	
3. Scientific writing and manuscript fundamentals	
B. Scientific Method	Laboratory 9 hours
1. Research methods: descriptive vs. experimental studies	
2. Independent, dependent, and confounding variables	
3. Hypotheses testing	
4. Statistical inference	
C. Anatomy and Physiology of the Nervous System	Laboratory 6 hours
1. Neural communication	
2. Central nervous system	
3. Peripheral nervous system	
D. Psychophysiological Techniques	Laboratory 7 hours
1. Electroencephalogram	
2. Electro-oculogram	
3. Electromyogram and startle response	
4. Skin response	
5. Heart rate	
E. Consciousness	Laboratory 6 hours
1. Sleep and wakefulness	
2. Psychophysiological correlates of states of consciousness	
F. Emotion and Stress	Laboratory 4 hours
1. The hormone system	
2. Autonomic nervous system	
G. Sensation and Perception: Vision and Audition	Laboratory 2 hours
H. Sensation and Perception: Touch, Olfaction, and Gustation	Laboratory 2 hours
I. Current Topics in Behavioral Neuroscience	Laboratory 3 hours

**V. Methods of Instruction**

The following instructional methodologies may be used in the course:

1. lecture and demonstration;
2. analysis and critique of scientific articles;
3. individual instructor-to-student assistance in class;
4. small group activities, projects, and presentations;
5. computer laboratory use;
6. individual student presentations;
7. online instruction;
8. multimedia;
9. field trips to other research labs;
10. guest speakers

Psychology 203

Page 3

**VI. Out of Class Assignments**

The following assignments may be used in this course:

1. homework assignment (e.g. diagram and label facial muscles recorded for electromyography);
2. short papers or essays demonstrating application of concepts and critical thinking skills (e.g. written critique of a journal article's conclusions);
3. research paper (e.g. final project report regarding student's experimental hypothesis, rationale, methods, results, and interpretation);
4. individual projects (e.g. design experiment to compare levels of stress hormone);
5. group project (e.g. present results on experiment regarding electrodermal activation).

#### **VII. Methods of Evaluation**

1. class participation in individual and group activities;
2. practical examination (e.g. identification of anatomy of lab specimens and models);
3. oral presentation (e.g. presentation and defense of student's experiment);
4. examinations requiring demonstration of course exit standards;
5. peer review or critique of student work (e.g. evaluate another student's research manuscript);
6. instructor evaluation of in-class assignments (e.g. student's ability to apply American Psychological Association style guidelines to written work);
7. instructor evaluation of in-class presentations (e.g. presentation critically evaluating the validity of the polygraph in deception detection);
8. evaluation of technical skills (e.g. ability to operate data collection software and laboratory equipment).

#### **VII. Textbook**

Pinel, John. *Basics of Biopsychology*.  
Boston: Allyn & Bacon, 2007. Print.  
12<sup>th</sup> Grade Textbook Reading Level. ISBN: 978-0205461080.

Dionisio, Daphne. *Physiological Psychology Lab Manual*.  
Glendale: Glendale Community College, 2012. Print.  
12<sup>th</sup> Grade Textbook Reading Level.

#### **VIII. Student Learning Outcomes**

**Upon successful completion of the required course work, the student will be able to:**

1. explain the structure and function of the nervous system;
2. apply procedures of psychophysiological research methods;
3. critically analyze hypotheses regarding psychophysiological mechanisms that underlie behavior by designing experiments and evaluating the results.