

2015 Social Science IPR

LASSEN COMMUNITY COLLEGE

(Colleen Baker History/Anthropology Instructor, Sandy Beckwith Psychology Instructor,
Carie Camacho Sociology Instructor & Toni Poulsen History/Political Science Instructor)

Accepted by Academic Senate: May 24, 2016

Presented to Consultation Council: (insert date)

Accepted by Governing Board: (insert date)

CONTENTS

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	6
DESCRIPTION/EVALUATION:	6
PLANNING AGENDA:	8
C. STUDENT EVALUATION SUMMARY	9
DESCRIPTION/EVALUATION:	9
PLANNING AGENDA:	9
III. CURRICULUM	10
A. DEGREES AND/OR CERTIFICATES	10
DESCRIPTION/EVALUATION:	10
PLANNING AGENDA:	10
B. COURSES.....	10
DESCRIPTION/EVALUATION	10
PLANNING AGENDA:	12
C. ARTICULATION/INTEGRATION OF CURRICULUM	12
DESCRIPTION/EVALUATION:	12
PLANNING AGENDA:	13
III. SCHEDULING AND ENROLLMENT PATTERNS.....	13
DESCRIPTION/EVALUATION:	13
PLANNING AGENDA:	16
IV. EQUIPMENT	16
DESCRIPTION/EVALUATION:	16
PLANNING AGENDA:	17
V: OUTSIDE COMPLIANCE ISSUES (IF APPROPRIATE FOR PROGRAM)	17
DESCRIPTION:	17
EVALUATION:	17
PLANNING AGENDA:	17
VI. PRIORITIZED RECOMMENDATIONS	18
A. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	18
B. PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS	18
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN EDUCATION MASTER PLAN.....	18
PRIORITIZED RECOMMENDATION FOR INCLUSION IN STUDENT SERVICES MASTER PLAN	19
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN INSTITUTIONAL EFFECTIVENESS MASTER PLAN..	19

SECTION TWO: HUMAN RESOURCE PLANNING	20
I. PROGRAM STAFFING	20
DESCRIPTION/EVALUATION:	20
PLANNING AGENDA:	21
II. PROFESSIONAL DEVELOPMENT	21
DESCRIPTION/EVALUATION:	21
PLANNING AGENDA:	21
III. STUDENT OUTCOMES	22
DESCRIPTION/EVALUATION:	22
PLANNING AGENDA:	22
IV. PRIORITIZED RECOMMENDATION.....	22
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	22
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS.....	22
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN HUMAN RECOURSE MASTER PLAN	23
SECTION THREE: FACILITIES PLANNING.....	23
I. FACILITIES.....	24
DESCRIPTION/EVALUATION:	24
PLANNING AGENDA:	25
II. PRIORITIZED RECOMMENDATIONS.....	25
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	25
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS.....	25
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE FACILITIES MASTER PLAN	25
SECTION FOUR: TECHNOLOGY PLANNING	26
I. TECHNOLOGY	26
DESCRIPTION/EVALUATION:	26
PLANNING AGENDA:	26
II. PRIORITIZED RECOMMENDATIONS.....	26
PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF	26
PRIORITIZED RECOMMENDATION FOR INCLUSION IN THE PLANNING PROCESS.....	26
PRIORITIZED RECOMMENDATIONS INCLUSION IN INSTITUTIONAL TECHNOLOGY MASTER PLAN	26
APPENDIX A: STATUS OF CURRICULUM REVIEW AS 02/02/2016	27
APPENDIX B: ASSOCIATE IN ARTS DEGREE UNIVERSITY STUDIES:EMPHASIS IN SOCIAL SCIENCE.....	29

2015 Social Science IPR

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 WEAVE.

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.

No changes since last program review

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 necessary

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.

Course Completion	Summer		85%	94%	↑	11%
	Fall		82%	86%	↑	6%
	Spring		87%	87%	→	-1%
	Annual		85%	88%	↑	4%
Success	Summer		77%	72%	↓	-7%
	Fall		63%	66%	↑	4%
	Spring		69%	69%	→	1%
	Annual		68%	68%	→	1%
Awards	Annual		61	161	↑	164%

- b. Transfer numbers for the last four years

The amount of degrees awarded in the social science area has increased by 164% since the 2010-2011 academic year (61 to 161 degrees awarded).

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

Course completion has also increased by 4%. Student success has stayed stable at 68%.

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

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. It is expected that retention and success rates for online classes will improve as there are many resources now available for online instructors and students. There is no data for Hybrid students so they are not reflected in the data but will be analyzed during the next IPR.

There is always room for improvement of retention and success rates, particularly in social sciences, however faculty are encouraged to hold students to high

standards of achievement rather than simplifying coursework so that unmotivated students are more likely to succeed.

Research data separating modes of delivery would be helpful to pin point areas of strength and weakness.

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.

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 WEAVE 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.

All 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. For instance, the sociology instructor changed to a straight lecture instead of a group activity when SLO data revealed that students were not grasping theoretical orientations in a group setting. The subsequent SLO evaluation proved that the change in teaching style made a difference in the comprehension and understanding of the orientations.

Dialog regarding SLOs occurs every month 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.

The table below illustrates the acceptance and use of SLO's throughout the department. Every class has at least one SLOs measured. The majority of classes meet the eighty percent success rate. Instructional changes are made if the class does not meet the criteria.

Student SLO Performance by Subject and Course

CourseNumber	SLO	Fall 2013	Spr 2014	Fall 2014	Spr 2015	Sumr 2015	Fall 2015	Overall
ANTH 1	SLO 1	61%	81%	90%	71%	50%		75%
	SLO 2	61%	81%	83%	71%	50%	91%	70%
ANTH 2	SLO 1				78%			78%
	SLO 2		94%					94%
ANTH 3	SLO 1		100%					100%
	SLO 2		90%					90%
ECON 10	SLO 1	95%		85%			92%	91%
	SLO 2	93%						93%
ECON 11	SLO 1		84%					84%
	SLO 2		81%					81%
	SLO 3		92%					92%
GEOG 2	SLO 1			83%				83%
HIST 14	SLO 1	100%	100%	100%				100%
HIST 15	SLO 1	100%	93%	90%	90%	82%		91%
Hist 16	SLO 1	86%	71%	83%				77%
HIST 17	SLO 1	91%	87%	85%	88%	92%		88%
PSY 1	SLO 1	77%	87%	83%				83%
	SLO 2	85%	94%	74%				88%
	SLO 3	78%	79%	83%				81%
	SLO 4	73%	98%	98%		96%		92%
	SLO 5	90%	67%					87%
PSY 18	SLO 1		89%					89%
	SLO 3	90%	72%	83%		100%		85%
PSY 2	SLO 1	88%	93%					91%
	SLO 2	91%	90%					91%
	SLO 3	67%						67%
PSY 31	SLO 1	70%						70%
	SLO 6		67%					67%
PSY 33	SLO 1		93%	100%				97%
	SLO 2	100%			100%			100%
PSY 6	SLO 1		89%	89%				89%
	SLO 2	80%				88%		83%
PSY 80	SLO 1		100%					100%
	SLO 3	100%		100%				100%
SOC 1	SLO 1	90%	100%	93%				93%
	SLO 3		86%	83%	87%			86%
SOC 2	SLO 1	98%	97%					98%
	SLO 2	97%	91%	82%		98%		92%
	SLO 3			86%	92%			89%
	SLO 4	91%	94%					92%
SOC 3	SLO 1		100%	80%			81%	86%
	SLO 2		100%					100%
	SLO 3		100%		78%			85%
	SLO 4		100%					100%
SOC 4	SLO 1	86%						86%
	SLO 2			90%				90%
	SLO 3		92%					92%
Overall Average		85%	88%	86%	87%	84%	92%	87%

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.

No new action 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.

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 SOC 1 – Introduction to Sociology, SOC 2 – Social Problems, SOC 3 – Family Relations, PLSC 1 – Political Science, HIST 16 U.S. History, HIST 17 Post Civil War U.S. History and PSY 33 – Psychology of Personal and Social Adjustment.

Students consistently expressed satisfaction with:

1. scheduling of classes (95%)
2. reasonable access to facilities (98%)
3. the course or program provided necessary equipment (88%)
4. textbook(s) for courses were adequately used (96%)

Students expressed concerns with:

1. When weather is cold, one in five believed classrooms were too cold.
2. Thirty percent of students believed that the cost for the course or program beyond registration and books was not clearly identified in the catalog.
3. Many students complained that the desks were old, uncomfortable and too small.

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.

The District needs to take inventory of classroom chairs/desks and set up a replacement schedule.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

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 (2015-2016) lists six 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 Degree University Studies: Emphasis in Humanities
- 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.

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.

Evaluate transferability of TMC degrees 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:
GEOG 2 Cultural Geography Developed to meet CID course requirements, PSY 5 Introduction to Research Methods Approval for hybrid delivery, PSY 6 Abnormal Psychology Approval for hybrid delivery. No courses have been inactivated during this IPR cycle.

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

There have been no additional classes added to the program and all curriculum has been reviewed – see appendix A. More hybrid courses are being added to course offerings for students. Although not reflective in the curriculum logs, correspondence classes are not offered to community students any longer as of fall 2015.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning table for any recommendations requiring institutional action.

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

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.

The AA degrees follow the Transfer Model Curriculum guidelines established to ensure transferability of classes into the CSU 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.

Alison Somerville, our articulation officer, confirms that the courses included in this IPR have been processed by our Curriculum Committee and those deemed appropriate processed by C-ID and GE review for CSU or IGETC patterns.

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.

- Our goal of increasing online sections/enrollments is becoming a reality. Total online enrollment for 2011-2012 was 158 and online enrollment for 2014-2015 was 440, an increase of 278%!
- Correspondence enrollment is increasing to its peak enrollment in 2011-2012.
- On-campus enrollments have stayed steady

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

Location	Subject	2011-12				2012-13				2013-14				2014-15			
		Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total
Main Campus	ANTH							1	1			2	2			2	2
	ECON		1	1	2		1	1	2		1	1	2		1	1	2
	GEOG														1		1
	HIST		3	3	6		5	4	9		4	4	8		4	4	8
	PLSC		3	3	6		3	3	6		1	1	2		1	1	2
	PSY	1	6	4	11		6	6	12	1	8	6	15	1	6	5	12
	SOC		3	3	6		2	1	3		3	3	6		3	3	6
	Total	1	16	14	31		17	16	33	1	17	17	35	1	16	16	33
Alturas	PSY							1	1			1	1				
	Total							1	1			1	1				
Other	PSY										1	1					
	Total										1	1					
Correspondence	ECON			1	1												
	HIST	7	5	4	16	5	5	3	13	4	5	7	16	6	9	7	22
	PLSC	1	3	1	5	2		2	4		3	1	4		1	2	3
	PSY	7	8	6	21	7	3	6	16	5	6	5	16	5	6	5	16
	SOC	9	6	4	19	5	4	5	14	4	3	5	12	5	5	5	15
	Total	24	22	16	62	19	12	16	47	13	17	18	48	16	21	19	56
Hybrid	PSY											2	2				
	SOC			1	1		1	1									
	Total			1	1		1	1				2	2				
Internet	ECON		1		1		1	1	2		1	1	2		1	1	2
	HIST			1	1							1	1		2	1	3
	PLSC										1		1	1			1
	PSY	1	1	1	3	1	4	4	9	3	4	3	10	2	4	4	10
	SOC		1	1	2	2	2	2	6		2	3	5	1	3	3	7
	Total	1	3	3	7	3	7	7	17	3	8	8	19	4	10	9	23
Grand Total		26	41	34	101	22	37	40	99	17	43	46	106	21	47	44	112

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, online, and correspondence (inmates only) students. Local students have access to on-campus, hybrid and online to meet their schedule needs. 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.

An analysis of class/section offerings is completed every semester. Listed below is a chart listed enrollment by location and modality.

Anth-Soc-Hist Program Enrollment by Location and Modality

Location	Subject	2011-12				2012-13				2013-14				2014-15			
		Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total
Main Campus	ANTH							23	23			33	33			29	29
	ECON		33	35	68		30	29	59		29	24	53		17	19	36
	GEOG														15		15
	HIST		93	92	185		118	116	234		127	112	239		119	108	227
	PLSC		64	75	139		59	46	105		19	33	52		28	31	59
	PSY	28	170	112	310		143	138	281	17	196	123	336	20	152	153	325
	SOC		104	76	180		72	26	98		101	81	182		91	99	190
	Total	28	464	390	882		422	378	800	17	472	406	895	20	422	439	881
Alturas	PSY							15	15			15	15				
	Total							15	15			15	15				
Other	PSY										12		12				
	Total										12		12				
Correspondence	ECON			26	26												
	HIST	229	154	125	508	153	149	100	402	127	149	184	460	149	237	201	587
	PLSC	35	88	35	158	59		62	121		84	34	118		28	64	92
	PSY	171	173	149	493	187	86	169	442	135	166	155	456	132	173	162	467
	SOC	299	189	134	622	162	95	158	415	123	100	143	366	147	159	156	462
	Total	734	604	469	1,807	561	330	489	1,380	385	499	516	1,400	428	597	583	1,608
Hybrid	PSY											23	23				
	SOC			11	11		15		15								
	Total			11	11		15		15			23	23				
Internet	ECON		28		28		23	22	45		13	18	31		17	19	36
	HIST			25	25							21	21		22	15	37
	PLSC										13		13	12			12
	PSY	18	25	21	64	20	65	68	153	41	51	66	158	44	79	82	205
	SOC		22	19	41	18	35	41	94		32	51	83	29	56	65	150
	Total	18	75	65	158	38	123	131	292	41	109	156	306	85	174	181	440
Grand Total		780	1,143	935	2,858	599	890	1,013	2,502	443	1,092	1,116	2,651	533	1,193	1,203	2,929

- 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 changes recommended at this time.

IV. Equipment

Description/Evaluation:

- 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.

N/A

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.

N/A

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 transferability of TMC degrees as students enter CSUC institutions.

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

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 2015

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

2,4	Set-up replacement schedule for classroom chairs/desks	Fall 2016	???	Safe and comfortable learning environment

Prioritized Recommendation for Inclusion in Student Services Master Plan

Social Science 2015

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 2015

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

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 2015:

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 2016:

Linda Alberico: Sociology
Lisa Amrein: Psychology
James Barnett: Psychology
Michael Beck: Philosophy
Kathleen Bollinger: Sociology, Ethnic Studies
Micah Freeman: Psychology
Heather Grammatico: Psychology
Joelle Porter: Humanities
Thomas Romero: History, Humanities, Ethnic Studies
John Taylor: Philosophy
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 becoming increasingly difficult to attract adjunct faculty because of the low hourly rate. It will only get worse in the future if we are unable to attract qualified instructors.

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 available in the Office of Instruction].

On-campus Flex activities have greatly improved with the addition of the campus Flex Coordinator and the addition of our TECC (Training, Education and Collaboration Center).

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.

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.

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 2015

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 2016	??? - 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 2016	-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 2016	\$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.

Because of the Title III Grant, 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.

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.

The on-campus facilities used by the social science program have been drastically improved by the Title III Grant. However, there has been no move by the District to install air-conditioning in the Creative Arts and Humanities buildings. During the summer months, including late spring semester and early fall semester, the classrooms in these buildings are very hot and make learning and teaching difficult.

The number of campus-wide classrooms has decreased because of administrative departmental moves which in turn have hurt scheduling efforts and available classrooms.

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.

Air-condition in the 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 departmental moves can take place, 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 2015

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2,3,4	Air-condition the Creative Arts and Humanities buildings.	Fall 2016	???	Provide a college environment that supports students and increases opportunity and success – in other words, students won’t pass out from heat stroke.
3,4	Before departmental moves can take place, an evaluation of the minimum number of classrooms needed must be completed.	Fall 2016	???	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.

Recently upgraded copiers are available for small copying jobs in both the Humanities and Creative Arts buildings. 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.

The copy machines in both buildings are invaluable in allowing instructors to prepare for classes and assist students.

The program has a good collection of maps and various videos. The Librarian is subscribing to off campus sites that will make it easier for faculty members to access videos. For videos that are not accessible through this new site, a replacement budget to update out of date resources will be needed to maintain the currency of the video collection and topics.

The Learning Center staff should be commended for their efforts to encourage and invite faculty members and their students to use and tour the Learning Center.

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.

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.

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 2015

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
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 2016	\$\$\$ 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 02/02/2016

Course	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed
ANTH 1 Biological Anthropology	02/04/2014	
ANTH 2 Cultural Anthropology	11/17/2015	
ANTH 3 Introduction to Archaeology	04/08/2014	
ES 1 – Ethnic Minorities in America	12/03/2013	
GEOG 2 – Cultural Geography	11/17/2015	
HIST 14 – World History, Beginning to 1500	11/17/2015	
HIST 15 - World History, 1500 to Present	11/17/2015	
HIST 16 – U.S. History	10/20/2015	
HIST 17 – U.S. History, Post Civil War	10/20/2015	
HUM 1- Western Civ. Prehistoric to 1600	02/02/2016	
HUM 2- Western Civ. 1600 to Present	02/02/2016	
JOUR 4 – Mass Communication and Society	12/03/2013	
PLSC 1 – American Institutions	10/20/2015	
PSY 1 – Introduction to Psychology	10/06/2015	
PSY 2 – Principles of Psychology	12/03/2013	
PSY 5 Introduction to Research Methods	10/06/2015 (New 02/19/2013)	
PSY 6 Abnormal Psychology	12/01/2015 (New 02/19/2013)	
PSY 18 – Human Dev.: A Life Span	05/06/2014	
PSY 31/CD 31 - Child Dev.:	03/31/2015	

Conception Through Adolescence		
PSY 33 – Psychology of Personal Development	04/08/2014	
PSY 80 Facing Stress and Pain	12/03/2013	
PSY 95 Parapsychology	12/03/2013	
SOC 1 Introduction to Sociology	02/02/2016	
SOC 2 Social Problems	02/02/2016	
SOC 3 Family Relations	12/03/2013	
SOC 4 Introduction to Gender	12/03/2013	
Degree/Area	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed
AA-T Anthropology	New 05/07/2013	
AA-T History	New 04/17/2012	
AA-T in Sociology	02/02/2016	
AA University Studies: Emphasis in Social Science	02/02/2016	
AA General Studies: Emphasis in Social Science	02/02/2016	
AA-T Psychology	02/02/2016	

Associate in Arts Degree University Studies:
Emphasis in Social Science

Required Core Courses: 18 units

Total Units: 60 units

Select a minimum of 18 units from the following courses in area of emphasis:

Course Number	Course Title	Fall	Spring
AJ 10	Criminology		3
AJ 20	Criminal Law	3	
AGR 2	Agricultural Economics		3(even)
ANTH 2	Cultural Anthropology		3
ANTH 3	Introduction to Archaeology		3
CD 31	Child Development: Conception through Adolescence	3	3
ECON 10	Macro-economics	3	
ECON 11	Micro-economics		3
ES 1	Ethnic Minorities in America	3	3
GEOG 2	Cultural Geography	3	
HIST 14	World History, Beginning to 1500	3	3
HIST 15	World History, 1500 to Present	3	3
HIST 16	U.S. History	3	3
HIST 17	Post Civil War U.S. History	3	3
HUM 1	Western Civilization: Prehistoric Times to 1600	3	
HUM 2	Western Civilization: 1600 to Present		3
JOUR 4	Mass Communication and Society		3
PLSC 1	American Institutions	3	3
PSY 1	Introduction to Psychology	3	3
PSY 2	Principles of Psychology	3	3
PSY 5	Introduction to Research Methods		3(even)
PSY 6	Abnormal Psychology	3	3
PSY 18	Human Development: A Life Span	3	3
PSY 31	Child Development: Conception through Adolescence	3	3
SOC 1	Introduction to Sociology	3	3
SOC 2	Social Problems	3	3
SOC 3	Family Relations		3
SOC 4	Introduction to Gender	3	

Electives: 24 units select courses number 1-99 to satisfy this requirement. (No more than 6 units from one discipline)

General Education Requirements: 18 units

See a counselor to prepare your educational plan with the latest scheduling information.



