

Instructional Program Review

Program: Anthropology, History, Social Science, Sociology,
Psychology, and Social Work

Academic Year: 2022-2023

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Executive Summary

The executive summary should be a consolidation of key findings, program plans, and participants that contributed to the review

The Social Sciences department has enjoyed enrollment success over the past four years. This success can be attributed not only to the full-time and adjunct faculty that deliver instruction but also to the variety and quality of the courses themselves.

Although enrollment has been largely steady, the department is looking to grow. Evidence of relatively stable enrollment and retention rates signals an opportunity to grow this department in the years to come. Overall, students are satisfied with the courses offered in the department as well as the quality of instruction. Again, this is an indication that growth can be achieved in the number of offerings as well as students served.

This department has identified a number of action plans to move forward with work related to the following Strategic Initiatives:

- Increase and retain enrollment
- Continue to meet accreditation standards

Department faculty have collaborated in identifying numerous action plans in order to effectively continue the quality in the courses offered, steadily achieve growth, continue to meet accreditation standards, and adapt to changes occurring at the state level such as the implementation of CSU GE Area F requirements. Resources requested include faculty training on topics such as SLOs and POQR, hiring a full-time Sociology faculty member, upgrade of instructional equipment and providing interactive history and social science learning events for the community. This document details these needed tools to enhance instruction as growth is sought.

SECTION 1: ACADEMIC PLANNING

Program Overview, Objectives, and Student Learning Outcomes

- Describe the program (types of degrees offered, jobs/industries/transfer pathways associated with the program, faculty members in program)
- Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals
- Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review. Regular program assessment will drive program improvements.

The Social Science Program is comprised of courses in the social science area including Anthropology, Geography, History, Humanities, Political Science, Psychology, Sociology and Social Work/Human Services.

The program includes the following associate degrees;

Associate in Arts Degree University Studies: Emphasis in Social Sciences

Associate in Arts Degree General Studies: Emphasis in Social Sciences

Associate in Arts Degree in History for Transfer

Associate in Arts Degree in Sociology for Transfer

Associate in Arts Degree in Psychology for Transfer

Associate in Arts Degree in Social Work / Human Services for Transfer

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 the 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 terminal degree requirements. 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. Students who choose not to transfer are provided a well-rounded offering of courses in the social science to prepare for work in many related occupational fields including service-oriented occupations requiring people skills.

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 or core requirements for terminal associate degrees and/or complete Intersegmental General Education Transfer Curriculum (IGETC) or California State University (CSU) certification.

The program specifically addresses the components of the mission statement dealing with transfer degrees and certificate programs. 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 Social Science program's primary focus aligns with LCC Strategic Goals by providing Learning Opportunities with a Student Success focus delivered through Institutional Effectiveness practices.

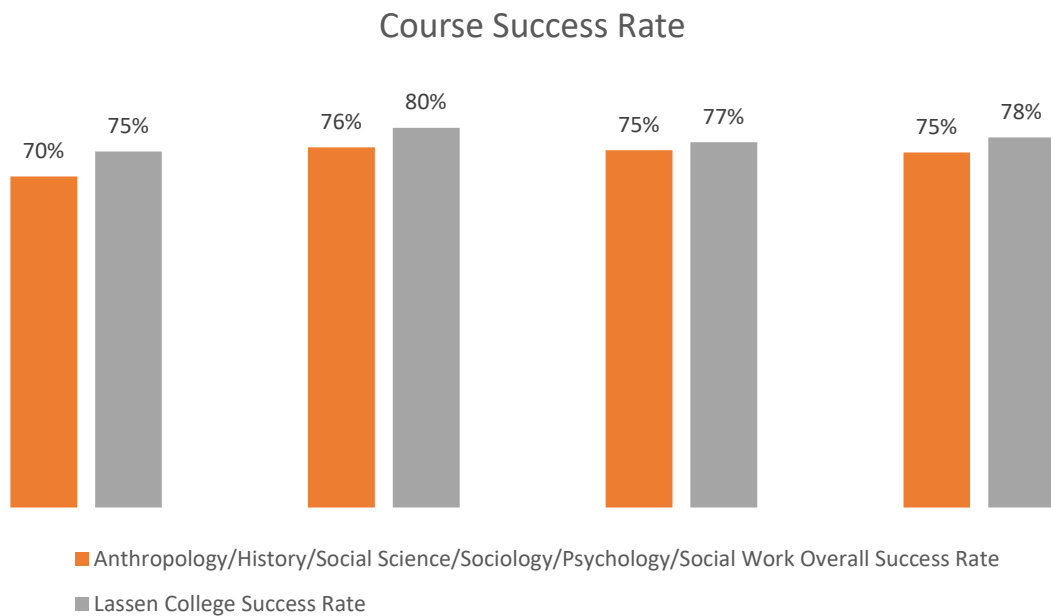
The Associate in Arts Degree in Psychology for Transfer provides students with a strong foundation in the area of Psychology. The program is delivered by way of in-person face-to-face classes, online, hybrid and correspondence. Face-to-face classes are delivered both on campus and at local correctional institutions. The program is delivered by six faculty members (full-time and adjunct). The program has expanded in recent

years to include more face-to-face instruction. Also, the program continues to be aligned with LCC mission and goals.

An Annual Update was completed for this program review last term, Spring 2023. The Annual Update addressed progress made on the 2020 Social Science IPR and emerging needs since that IPR, and additionally, served to incorporate enhanced PSLO, GESLO, ISLO, and Strategic Goal Data received. This comprehensive Social Science IPR reflects further on data to include FTES, FTEF, Enrollment, Success, Completion and course SLO data.

Trends and Patterns in Student Achievement and Learning Outcomes:

COURSE SUCCESS



Course Success Rate	2018-19	2019-20	2020-21	2021-22
Program-Level				
Anthropology/History/Social Science/Sociology/Psychology/Social Work Overall Success Rate	70%	76%	75%	75%
Lassen College Success Rate	75%	80%	77%	78%
Course-Level				
ANTH 1	61%	75%	72%	68%
ANTH 2	73%	56%	80%	60%
ANTH 3	-	50%	-	-
CD 31	54%	67%	56%	50%
GEOG 2	64%	-	-	-
HIST 14	50%	54%	64%	73%
HIST 15	49%	65%	67%	70%
HIST 16	81%	85%	84%	81%
HIST 17	73%	89%	82%	78%
HUM 1	76%	76%	73%	77%

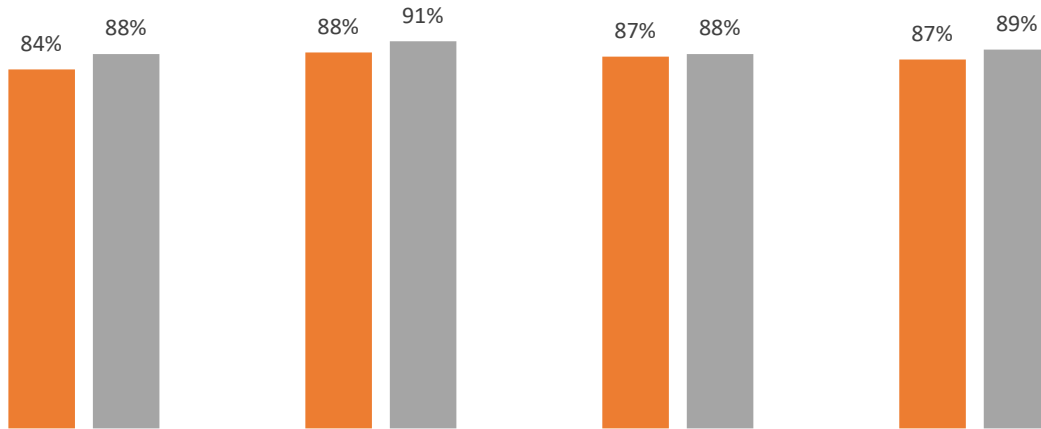
HUM 2	71%	87%	79%	80%
HUS 10	86%	86%	78%	-
HUS 42	-	0%	-	-
HUS 49	100%	-	-	-
PLSC 1	84%	84%	81%	84%
PLSC 11	-	100%	-	-
PSY 1	68%	75%	70%	67%
PSY 18	64%	64%	65%	64%
PSY 31	64%	69%	67%	71%
PSY 33	62%	70%	70%	80%
PSY 5	89%	89%	88%	77%
PSY 6	72%	74%	78%	75%
SOC 1	76%	76%	78%	77%
SOC 2	74%	76%	74%	82%
SOC 3	79%	85%	86%	80%
SOC 4	78%	73%	61%	50%
Modality				
Correspondence	-	-	-	-
Face-to-Face	69%	76%	76%	76%
Online	73%	76%	73%	71%
Hybrid	-	-	-	-

Overall face-to-face course Success rate shows consistent improvement since 2018. Success stayed strong despite COVID, varied emergency instructional modality changes, wild fires and cyber attack. Online success remains fairly consistent with a slight fluctuation believed to be from instructors and students adapting to the uncertainties and changes in the educational environment presented by COVID.

IPR Data review occurred in Humanities-Social Sciences Division Meetings, as well as through Division email streams in the process of drafting and editing this program review document. This IPR also includes content from the “Closing the Loop on SLOs” activities undertaken by Academic Senate in October, 2022.

COURSE RETENTION

Course Retention Rate



■ Anthropology/History/Social Science/Sociology/Psychology/Social Work Overall Retention Rate
■ Lassen College Retention Rate

Retention Rate	2018-19	2019-20	2020-21	2021-22
Program-Level				
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Overall Retention Rate	84%	88%	87%	87%
Lassen College Retention Rate	88%	91%	88%	89%
Course-Level				
ANTH 1	82%	91%	90%	92%
ANTH 2	77%	78%	80%	100%
ANTH 3	-	50%	-	-
CD 31	84%	92%	88%	61%
GEOG 2	73%	-	-	-
HIST 14	61%	68%	83%	83%
HIST 15	60%	73%	81%	90%
HIST 16	91%	96%	91%	89%
HIST 17	89%	94%	92%	86%
HUM 1	89%	90%	86%	84%
HUM 2	87%	92%	86%	85%
HUS 10	100%	86%	89%	-
HUS 42	-	0%	-	-
HUS 49	100%	-	-	-
PLSC 1	87%	87%	83%	86%
PLSC 11	-	100%	-	-
PSY 1	85%	87%	85%	83%
PSY 18	86%	84%	87%	84%
PSY 31	94%	96%	91%	91%
PSY 33	71%	86%	79%	89%
PSY 5	100%	89%	100%	85%
PSY 6	90%	93%	90%	93%
SOC 1	88%	89%	90%	88%
SOC 2	88%	86%	90%	87%
SOC 3	92%	96%	89%	85%

SOC 4	90%	100%	74%	79%
Modality				
Correspondence	-	-	-	-
Face-to-Face	82%	87%	88%	87%
Online	90%	92%	86%	86%
Hybrid	-	-	-	-

Overall retention rates stayed strong despite COVID, wild fires and cyber attack.

Retention Rate by Student Demographic	2018-19	2019-20	2020-21	2021-22
Program-Level				
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Overall Retention Rate	84%	88%	87%	87%
Lassen College Retention Rate	88%	91%	88%	89%
Gender				
Female	88%	89%	84%	85%
Male	83%	88%	88%	87%
Unreported	100%	100%	-	-
Ethnicity-Race-Ancestry				
American Indian or AK Native	81%	85%	90%	87%
Asian	85%	92%	89%	81%
Black or African American	80%	86%	87%	85%
Filipino	76%	100%	89%	71%
Hispanic or Latinx	84%	89%	88%	88%
Other	100%	100%	67%	100%
Pacific Islander	76%	98%	85%	97%
Unreported	86%	89%	87%	77%
White	88%	88%	87%	88%
Age Group				
17 and Under	95%	92%	87%	88%
18 to 24	86%	90%	87%	87%
25 to 49	83%	87%	88%	87%
50 and Over	79%	87%	85%	85%
Unreported	0%	100%	81%	88%

History 14, 15, 16, 17 and Political Science has done well and maintained consistent success, and actually has increased in 2021-22. Online success for these courses also have retained consistency, at or above the rate of the institution's success rate. The hope is to keep success rates consistent moving forward.

World History 14 and 15 (add course numbers); in looking at the data for the retention rate, has a small dip with retention in 2018-2020, while in 2020-22 the rates have increased and now match the college's retention rate in 2020-22. After an inquiry in History 14 and 15, in 2018-2022

Before this time, the instructor was teaching an 8-week History 14 and 15 classes on MWF mornings. These 8-week courses were created as a response to making our class schedule more flexible. The classes catered initially to Fire Science students and other students who needed / wanted short term classes could take GE options. Mainly students who started late in the semester had options, students who needed to drop a course early in the semester could add a later course, or students just preferred a quicker option. In 2017/2018, given the administrator in charge of Instruction did not like that US History and World History shared the same timeslot (MWF mornings). Administration moved the History 14 and History 15 classes to a T/Th timeslot. The enrollment immediately dropped in these classes. The change in the time slot may have caused counselors to forget the new timeslot, and the classes competed with other GE classes – specifically PSY and lab sciences. Further course competition is needed to determine if the move was justified based on data to support the change.

2018-2020

Through advertising to students and counselors, enrollment in these classes rebounded. We offered the classes hybrid and full semester length.

Spring 2020

Covid hit and enrollment suffered.

Fall 2021-present

All in-person classes were changed to different instructors because the instructor was moved into the Interim Dean of Instruction position. This happened right after the semester began. New instructors took over the courses. Online classes were hit the hardest since one instructor had never taught at LCC before. Now, History 14 and History 15 are only taught online and correspondence. It would be a good move to research if the live course offerings are needed, and with class times researched, find a good time to offer these courses face-to-face, as they do offer a variety of historic learning, and compliment the history and humanities offerings.

History 16 and 17 have good retention rates due to consistency in teaching these classes. The online offerings are staggered every other semester, the retention numbers are in line with the colleges over all retention rate. As required transfer courses even with a change in modalities, the retention has remained consistent all four years.

Today we are working on building the student base post Covid. The classes are being taught hybrid, with lectures offered in the mornings, and the times have not changed since the instructor began teaching them in 2012. History 16 and 17 classes are offered also online as a cohort of every other semester. This began in 2018, each Fall is History 16 and Spring is History

Online classes remain popular, yet offerings that were pre-covid are encouraged to be face-to-face, as they were. Online seems to have an uptick in popularity and offer the school good enrollment. This could be a change going forward.

Overall the course offerings have not changed much, keeping the consistency of the times, and instructors. We would like to see more interest and possibly start an evening class for students who work during the day and are unable to attend. It would be interesting to explore ideas for retention such as the ability of students to function in classrooms, based on coming off of Covid shut downs, and this being the first group to hit college post Covid, are the skills there to navigate college, such as reading a syllabus, taking notes, learning how to speak with instructors, utilizing an office visit to instructors, and social interactions.

In an effort to draw attention to Lassen College as a community, it would be nice to offer some interactive learning events for the community through Women in History, A Candy Drop honoring the Candy Bomber, and having guest speakers bring slave stories and interactive culture as part of Black History Month, and Cinco de Mayo events to honor Hispanics, in coordination with Student Services. A constitution Day offered to assist 8th grade teachers, and political forums to help students attain the new PLSC 1 SLO to get involved in local politics.

DEGREE AND CERTIFICATE COMPLETION

Degree and Certificates	2018-19	2019-20	2020-21	2021-22
Anthropology/History/Social Science/Sociology/Psychology/Social Work Degrees Awarded	183	164	226	173
Lassen College Degrees Awarded	310	260	338	236
Anthropology/History/Social Science/Sociology/Psychology/Social Work Certificates Awarded	88	78	78	27

Lassen College Certificates Awarded	156	128	161	72
Degree or Certificate Program				
AA General Studies: Emphasis in Social Science	80	68	128	139
AA University Studies: Emphasis in Social Science		1		
AA University Studies: Emphasis in Social Science-CSU	67	60	62	20
AA University Studies: Emphasis in Social Science-IGETC	8	9	8	4
AA History for Transfer-CSU	3	3	4	1
AA History for Transfer-IGETC	1	2		
AA Psychology for Transfer-CSU	14	11	18	3
AA Psychology for Transfer-IGETC	3	1		1
AA Sociology for Transfer-CSU	7	7	6	4
AA Sociology for Transfer-IGETC		2		1
Cert. of Achievement CSU General Education & Certification	88	78	78	27

The number of certificates awarded shows a downward trend which correlates to a decrease in the number of certificates awarded campus-wide due to declining enrollment. In 2019, 63% of the degrees are in Social Sciences, in 2020 67% of the degrees are in Social Sciences, in 2021 73% of the degrees are in Social Sciences. The total numbers did not change, and actually increases despite the fluctuations in enrollment. If you look at the AA General Studies with emphasis in Social Science, emphasis in Social Science CSU, and IGETC, you will see in 2018 almost half the degrees were in Social Science, with a dip in enrollment during 2019-20, and an incline in both 2020-21 and 2021-22. It seems like all students were purposely put in the AA General Studies: Emphasis in Social Sciences and not in for transfer in CSU and IGETC for transfer, as there is a decline in these numbers. The emphasis is now Social Science, giving the student more opportunities of areas to develop better marketing and job placement.

Achievement

Based on your review of the data trends above (e.g., course success, retention, awards) please provide an analysis of achievement gaps and accomplishments in the program.

Equity

Based on your review of the data trends above (e.g., course success, retention) please provide a narrative to outline opportunities to address any equity gaps.

Although course success rate in Psychology courses is lower by comparison to the overall success rate of the Humanities Department, the success rate in Psychology either remains consistent or continues to improve when compared to success rates of the past. The success rates of both PSY-31 and PSY-33 stand out as examples of this growth. This growth is also observed when observing success rates by student demographics when analyzing demographics by age. We do see some overall decline in success rates when data is separated by ethnicity/race, particularly in the areas of Asian and Filipino categories. These should be seen as areas of opportunity for growth in future years.

STUDENT LEARNING OUTCOMES

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. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for review by faculty at any time through its self-updating, interactive dashboards, and reports. Feedback and narrative from the Share Point tool will be included in the reports.

*By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first-class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as a result of the assessment within five (5) District business days after the last scheduled meeting of the class. Both submissions will be made in accordance with District tracking procedures (i.e., may be paper-based or electronic).

- 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.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

The Psychology Department has updated SLOs in the past year to better align the SLO with both assessments and content covered within the course. Updated SLOs are posted for each course and available to students both on the website and within the actual enrolled course. Updates to PSY-5 have been adjusted to allow effective assessment of this course whether administered online or face-to-face on campus (as well as face-to-face in a correctional institution).

The History Department has updated SLOs this past semester and are awaiting Curriculum approval. In an effort to capture more measurements as a department and institutionally, the new SLOs have gone from one to three. All mapping has been done, and await trial to see if it captures a better assessment of student learning.

Course Assessed	Recommendations for Improvement
ANTH-1 Biological Anthropology	Below target SLOs are based on reporting error. Students who did not complete SLO measure were included in the calculation. Senate mentored faculty to provide more accurate data.
ANTH-2 Cultural Anthropology	Below target SLOs are based on reporting error. Students who did not complete SLO measure were included in the calculation. Senate mentored faculty to provide more accurate data.
ANTH-3 Introduction to Archaeology	Course inactivated
CD-31 Concepts-Adolescence	Providing assignments throughout the semester specific to preparing for the term paper is recommended for improvement

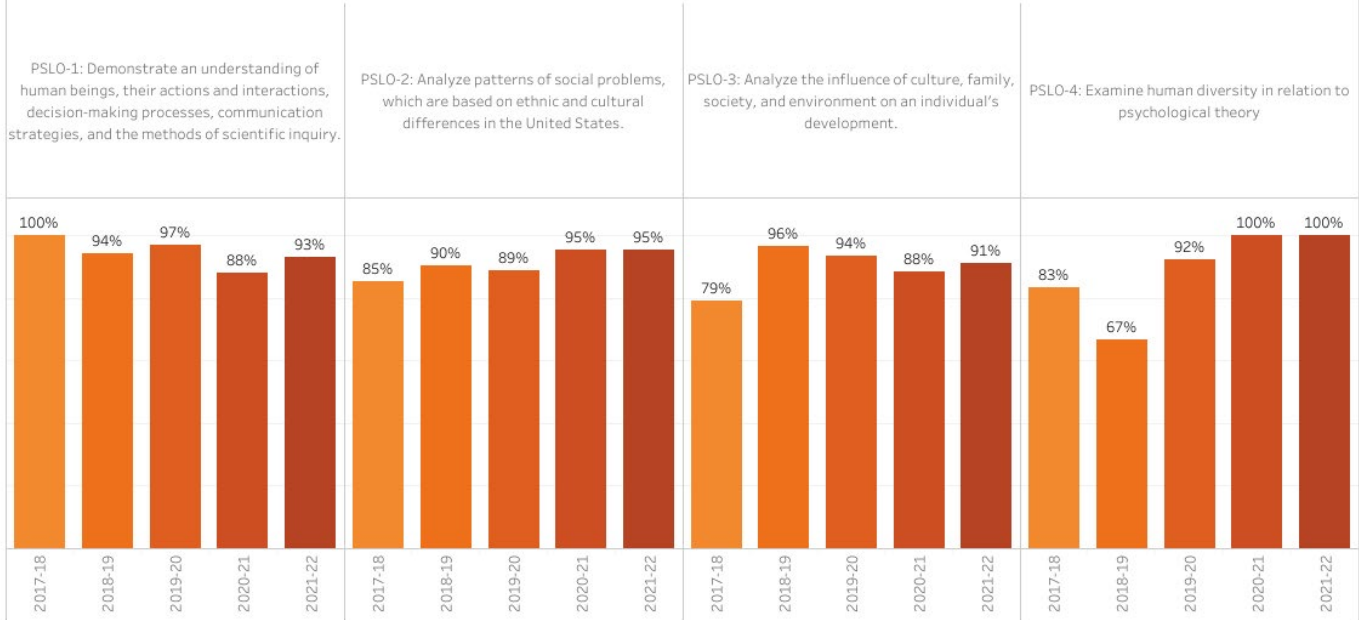
GEOG-2 Cultural Geography	Course not offered since last IPR
HIST-14 World History, Beginning 1500	More assignments geared to assess the comparisons of world civilizations, and identifying historical figures, cultural ideas and values, and the global connection between events, and analyzing race, class, gender and ethnicity, and their effects through the world's physical and natural environmental developments in human society.
HIST-15 World History, 1500 to Present	More assignments reflecting differences of the major civilizations of the world from 1500 to the present, with an emphasis on the cross-cultural interaction in the modern era, including major historical figures, issues, and events, including analytical categories such as race, class, gender and ethnicity, and ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange.
HIST-16 U.S. History	Give instruction on how to trace the transition of the United States into a nation, which will include the development of political institutions, and the transition of the United States into a nation, which will include the development of economic institutions and influential historical figures connected to these institutions. Also add a focus on social movements, sectionalism and geography, the major historical figures, issues (culture, family and society), and events.
HIST-17 Post Civil War - U. S. History	More emphasis on tracing events like Reconstruction, growth in territory, and comparing the development of political institutions, historical figures and events.
HUM-1 Prehistoric to 1600	No current recommendations for improvement
HUM-2 1600 to Present	No current recommendations for improvement
HUS-10 Int Social Work Human Services	No current recommendations for improvement
HUS-42 Field Exper in Human Services	Course has not been offered
HUS-49 Human Services Work Exp	No current recommendations for improvement
PLSC-1 American Institutions	Prepare topics of basic principles of local, state, and national governments and give research instruction to prepare for written papers on historical/political topics. Prepare students on how to be an active participant in government.
PLSC-11 Student Leadership	Course inactivated

PSY-1 Introductio n to Psychology	No current recommendations for improvement
PSY-18 Human Develop: A Life Span	No current recommendations for improvement
PSY-18 Life Span Developme nt	No current recommendations for improvement
PSY-31 Conceptn- Adolescenc	No current recommendations for improvement
PSY-33 Personal and Social Adjustment	No current recommendations for improvement
PSY-5 Intro to Research Methods	No current recommendations for improvement
PSY-6 Abnormal Psychology	No current recommendations for improvement
SOC-1 Introductio n to Sociology	No current recommendations for improvement
SOC-2 Social Problems	No current recommendations for improvement
SOC-3 Family Relations	Below target SLOs are based on reporting error. Students who did not complete SLO measure were included in the calculation. Senate mentored faculty to provide more accurate data
SOC-4 Introductio n to Gender	No current recommendations for improvement



Program Student Learning Outcome Assessment Results

Social Science: University Studies, Emphasis in Social Science, Associate of Arts Degree

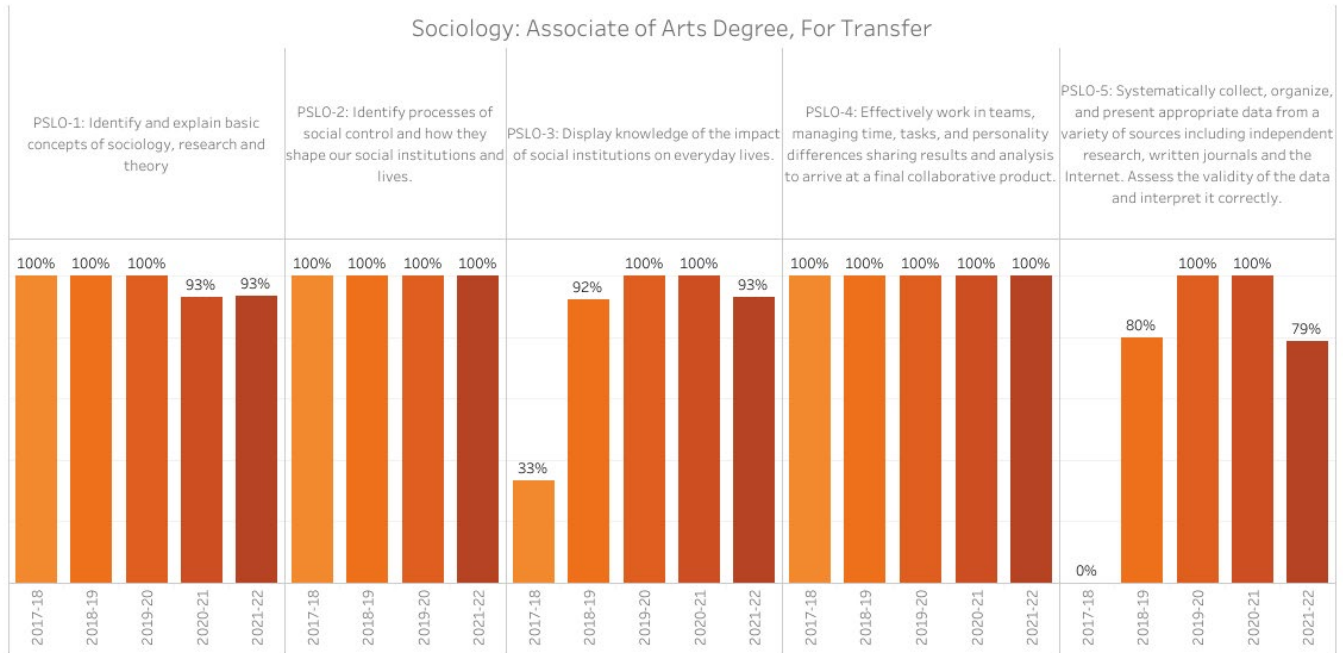


Program Name	Program Student Learning Outcome (PSLO)	2017-18	2018-19	2019-20	2020-21	2021-22
Social Science: University Studies, Emphasis in Social Science, Associate of Arts Degree	PSLO-1: Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.	100%	94%	97%	88%	93%
	PSLO-2: Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.	85%	90%	89%	95%	95%
	PSLO-3: Analyze the influence of culture, family, society, and environment on an individual's development.	79%	96%	94%	88%	91%
	PSLO-4: Examine human diversity in relation to psychological theory	83%	67%	92%	100%	100%

All of the PSLOs for the Social Science: University Studies, Emphasis in Social Science, Associate of Arts Degree exceed the PSLO target of 75% with the exception of PSLO 4 in 2018-2019. These PSLO results indicate consistent student learning over the last 5 years.



Program Student Learning Outcome Assessment Results



Program Name	Program Student Learning Outcome (PSLO)	2017-18	2018-19	2019-20	2020-21	2021-22
Sociology: Associate of Arts Degree, For Transfer	PSLO-1: Identify and explain basic concepts of sociology, research and theory	100%	100%	100%	93%	93%
	PSLO-2: Identify processes of social control and how they shape our social institutions and lives.	100%	100%	100%		100%
	PSLO-3: Display knowledge of the impact of social institutions on everyday lives.	33%	92%	100%	100%	93%
	PSLO-4: Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.	100%	100%	100%	100%	100%
	PSLO-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.	0%	80%	100%	100%	79%

All of the PSLOs for the Sociology: Associate of Arts Degree, for Transfer far exceed the PSLO target of 75% with the exception of PSLOs 3 and 5 for the year 2017-2018. The low percentages represented that year are believed to be an anomaly likely representative of changes in SLO assessment result collection and reporting, rather than being reflective of true student learning outcome data. Overall, these PSLO results indicate consistent student learning over the last 5 years.



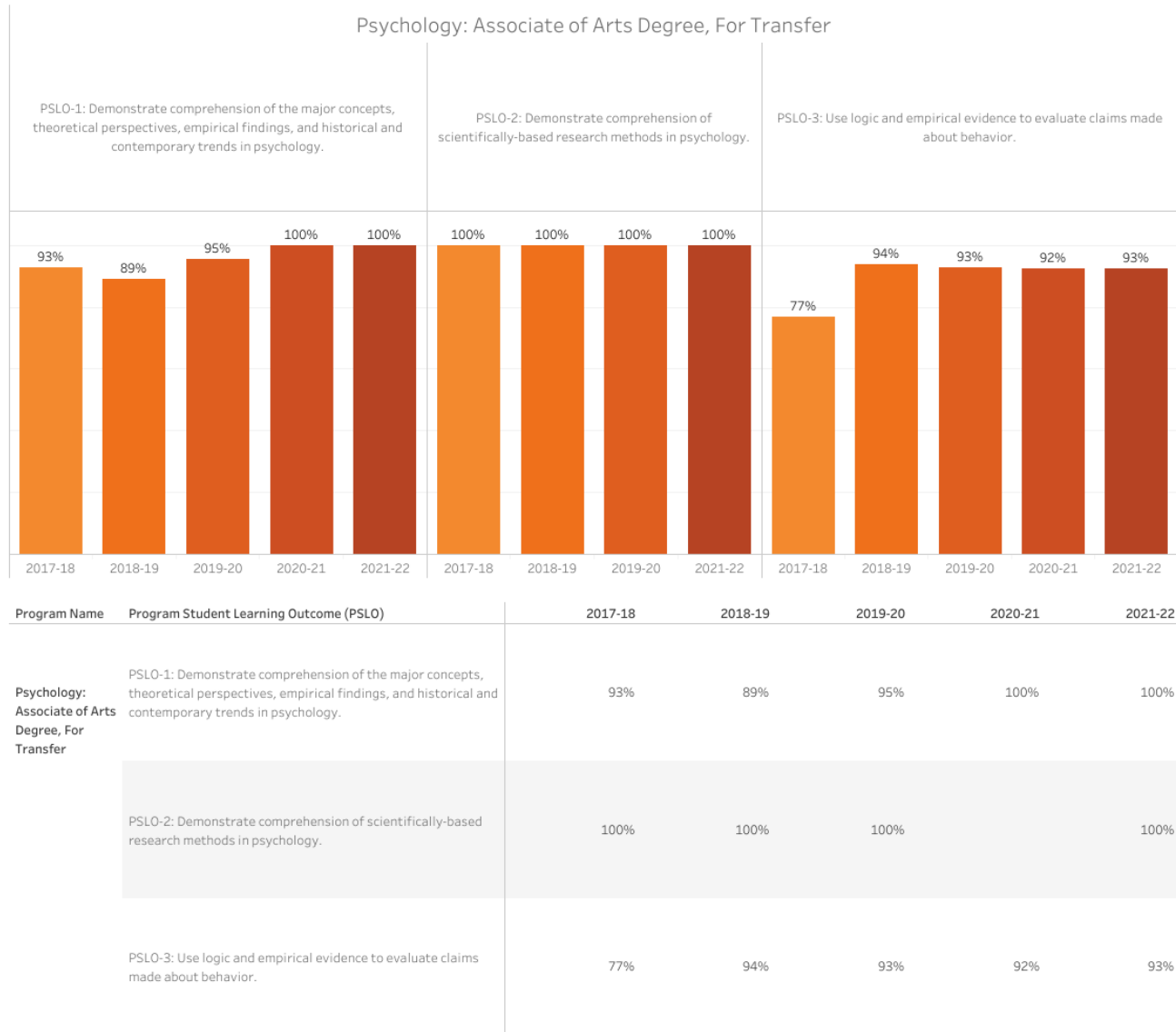
Program Student Learning Outcome Assessment Results



PSLOs results for the Social Work/Human Services, Associate of Arts Degree for Transfer since 2019-2020 exceed the PSLO target of 75%. This new degree was approved in April, 2022, though many of the courses contained in the degree have been around for quite some time. It is difficult to determine contributing factors to the lower percentages represented prior to that year. At this point those results are not concerning as the degree was not in existence at that time and results exceed the target since the inception of the degree. This emerging program shows promise in providing new educational opportunities for students.



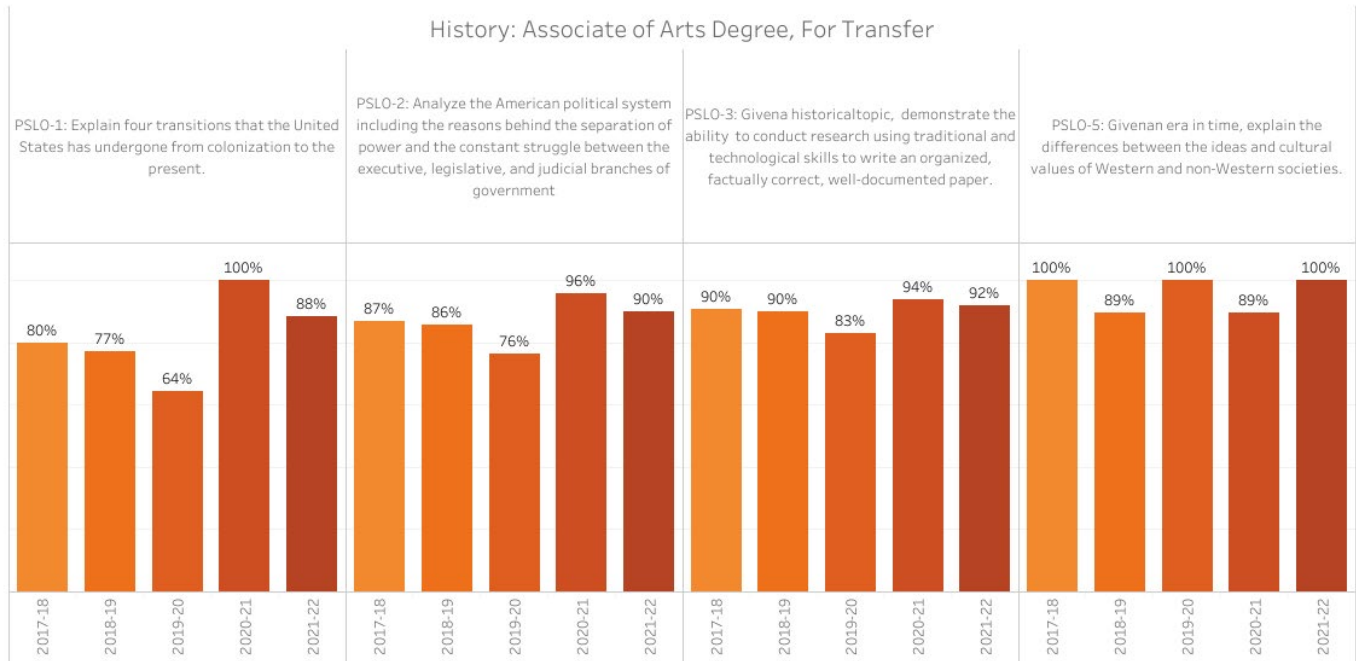
Program Student Learning Outcome Assessment Results



The PSLO results for Psychology: Associate of Arts Degree, For Transfer have been strong over the past five years. PSLO-1 (demonstrating comprehension of major concepts) has been 100% for the past two years. This speaks to the effort put forth by both faculty and students in focusing on these psychological concepts and trends in psychology. PSLO-2 has been equally strong, boasting 100% as well for the past five years (data from 20-21 unavailable). This PSLO addresses research methods in psychology. This topic is woven through each course offered in the department, so the strength of this PSLO comes as no surprise considering the attention given to this topic over the years. PSLO-3 shows a 92% or stronger success rate over the past four years. The topic of this PSLO (evaluating claims made about behavior) is once again addressed throughout the courses offered in the department. Moreover, the overall PSLO results have remained consistent over the past several years, suggesting not only success in the program but stability in achieving the results as well.



Program Student Learning Outcome Assessment Results



Program Name	Program Student Learning Outcome (PSLO)	2017-18	2018-19	2019-20	2020-21	2021-22
History: Associate of Arts Degree, For Transfer	PSLO-1: Explain four transitions that the United States has undergone from colonization to the present.	80%	77%	64%	100%	88%
	PSLO-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	87%	86%	76%	96%	90%
	PSLO-3: Given a historical topic, demonstrate the ability to conduct research using traditional and technological skills to write an organized, factually correct, well-documented paper.	90%	90%	83%	94%	92%
	PSLO-5: Given an era in time, explain the differences between the ideas and cultural values of Western and non-Western societies.	100%	89%	100%	89%	100%

All of the PSLOs for the History: Associate of Arts Degree, for Transfer exceed the PSLO target of 75% with the exception of PSLO 1 for the academic year 2019-2020 which stands at 64%. Despite the challenges faced by students and faculty in the last couple of years, students show strong, continued learning outcome accomplishments.



Program Student Learning Outcome Assessment Results



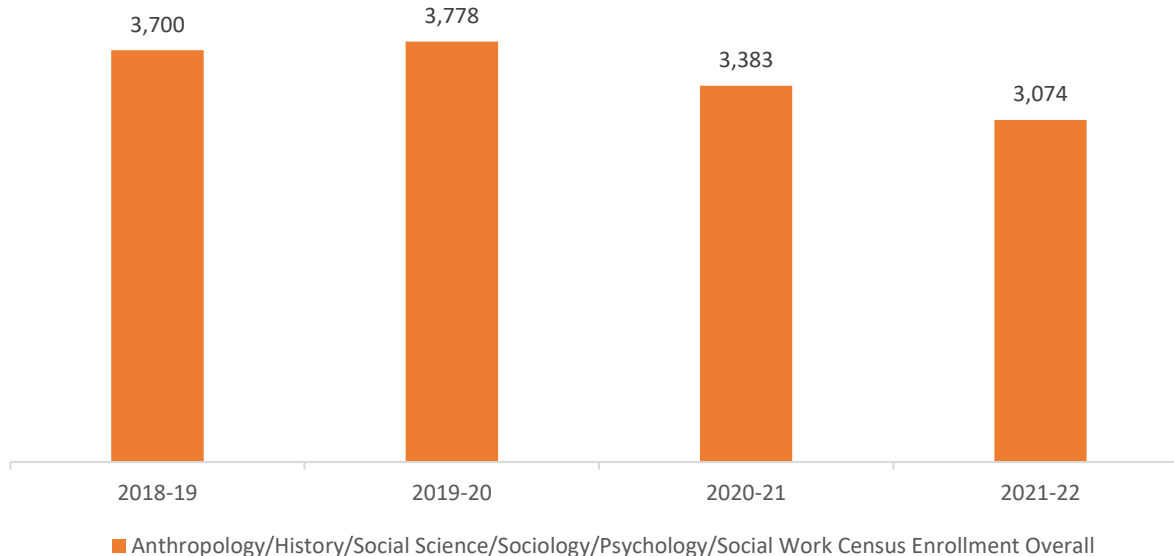
All of the PSLOs for the Social Science: General Studies, Emphasis in Social Science, Associate of Arts Degree exceed the PSLO target of 75% with the exception of PSLO 4 in 2018-2019.

See last term's Annual Update P. 5, "PSLO DATA" for additional discussion of PSLO, ISLO, GESLO, and Strategic Goal data from 2017 through 2021: <http://www.lassencollege.edu/about/planning/Documents/Program-Review/2022-Program-Review/2022%20Social%20Science%20IPR%20Annual%20Update.pdf>

Enrollment Management

Enrollment Management	2018-19	2019-20	2020-21	2021-22
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Census Enrollment Overall	3,700	3,778	3,383	3,074
Lassen College Census Enrollment	15,117	14,320	12,244	11,847
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Full-Time Equivalent Students (FTES)	370.0	378.0	338.3	307.4
Lassen College Full-Time Equivalent Students (FTES)	1,648	1,561	1,340	1,269
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Number of Sections	150	153	137	129
Lassen College Number of Sections	883	851	758	818
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Fill Rate	72%	73%	73%	70%
Lassen College Fill Rate	55%	54%	55%	51%
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Full-Time Equivalent Faculty (FTEF)	14.5	14.9	13.3	12.6
Lassen College Full-Time Equivalent Faculty (FTEF)	79.8	77.7	70.6	74.2
Anthropology/History/Social Science/Sociology/Psychology/ Social Work FTES/FTEF	25.5	25.4	25.4	24.4
Lassen College FTES/FTEF	20.7	20.1	19	17.1

Enrollment (Seats Filled at Census)



Enrollment	2018-19	2019-20	2020-21	2021-22
Course-Level				
ANTH 1	216	230	224	216
ANTH 2	22	14	10	10
ANTH 3	0	4	0	0
CD 31	37	37	16	18
GEOG 2	11	0	0	0
HIST 14	230	211	166	122
HIST 15	184	157	134	108
HIST 16	227	257	234	241
HIST 17	221	175	212	233
HUM 1	119	170	169	130
HUM 2	140	128	156	132
HUS 10	7	7	9	0
HUS 42	0	1	0	0
HUS 49	3	0	0	0
PLSC 1	215	237	209	138
PLSC 11	0	1	0	0
PSY 1	674	682	527	493
PSY 18	193	143	93	123
PSY 31	81	82	43	45
PSY 33	34	41	84	81
PSY 5	27	20	17	13
PSY 6	209	250	264	246
SOC 1	409	436	354	318
SOC 2	232	242	217	187
SOC 3	160	216	222	206
SOC 4	49	37	23	14
Modality				
Correspondence	0	0	0	0
Face-to-Face	2,631	2,832	2,298	2,236
Online	1,069	946	1,085	838
Hybrid	0	0	0	0

Program Enrollment by Student Demographic	2018-19	2019-20	2020-21	2021-22
Program-Level				
Anthropology/History/Social Science/Sociology/Psychology/Social Work Census Enrollment Overall	3,700	3,778	3,383	3,074
Gender				
Female	1,143	936	716	696
Male	2,554	2,839	2,667	2,378
Unreported	3	3	0	0
Ethnicity-Race-Ancestry				
American Indian or AK Native	149	145	126	98
Asian	205	223	178	159
Black or African American	712	706	686	598
Filipino	46	42	18	21
Hispanic or Latinx	917	1,089	1,008	949
Other	3	5	3	1

Pacific Islander	50	40	46	31
Unreported	21	105	69	71
White	1,597	1,423	1,249	1,146
Age Group				
17 and Under	189	146	143	154
18 to 24	1,322	1,239	860	776
25 to 49	1,917	2,127	2,105	1,849
50 and Over	270	260	259	279
Unreported	2	6	16	16

Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF, fill rate) please provide an analysis of efficiency gaps and accomplishments.

Enrollment of males is disproportionately high due to incarcerated education program serving primarily male prisons. The number of Black/African American students enrolled is consistent, whereas the number of Hispanic students served has risen 25-30% over the last 4 years; increasing even with declining enrollment.

Overall enrollment has declined over the past several years, and the Psychology Department has not been immune to that. However, the rate of negative change is slower when looking at Psychology courses (3% decline last year) compared to the overall Humanities Department (9% decline). The decline in enrollment is more accentuated when analyzing enrollment from a perspective of ethnicity/race. We see the decline of Black/African American/American Indian/AK Native to be the most prominent. Opportunities for improvement in recruiting/retaining in the future to address these gaps should be considered effort well spent.

The percentages in the number of History enrollments in 2018-19 shows consistent numbers, as it was pre-Covid. In 2019-20 and 2020-21 shows the drop consistent with throughout the college, and 2021-22 being the first year back from an uninterrupted semester.

Enrollments in Hist 16 and History 17 are back to pre-Covid numbers showing a slight increase.

Hist 14 and Hist 15 lost a full-time faculty member who taught those classes face-to-face, leaving us with only Correspondence and online enrollment in those subjects.

It is our goal to increase the course offerings in History 14 and History 15, by offering at least one of the classes every other semester online and in person if research data supports such a goal.

Curriculum

Degrees and/or Certificates

Degree or Certificate Title	Award Type (AA, AS, AAT, AST, etc.)	Units	Term of Last Revision
Associate in Arts Degree University Studies: Emphasis in Social Sciences		60	See Curriculum Review Form
Associate in Arts Degree General Studies: Emphasis in		60	

Social Sciences			
Associate in Arts Degree in History for Transfer		60	
Associate in Arts Degree in Sociology for Transfer		60	
Associate in Arts Degree in Psychology for Transfer		60	
Associates in Arts Degree in Social Work and Human Services for Transfer		60	
Certificate of Achievement California State University General Education		39	
Certificate of Achievement in Intersegmental General Education Transfer Curriculum		37	
Certificate of Achievement in Child Development		26	

Provide a narrative of revisions made.

Revisions made since the last program review up until the Annual Update approved in May 2022 are included in that document. Since last term, revisions to SLOs and SLO maps have occurred for ANTH 1, HIST 14, 15, 16, 17; SOC 1, 2, 3, 4. As a result of these changes, the following PSLO maps have been updated where needed; AA-T History, AA-T in Sociology, Certificate of Achievement in Intersegmental General Education Transfer Curriculum, Certificate of Achievement California State University General Education, AA General Studies: Emphasis in Social Science, AA University Studies: Emphasis in Social Science and AA-T Social Work and Human Services.

Courses

Summarize curriculum revisions, new course adoptions, and/or course deletions since the last program review. Describe the program accomplishments and/or changes (e.g., major revisions, additions, etc.). All courses need to be submitted to the Curriculum Committee for revision at least once every five years.

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. If all the courses in the certificate or degree are reviewed at one time, a single Program revision form can be used. If there are changes made to a course, the changes must be noted on the revision form. When reviewing a single course and 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.” All program certificates, degrees, PSLO maps, and SLO maps are also required to be reviewed and updated if necessary. PSLO maps require a program revision form and course SLO maps require a course revision form. If all maps are reviewed at the same time, a single program revision form can be used. Advising plans also need to be reviewed and updated. A program revision form is used to review and update the advising plan if necessary. Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

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.

The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

Course	Last Offered	Term of Last Revision
ANTH-1 Biological Anthropology	S23	See Curriculum Review form
ANTH-2 Cultural Anthropology	S23	
ANTH-3 Introduction to Archaeology	Inactive	
CD-31 Concept-Adolescen	S23	
GEOG-2 Cultural Geography	F20	
HIST-14 World History, Beginning 1500	S23	
HIST-15 World History, 1500 to Present	S23	
HIST-16 U.S. History	S23	
HIST-17 Post Civil War - U. S. History	S23	
HUM-1 Prehistoric to 1600	F22	
HUM-2 1600 to Present	S23	
HUS-10 Int Social Work Human Services	F22	
HUS-42 Field Exper in Human Services	-	
HUS-43 Soc Wrk and Human Ser Seminar	-	
HUS-49 Human Services Work Exp	S23	
PLSC-1 American Institutions	S23	
PLSC-11 Student Leadership	S20	
PSY-1 Introduction to Psychology	S23	
PSY-18 Life Span Development	S23	
PSY-31 Conceptn-Adolescenc	S23	
PSY-33 Personal and Social Adjustment	S23	
PSY-5 Intro to Research Methods	S23	
PSY-6 Abnormal Psychology	S23	
SOC-1 Introduction to Sociology	S23	
SOC-2 Social Problems	S23	
SOC-3 Family Relations	S23	
SOC-4 Introduction to Gender	S23	

Provide a narrative of revisions made. Revisions made since the last program review up until the Annual Update approved in May 2022 are included in that document. Since last term, revisions to SLOs and SLO maps have occurred for ANTH 1, HIST 14, 15, 16, 17; SOC 1, 2, 3, 4.

Articulation/Integration of Curriculum

- 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 / Articulation Officer)
- Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (e.g., two courses at Lassen needed to articulate with one course at UC) and the unit

requirements for Lassen Community College courses as compared to four-year institutions.

<i>Campus/GE/C-ID</i>	ANTH 1	ANTH 2	ANTH 3	CD 31	GEOG 2	HIST 14	HIST15
C-ID	ANTH 110	ANTH 120		CDEV 100	GEOG 120	HIST 150	HIST160
CSU GE Area	B2	D	D	D, E	D	C2, D	C2, D
IGETC Area	5B	4A	4A	4G	4E	3B, 4F	3B, 4F
Cal Poly Humboldt	ANTH 103	ANTH 104			GEOG 105		
Cal Poly Pomona	ANT 1010	ANT 1020	ANT 1030	ECS 1000, PSY 2206	GEO 1020	HST 1101	HST 1102
Cal Poly SLO	ANT 250	ANT 201		CD 256, PSY 256	GEOG 150		
CSU Bakersfield	ANTH 1208	ANTH 1318		CAFS 2000		HIST 1418	HIST 1428
CSU Channel Islands	ANTH 104	ANTH 102	ANTH 105	ECS 150, PSY 150	GEOG 201	HIST 211	HIST 212
CSU Chico		ANTH 113	ANTH 112	CHLD 252	GEOG 102	HIST 101	HIST 102
CSU Dominguez Hills	ANT 101	ANT 100	ANTH 102	CDV 150, LBS 205	GEO 100	HIS 120	HIS 121
CSU East Bay	ANTH 110	ANTH 130	ANTH 120		GEOG 120	HIST 101	HIST 102
CSU Fresno	1 & 3=ANTH 3	ANTH 2		CFS 39	GEOG 2	HIST 20	HIST 21
CSU Fullerton	ANTH 101	ANTH 102	ANTH 103	CAS 101	GEOG 160		
CSU Long Beach	ANTH 110	ANTH 120		CDFS 111	GEOG 100		
CSU Los Angeles					GEOG 1550		
CSU Monterey Bay	SBS 100		SBS 102	HDFS 200	SBS 252	GS 214	GS 215
CSU Northridge	ANTH 151	ANTH 152	ANTH 153	CADV 150	GEOG 150	HIST 110	HIST 111
CSU Sacramento	ANTH 1	ANTH 2		CHAD 35, FSHD 52		HIST 50	HIST 51
CSU San Bernardino *	ANTH 100	ANTH 102		HD 240, PSYC 240	GEOG 100	ANTH 140 & 142	HIST 144
CSU San Marcos	ANTH 215	ANTH 200		PSYC 210		HIST 101	HIST 102
CSU Stanislaus					GEOG 2020	HIST 1010	
San Diego State **	ANTH 101	ANTH 102		CFD 270			
San Francisco State	ANTH 100	ANTH 120	ANTH 110	CAD 210, FCS 223	GEOG 102, 107	HIST 114	HIST 115
San Jose State	ANTH 12	ANTH 11	ANTH 13	CHAD 60	GEOG 10	HIST 1A	HIST 1B
Sonoma State	ANTH 201	ANTH 203	ANTH 202	EDEC 110	GEP 203	HIST 201	HIST 202
UC Berkeley	ANTHRO 1	ANTHRO 3					
UC Davis	ANT 001	ANT 002	ANTHRO 003			HIS 010A	HIST 010B
UC Irvine	ANTHRO 2B	ANTHRO 2A	ANTHRO 2C		SOC SCI 5A	HISTORY 21A	HISTORY 21C
UC LA	ANTHRO 1	ANTHRO 3	ANTHRO 2		GEOG 3	14 & 15 =HIST 20	HIST 22
UC Merced	ANTH 005	ANTH 001	ANTH 003			HIST 010	HIST 011
UC Riverside	ANTH 2	ANTH 1				HIST 10	HIST 15
UC San Diego	ANTH 2	ANTH 1	ANTH 3	PSYC 7			
UC Santa Barbara	ANTH 5	ANTH 2	ANTH 3		GEOG 5	HIST 2A	HIST 2C
UC Santa Cruz	ANTH 1	ANTH 2	ANTH 3	PSYC 10			
<i>* 2016-17 is newest</i>							
<i>** 2003-04 is newest</i>							

Campus/GE/C-ID	HIST 16	HIST 17	HUM 1	HUM 2	HUS 10	HUS 42	HUS 43
C-ID	HIST 130	HIS 140	HIST 170	HIST 80	SWHS 110	SWHS 120	SWHS 120
CSU GE Area	C2, D	C2, D	C2	C2			
IGETC Area	3B, 4F	3B, 4F	3B	3B			
Cal Poly Humboldt	HIST 110	HIST 111	HIST 104	HIST 105	SW 101		
Cal Poly Pomona	HST 2201	HST 2202					
Cal Poly SLO			HIST 110	HIST 111			
CSU Bakersfield	HIST 1218	HIST 1228	HIST 1418	HIST 1428			
CSU Channel Islands	HIST 270, 275	HIST 271					
CSU Chico	HIST 130	HIST 130	HUMN 220	HUMN 222	SWRK 170		
CSU Domingues Hills	16 & 17 = HIS 101						
CSU East Bay	HIST 110	HIST 111	HIST 101	HIST 102			
CSU Fresno	HIST 11	HIST 12	HIST 1	HIST 2			
CSU Fullerton	HIST 170A	HIST 170B					
CSU Long Beach	HIST 172	HIST 173	HIST 131	HIST 132			
CSU Los Angeles	HIST 2010	HIST 2020					
CSU Monterey Bay	HCOM 251, SBS 111	HCOM 265					
CSU Northridge	HIST 270	HIST 271	HIST 150	HIST 151			
CSU Sacramento	HIST 17A	HIST 17B	HRS 10	HRS 11	SWRK 95		
CSU San Bernardino	HIST 200	HIST 201					
CSU San Marcos	HIST 130	HIST 131					
CSU Stanislaus							
San Diego State	HIST 109	HIST 110	HIST 105	HIST 106			
San Francisco State	HIST 120	HIST 121	HIST 110	HIST 111			
San Jose State	HIST 20A	HIST 20B	HIST 10A	HIST 10B			
Sonoma State	HIST 251	HIST 252	HIST 201	HIST 202			
UC Berkeley	HISTORY 7A	HISTORY 7B					
UC Davis	HIS 017A	HIS 017B	1&2=HIS 004B	HIS 004C			
UC Irvine							
UC LA			HUM 1 & 2 = HIST 1A, 1B, 1C				
UC Merced	HIST 016	HIST 017					
UC Riverside	HIST 17A	HIST 17B	HIST 51	HIST 52			
UC San Diego	HILD 2A	HILD 2C					
UC Santa Barbara	HIST 17A	HIST 17C	HIST 4A	HIST 4C			
UC Santa Cruz							

Campus/GE/C-ID	HUS 49	PLSC 1	PLSC 11	PSY 1	PSY 18	PSY 31	PSY 33
C-ID		POLS 110		PSY 110	PSY 180	CDEV 100	PSY 115
CSU GE Area		D		D, E	D, E	D, E	E
IGETC Area		4H		4	4	4	
Cal Poly Humboldt	SW 255	PSCI 110		PSYC 104			
Cal Poly Pomona		PLS 2010		PSY 2201		ES 1000, PSY 2206	
Cal Poly SLO				PSY 201, 202		CD 256, PSY 256	
CSU Bakersfield		PLSI 1018		PSYC 1018	NURS 2190, PSYC	CAFS 2000	
CSU Channel Islands		POLS 150		PSY 100	PSY 213	PSY 150	
CSU Chico		POLS 155		PSYC 101	SWRK 202	CHLD 252	
CSU Dominguez Hills		POL 101		PSY 101		CDV 150, LBS 205	
CSU East Bay		POSC 101		PSYC 100			
CSU Fresno		PLSI 2		PSYCH 10	CFS 38	CFS 39	PSYCH 61
CSU Fullerton		POSC 100		PSYC 101		CAS 101	
CSU Long Beach		POSC 100		PSY 100		CDFS 111	
CSU Los Angeles		POLS 1000		PSY 1500			
CSU Monterey Bay				PSY 100		HDFS 200	
CSU Northridge		POLS 155		PSY 150		CADV 150	
CSU Sacramento		POLS 1		PSYC 2	CHAD 30	CHAD 35, FSHD 52	
CSU San Bernardino		PSCI 203		PSYC 100	PSYC 201	HD 240, PSY 240	PSYC 115
CSU San Marcos		PSCI 100		PSYC 100		PSYC 210	
CSU Stanislaus		PSCI 1201		PSYC 2010			
San Diego State		POL S 102		PSY 101		PSY 230, CFD 270	
San Francisco State		PLSI 200		PSY 200		CAD 210, FCS 223	
San Jose State		POLS 1		PSYC 1	CHAD 70, PH 15	CHAD 60	
Sonoma State		POLS 200		PSY 250	EDEC 250	EDEC 110	
UC Berkeley		POL SCI 1		PSYCH 1			
UC Davis		POL 001		PSC 001			
UC Irvine		POL SCI 21A		PSCI 9, PSYC 7A	NUR SCI 116		
UC LA		POL SCI 40		PSYCH 10			
UC Merced		POLI 001		PSY001			
UC Riverside		POSC 10		PSYC 2			
UC San Diego		POLI 10		PSYC 1	PSYC 7	PSYC 7	
UC Santa Barbara		POL S 12		PSY 1			
UC Santa Cruz		PSYC 20		PSYC 1		PSYC 10	

<i>Campus/GE/C-ID</i>	PSY 5	PSY 6	SOC 1	SOC 2	SOC 3	SOC 4	ES 1
C-ID	PSY 200	PSY 120	SOCI 110	SOCI 115	SOCI 130	SOCI 140	
CSU GE Area	D	D	D	D	D, E	D	D, F
IGETC Area	4I	4I	4J	4J	4	4D	4C
Cal Poly Humboldt	PSYC 240, 242		SOC 104	SOC 255s			
Cal Poly Pomona	PSY 2204, SOC 2205		SOC 2201				
Cal Poly SLO			SOC 110	SOC 111			
CSU Bakersfield			SOC 1008			SOC 2400	
CSU Channel Islands			SOC 100	SOC 201			
CSU Chico	PSYC 261		SOCI 100	SOCI 200	CHLD 255		SWRK 200
CSU Dominguez Hills	PSY 235		SOC 101				
CSU East Bay	PSYC 200		SOC 100				ES 100
CSU Fresno		PSYCH 66	SOC 1		CFS 31		
CSU Fullerton			SOCI 101				
CSU Long Beach			SOC 100	SOC 142			
CSU Los Angeles			SOC 2010				
CSU Monterey Bay	PSY 200		SOC 100			HCOM 242	ES 243, HCOM 241
CSU Northridge			SOC 150	SOC 200		GWS 100	
CSU Sacramento	PSYC 8		SOC 1	SOC 3			
CSU San Bernardino			SOC 100				ES 100
CSU San Marcos			SOC 101				
CSU Stanislaus	PSYC 2020						
San Diego State			SOC 101	SOC 150	CFD 135		
San Francisco State			SOC 105	SOC 245			
San Jose State	PSYC 18		SOCI 1	SOCI 80			
Sonoma State	PSY 280		SOCI 201			WGS 200	
UC Berkeley			SOCIOL 1				
UC Davis	PSC 041		SOC 001	SOC 003			
UC Irvine	EDUC 10		SOCIOL 1	SOCIOL 3	SOCIOL 62		SOCIOL 63
UC LA			SOCIOL 1				ENGL 87
UC Merced	PSY015, SOC 015		SOC 001	SOC 020		SOC 060	CRES 01
UC Riverside			SOC 1	SOC 25			ETST 1
UC San Diego	COGS 14A, PSYC 70		SOCI 1	SOCI 2			
UC Santa Barbara			SOC 1				
UC Santa Cruz			SOCY 1	SOCY 10			

External Compliance

Provide a summary of any compliance regulations (e.g., accreditation, accessibility), actions taken, and gaps identified.

Gaps identified in ACCJC requirements 1 & 2 have been addressed. Program faculty have done a tremendous amount of work in implementing improved institutional procedures for identifying, assessing, and reporting SLOs and SLO data by completing training, participating in Division Meetings and utilizing SLO+.

AB 2232 signed into law September 29th, 2022 requires that California Community Colleges ensure that facilities have heating, ventilation, and air conditioning (HVAC) systems that meet specified minimum ventilation rate requirements. The Humanities Building, a primary building for the instruction of Social Sciences courses, provides air conditioning in only one classroom. This does not adhere to AB2232 requirements. It is hoped this issue will be addressed by the Facilities Master Planning Committee.

Building code requires spacing between balcony railings not exceed four inches. The safety railing on the second floor of the Humanities Building surrounding the interior stairwell has railings spaced at 8.5 inches. This is a safety issue that has been identified for approximately seven years. It is hoped this issue will be addressed by the Facilities Master Planning

Committee.

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty and administrators to discuss program-level planning, curriculum, SLOs, PSLOs, equity, student achievement, and institutional performance data.

All full-time program faculty, and numerous adjunct faculty, routinely attend monthly Humanities/Social Science Division Meetings. Meeting agendas include Curriculum, SLO and data review and analysis topics. Meeting information and materials are emailed out after the monthly meetings. The Humanities/Social Sciences Division Chair meets weekly with administration in Division Chair Meetings. Numerous faculty attended SLO presentation provided by SLO Coordinator during Convocation, and during some Flex Activities. SLO Coordinator communicates related deadlines, and additional training opportunities via email, and consults with faculty individually via Zoom. In the process of preparing this IPR, full-time discipline faculty met numerous times during the drafting process in addition to attending IPR Orientation, and meeting with and receiving training/feedback from Institutional Effectiveness & Strategy Consultant and Academic Senate Mentor. Additionally, one full time faculty member and one adjunct faculty member sit on the Curriculum Committee.

Academic Planning Analysis Summary

Summarize the key findings from the program analysis and outline opportunities for change.

The Social Sciences department has enjoyed enrollment success over the past four years. This success can be attributed not only to the full-time and adjunct faculty that deliver instruction but also to the variety and quality of the courses themselves.

Although enrollment has been largely steady, the department is looking to grow. Evidence of relatively stable enrollment and retention rates signals an opportunity to grow this department in the years to come. Overall, students are satisfied with the courses offered in the department as well as the quality of instruction. Again, this is an indication that growth can be achieved in the number of offerings as well as students served.

This department has identified a number of action plans to move forward with work related to the following Strategic Initiatives:

- Increase and retain enrollment
- Continue to meet accreditation standards

Department faculty have collaborated in identifying numerous action plans in order to effectively continue the quality in the courses offered, steadily achieve growth, continue to meet accreditation standards, and adapt to changes occurring at the state level such as the implementation of CSU GE Area F requirements.

Section 2: Human Resource Planning

Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty
Previous Year	Toni Poulsen Tom Kareck Sandy Beckwith	<u>Anthropology</u> O'Brien, Christopher Bright, Lisa <u>Psychology</u> Freeman, Micah Greer, Laura <u>History</u> Dillon, Chase Di Gerlando, Steven <u>Humanities</u> Wilkerson, Robert Romero, Thomas Porter, Joelle <u>Psychology</u> Mesloh, KC Beckman, Lisa Wattenburg, Amanda <u>Sociology/Ethnic Studies</u> Morgan, Heidi Load: .2 Schofield, Monique Load: .4 Bollinger, Kathleen Load: .6 Jordan, Rebecca Load: .3 Alberico, Lynda Load: .4 Clain, Kimberly Load:.2 Gardiner, Lisa Load:.6 Total Sociology Load covered by adjunct: 2.7
Current Year	Toni Poulsen Tom Kareck Sandy Beckwith	O'Brien, Christopher Bright, Lisa Freeman, Micah Greer, Laura Dillon, Chase Di Gerlando, Steven Wilkerson, Robert Porter, Joelle Mesloh, KC Beckman, Lisa Morgan, Heidi Schofield, Monique Bollinger, Kathleen Jordan, Rebecca Alberico, Lynda Gardiner, Lisa Wattenburg, Amanda Clain, Kimberly

Next 2 Years	Toni Poulsen Tom Kareck	Gardiner, Lisa O'Brien, Christopher Bright, Lisa Freeman, Micah Greer, Laura Dillon, Chase Di Gerlando, Steven Wilkerson, Robert Romero, Thomas Romero, Thomas Porter, Joelle Mesloh, KC Beckman, Lisa Morgan, Heidi Schofield, Monique Bollinger, Kathleen Jordan, Rebecca Alberico, Lynda Clain, Kimberly Wattenburg, Amanda
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Provide a narrative that describes the program’s faculty staffing trends and develop a projection for the two years. Discuss the extent to which your current faculty staffing structure meets or does not meet your program’s needs and/or initiatives. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

Staffing of faculty for Social Science courses identified in this IPR are anticipated to be impacted by CalGETC and changes in incarcerated instruction. At this time it is unknown what these impacts will look like.

Since the last Social Science IPR two full-time faculty have moved from instruction of Sociology and History to administration. Instruction of impacted courses has shifted to being provided by adjunct faculty. While instructional needs are being met, these shifts have impacted mode of instruction for these courses by shifting face-to-face offering to online instruction. Additionally, one full-time Psychology faculty member will be retiring at the end of this academic year. At this point it is anticipated that impacted Psychology instruction can continue to be provided by adjunct faculty. This change will not impact mode of instruction as the retiring faculty member most recently only instructed online. While adjunct can cover district instructional needs in these areas, adjunct are not contractually required to participate in shared governance, instructional program review, flex training, graduation, peer evaluation or various other institutional commitments required of full-time faculty. The tremendous void that losing three full-time faculty have on the broader scope of institutional activities needs to be addressed.

While Ethnic Studies is not included in this IPR, it is a social science course instructed by instructors qualified in the disciplines of Sociology, and Anthropology. Changes in GE Area F will cause greater need for Ethnic Studies instructors, along with development of more courses to fulfill this requirement. Currently an ES 2: Introduction to Native American Studies course was approved locally and will be forwarded for CSU area F approval to expand offerings for Area F. These expansions will require hiring of more Social Science faculty, easily one full-time faculty position. Hiring a full-time faculty in Sociology would enable instruction of Area F courses., further development of related courses, and full-time faculty member contributions to to our campus community in addition to providing some face-to-face instruction for existing courses in the Sociology program. Last year adjunct Sociology faculty carried a total instructional load of 2.7.

Annually all full-time faculty complete a minimum of 35 hours of professional development through our Flexible Calendar Program. Activities approved as part of this program diversify faculty knowledge and skills.

Professional Development

Provide a description and associated outcomes related to the program's target professional development participation over since the last program review. Discuss the current professional development/training need(s) of your program, and why this need(s) exists. If you have specific trainings you want to request, please include those details.

Sandy Beckwith

2019/2020

Brain Science and Instructional Improvement

Grief Awareness

Evaluate OER for text implementation

Outcomes: Course instruction and improvement

2020/2021

Science of Wellness online course

Outcomes: Course Instruction and Improvement

2021/2022

Volunteer tour guide for people with intellectual and developmental disabilities

Outcomes: Instructional improvement and Learning Resource Development

2022/2023

Webinars/Research review: Brain and Behavior Research Foundation

Outcomes: Course instruction and improvement

Thomas Kareck

POCR training - this has enhanced my understanding of the elements necessary in developing and delivering an online class.

“Fall into Humanized Online Teaching, A Pathway to Equity” course and “Fostering Culturally Relevant Classroom Environments” webinar - both trainings have contributed to my understanding in creating welcoming and equitable Canvas classrooms.

Toni Poulsen

2019/2020 attended an online teaching seminar for Canvas over the summer. Read a book on Whaling on the East Coast, period specific for early fishing history.

2020/21 Introducing the new Flex Canvas Shell, The Student Learning Outcomes (SLO) Planning and Reporting, Canvas New Quizzes, Diversity, Equity, and Inclusion: Discussion on Where We've Been and What Lies Ahead for LCC

Presented a workshop for Flex on “Student centered instruction” , additional research through documentaries from The Social Science IPR Fall 2022 page 31

History of Prohibition to FDR, and many others. Canvas training through Lassen College Flex training courses.

2021/22

Fast tracked a new book into Political Science, book was about to expire and new election had taken place had to convert existing instruction to the new modes of delivery, hybrid, online, and correspondence course creation.

Volunteered at Cal-fire for a week, it is a bureaucratic agency, and used the information to use in lectures based on participating in a fire call center.

Section 3: Infrastructure Planning

Facilities

- Describe and evaluate the Lassen Community College facilities available to the program.
- Describe and evaluate additional facilities utilized off-campus by the program
- Describe any facilities needs identified internal or external analysis
- Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle.

On-campus program courses are typically offered in the Humanities Building. Adequate classroom space is available to meet scheduling needs for classes of varying sizes. Air scrubbers are available in all classrooms. One classroom is equipped with air conditioning, remaining classrooms are in need of climate control upgrade to include air conditioning.

Off-campus program instruction since the last program review occurs at High Desert State Prison (HDSP) and the California Correctional Center (CCC). As of October, 2022 courses will no longer be offered at the CCC site as this institution is closing. HDSP provides adequate classroom space for face-to-face instruction within the secure perimeter of the institution.

Equipment

- Describe and evaluate equipment and equipment support provided for instruction and instructional support

Technology

- Describe and evaluate technology and technology support provided for instruction and instructional support.
- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

Full-time faculty are provided with laptop computers.

On-campus classrooms are equipped with Smart Boards. Middleton Hall has a projector.

Classrooms at HDSP are equipped with computers and large-screen monitors. There is also a camera projector available for staff use in the classroom. Although technology equipment may be viewed as “dated,” all technology at HDSP is operational and readily available or staff use.

Section Four: Program Planning

Progress update on previous action plans

The Annual update completed May 2022 identified the following needs. Chart below provides an update on these items;

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome	Progress
1,2,4	Improved faculty access to current course outlines, and advising plans	2022-2023		Increased currency and accuracy	Completed. Updated outlines and advising plans are on LCC website
1,2,4	Development of SLO assessment and mapping methods and tools to include best practices for Course SLO, PSLOs, GESLO, and ISLO development, measurement, mapping, review, and revision and improvement planning	2022-2023	Implementation \$20,000	Robust SLO Assessment and data reflection in IPRs resulting in greater student learning outcome achievement and a robust learning environment focused on continuous improvement. Meet ACCJC Requirements 1 & 2	Accomplished: SLO assessment tool developed: SLO+ In progress: Best practices: These are being identified by SLO Coordinator for further incorporation in training

1,2,4	Create an SLO Assessment schedule and integrate that into our processes	2022-2023	Implementation \$10,000	Contribute to meeting ACCJC Requirements. Meet ACCJC Requirements 1 & 2	Accomplished: SLO Assessment Schedule was approved by Senate this semester
1	Consider timing of delivery of SLO results with regard to Correspondence delivery and packet preparation	2022-2023	0	Timely action on improvement plans related to correspondence courses	Still needed
1,2,4	Improve faculty access to current SLO and PSLO maps would improve SLO data	2022-2023	Met by current staffing	Contribute to quality SLO review, revision & assessment, as well as meeting ACCJC Requirements 1 & 2	Accomplished: Maps are incorporated in SLO+
1	Disaggregate SLO Data	2023-2024	Implementation \$20,000	More informative SLO assessment data, targeted improvement plans	Accomplished: Course SLO Assessment results are disaggregated by mode of instruction in the SLO Data Dashboard
1	Work with faculty to explore standardization of SLO assessment tools by course to provide more	2023-2024	\$1000	More informative SLO assessment data	Slated for next year

	robust SLO data.				
1, 2	Further training on SLO assessment, mapping, data analysis and improvement planning	2022-2024	Implementation \$20,000	Robust SLO Assessment, enhanced student learning	On-going
2, 3, 4	Fill vacant Full time faculty DSPS Coordinator/Counselor position	2022-2023	Ongoing \$100,000	Comprehensive DSPS services, further meet student needs	Accomplished: Position was hired Summer 2022
3	Provide adequate heating and cooling to the Humanities building classrooms and offices		\$300,000	Adequate temperature control	Still needed: Item has been prioritized through the Facilities Master Plan
2,3,4,	Repair/replace projector in HU201	2022	Implementation: \$5,000 Ongoing: \$100 annually	Meet instructional needs for History and Film instruction in this classroom.	Accomplished: Peer technical assistance provided solution
1,3	Railings circling top of internal stairwell in Humanities need to be redesigned to reduce small child fall hazard	2022	\$5,000	Reduce small child fall hazard	Still needed: Item has been prioritized through the Facilities Master Plan

2,3,4	Whiteboard or Smart Board placed in HU201	2022	Implementation: \$500-\$5000 Ongoing: \$50 annually	Meet instructional needs for History and Film instruction in this classroom.	Still needed
2,3,4	Repair/Replace DVD in HU 206	2022	Implementation: \$500 Ongoing: \$50	Meet instructional needs for History, English, Art, Work Experience and other courses that utilize this space.	Still needed
2,3,4	Instructional Technology Maintenance Schedule to routinely address and prioritize cyber-security and currency of instructional technology including; dvd players, smartboards, lap tops and projectors.	2023	None estimated... potential inclusion in current position or committee tasks	Maintenance of instructional technology to allow for minimal interruption of instruction both face to face and remotely	Still needed: Item would be best addressed by Institutional Technology Master Plan

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Complete SWOT analysis

Strengths	<ul style="list-style-type: none"> • Dedicated faculty • LCC is improving processes with SLO creation, assessing & reporting • Improving SLO/IPR practices
Weaknesses	<ul style="list-style-type: none"> • Short-staffed in full-time faculty for contributions to shared governance, program review and curriculum responsibilities; • Student engagement and follow-through is notably more challenging post COVID • Instructional technology needs repair/replacement
Opportunities	<ul style="list-style-type: none"> • Increase enrollment through online instruction including the development and submission of POCR approved courses; and consideration of CVC-OEI degree pathway; market these courses/degrees statewide, nationally and internationally • Community Outreach, in coordination with other campus programs, around such topics as Women’s History month, Black History Month, Cinco DeMayo
Threats	<ul style="list-style-type: none"> • Closure of CCC • COVID at correctional institutions impacting instruction due to lockdowns • Challenge of recruitment of instructors for face-to-face instruction for incarcerated students • AB928: The Student Transfer Reform Act

Proposed changes included in AB 928: The Student Transfer Reform Act seeks to provide one common GE pattern for transfer students through the Intersegmental Committee of Academic Senates (ICAS). This new GE pattern termed “CalGETC” limits transfer GE to 34 units. Proposed changes of CalGETC impacting Social Sciences include: The Arts and Humanities requirement is reduced from three courses to two courses, The Social and Behavioral Sciences requirement is reduced from three courses to two courses, Lifelong Learning and Self-Development will be removed as CSU lower division GE requirement; it is not included in CalGETC . Continued attention to developments with CalGETC will be needed.

Program Plan

Develop a program action plan based on the findings of the SWOT Analysis. The plan should specify should aligns with one or more College Goals. SLO maps may be utilized to help show the connection.

- How do the action plans align with the mission of the college?
- What strategic goals do the action plans support?
- What ISLOs do the action plans support?
- What specific evidence (e.g., SLOs, data) support the action plans?
- Based on the action plans what resources are needed?
- What are the expected outcomes of the action plans?
- What is the total cost of bringing the action plan to life?

Action Plan	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking	Alignment to Mission
Hire a full-time Sociology Instructor	Meet increased enrollment anticipated from CalGETC Area F requirement; current SOC load staffed by adjunct only	Meet student & district need to fulfill CalGETC Area F, provide full-time faculty for faculty shared governance & institutional contributions	New Sociology Instructor	HR	\$100,000	Personnel	1	Strat. Goals #'s 1,2,3, 4; ISLOs : 1,2,3
Market Social Work / Human Services ADT	New program	Increased enrollment	Marketing materials, website update	marketing	\$3000	Marketing	2	Strat. Goals #'s 1,2,3, 4; ISLOs : 1,2,3
Based on North-Far-North Dual Enrollment Develop certificate of achievement for people interested in entry level positions in social services	NFN advisement	Increased enrollment, student access to entry level social service positions	Curriculum Development	Personnel	\$1000	Personnel	3	Strat Goals 1,2,3, 4 ISLOs 1,2,3, 4
Further training on SLO assessment, mapping, dataanalysis and improvement planning	ACCJC Requirements 1 &2	Improved SLO practices	Training, enhanced SLO+	HR, IE	-	Personnel Time	3	Strat Goal# 1,2,4 ISLO #2,3 Best addressed by IEMP/

								Researcher
Further opportunities for faculty compensation for PO CR training	Desire to increase enrollment of online courses/on line program development	Increased enrollment	Faculty PO CR training stipends	HR	\$10,000	Professional Development	4	Strat Goal#2,3,4 Best addressed by HRMP
Further Flex training on Online Instruction topics	Desire to increase enrollment of online courses/on line program development	Increased enrollment	Flex Trainings	HR/Flex	\$500	Professional Development	5	Strat Goal# 2,3,4 Best addressed by HRMP
Faculty Pilot Workgroup to explore standardization of SLO assessment tools by course to provide more robust SLO data.	SLO best practices	More informative SLO assessment data	Standardized SLO assessment tools	IE	\$1000	Professional Development	6	Transfer, Strat Goal #1,4 ISLO #2,3 Best addressed by IEMP/ Researcher
Instructional Technology Maintenance Schedule to routinely address and prioritize cyber-security and currency of instructional technology including; dvd players, smartboards, lap tops and projectors.	Technology that is out of date or in disrepair	Technology that consistently works	Assessment & Planning	IT	-	Personnel	7	Strat Goal# 2,3,4 ISLO #2,3 Best addressed by ITMP

Provide adequate heating and cooling to the Humanities building classrooms and offices	Temperatures over 85 degrees in classrooms and offices	Adequate temperature control	Facilities budget, personnel	Facilities	\$300,000	Facilities	8	Strat Goal# 1,3,4 ISLO #2,3
Testing Center/Services	Maximize face-to-face learning time in hybrid classes, minimize opportunities to cheat on exams in Large lecture Hall where its difficult to monitor students	Better proctoring of tests given live	Admin Assistant to proctor exams	HR	\$20,000	HR	9	Strat Goals #2,3,4 ISLOs #1,2
Collaborate with Student Services in hosting interactive learning history/political science events	Build student and community engagement	Increase student engagement, recruit locally, serve community	Event Budget	EMP	\$20,000	Personnel	10	Strat Goal# 2,4 ISLO #1,2,3
Install railings circling the top of internal stair well in Humanities that meet current Building codes to reduce small child fall hazard.	8.5 inch distance between safety rails	Reduce small child fall risk	Personnel, materials	FMP	\$5,000	Facilities	11	Strat Goals# 1,3,4

