GLENDALE COMMUNITY COLLEGE

Annual Program Review   2011-2012 – INSTRUCTIONAL

Division - Program
SOCIAL SCIENCES

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

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Overview of the Program
All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

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

Please list the **most significant achievement** accomplished since your last program review.

> As a division, we have continued to maximize district resources via scheduling efficiency and welcome enrollment policies. For the last 2 years, the division has reported over 102% enrollment in classes that have a typical minimum seatload of 40 students. The revenue generated from this administrative efficiency and faculty generosity has allowed our division to generate approximately 758 WSCH/FETF over the last four years. The CA State standard is only 525 WSCH/FTEF.
> The division has done this while maintaining its commitment to thoughtful innovative in instruction and community service. SSD Faculty:
> - are active participants in and co-chairs of the Writing Across the Curriculum (WAC) program;
> - worked with other divisions to spearhead the Moodle project on campus;
> - worked with the City Library System to continue to develop co-curricular activities for the One Book/One Glendale Project;
> - developed Friday and Saturday online and hybrid courses to maximize room utilization and meet student needs;

- collaborated with the English Division to develop a contextualized ENGL 120 course to meet the needs of students in our Child Development Program as well as those discovered during our Child Development Training Consortium meetings;
- partnered with a local GUSD elementary school to develop the 'Scientific Expressions' art contest and on-site lecture as supplements to the lecture of Dr. Birute Galdikas;
- developed a web-based e-book to distribute to students in GEOG 101 as a means of addressing financial barriers to student access.

List the current major strengths of your program:

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

List the current weaknesses of your program

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

1.0. Trend Analysis

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

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Anthropology	2007-2008	159	6.2	816	83.9%	97.7%	59.4%	0
	2008-2009	173	6.2	890	80.6%	100.5%	58.1%	0
	2009-2010	165	5.8	907	89.7%	106.0%	56.6%	0
	2010-2011	150	6.1	776	93.5%	105.6%	57.7%	0
	% Change	-5.9%	-1.1%	-4.9%	+11.5%	+8.1%	-2.8%	--
	4-Yr. Trend	stable	stable	stable	increasing	stable	stable	
Child Development	2007-2008	97	6.0	517	62.2%	62.4%	72.9%	28
	2008-2009	99	5.7	552	59.3%	58.0%	70.9%	24
	2009-2010	113	7.0	514	64.8%	78.1%	73.1%	15
	2010-2011	109	6.8	512	32.3%	83.8%	72.2%	31
	% Change	+12.2%	+13.4%	-1.1%	-48.0%	+34.3%	-1.1%	+10.7%
	4-Yr. Trend	increasing	increasing	stable	decreasing	increasing	stable	increasing
Economics	2007-2008	169	8.0	672	57.5%	87.3%	63.7%	0
	2008-2009	186	7.6	780	71.1%	105.2%	62.3%	0
		162	7.0	738	62.9%	104.7%	64.5%	0

	2009-2010	145	6.8	680	55.9%	102.0%	63.9%	0
	2010-2011	-14.0%	-15.0%	+1.1%	-2.8%	+16.9%	+0.3%	--
	% Change	decreasing	decreasing	stable	stable	increasing	stable	increasing
	4-Yr. Trend							
Ethnic Studies	2007-2008	118	6.4	588	84.4%	87.4%	71.6%	0
	2008-2009	108	5.6	615	71.4%	90.2%	66.3%	0
	2009-2010	121	5.4	711	59.3%	98.8%	68.5%	0
	2010-2011	109	5.8	597	41.4%	105.1%	65.1%	0
	% Change	-8.0%	-9.4%	+1.5%	-51.0%	+20.2%	-9.2%	--
	4-Yr. Trend	stable	stable	stable	decreasing	increasing	stable	increasing
Geography	2007-2008	136	6.5	662	30.6%	87.3%	69.5%	0
	2008-2009	162	7.0	736	22.9%	92.8%	68.6%	0
	2009-2010	160	5.6	911	25.0%	104.4%	66.5%	0
	2010-2011	157	6.8	741	43.8%	106.2%	61.9%	0
	% Change	+15.9%	+3.6%	+11.9%	+43.2%	+21.7%	-10.9%	--
	4-Yr. Trend	increasing	stable	increasing	increasing	increasing	decreasing	increasing
History	2007-2008	293	13.6	686	48.5%	90.2%	59.4%	0
	2008-2009	311	13.2	748	45.5%	97.2%	59.2%	0
	2009-2010	348	12.0	921	56.7%	104.4%	60.9%	0
	2010-2011	326	13.8	751	65.2%	103.5%	61.3%	0
	% Change	+11.1%	+1.4%	+9.5%	+34.4%	+14.8%	+3.2%	--
	4-Yr. Trend	increasing	stable	stable	increasing	increasing	stable	increasing
Philosophy	2007-2008	155	7.8	631	71.8%	83.2%	70.1%	0
	2008-2009	174	7.6	728	76.3%	100.5%	64.2%	0
	2009-2010	190	8.0	756	70.0%	105.2%	61.5%	0
	2010-2011	163	7.6	684	73.7%	100.9%	57.5%	0
	% Change	+5.8%	-2.6%	+8.5%	+2.6%	+21.2%	-18.0%	--
	4-Yr. Trend	stable	stable	stable	stable	increasing	decreasing	increasing
Political Science	2007-2008	158	7.9	638	57.9%	72.5%	65.7%	0
	2008-2009	138	6.2	716	43.8%	83.2%	69.8%	0
	2009-2010	173	5.5	1,002	52.8%	104.8%	66.7%	0
	2010-2011	164	6.9	757	55.6%	103.9%	65.0%	0
	% Change	+3.8%	-12.5%	+18.6%	-3.9%	+43.4%	-1.0%	--
	4-Yr. Trend	stable	decreasing	increasing	stable	increasing	stable	increasing
Psychology	2007-2008	247	9.8	803	59.2%	90.6%	60.9%	0
	2008-2009	210	8.2	817	43.9%	93.9%	61.6%	0
	2009-2010	250	9.2	864	54.3%	102.1%	63.1%	0
	2010-2011	227	10.0	721	68.0%	101.6%	67.9%	0
	% Change	-8.4%	+2.0%	-10.2%	+14.9%	+12.1%	+11.5%	--
	4-Yr. Trend	stable	stable	decreasing	increasing	increasing	increasing	increasing
Social Science	2007-2008	116	4.5	827	41.8%	95.9%	79.2%	25
	2008-2009	125	4.5	891	19.4%	87.8%	79.0%	30
	2009-2010	131	4.3	961	32.3%	95.3%	77.6%	43
	2010-2011	97	4.1	755	33.4%	93.5%	69.8%	44
	% Change	-16.2%	-8.2%	-8.7%	-20.2%	-2.5%	-11.8%	+76.0%
	4-Yr. Trend	decreasing	stable	stable	decreasing	stable	decreasing	increasing
Sociology	2007-2008	179	6.2	921	41.9%	103.0%	64.7%	0
	2008-2009	205	6.4	1,018	43.8%	108.0%	70.4%	0
	2009-2010	210	6.4	1,045	31.3%	112.8%	67.8%	0
	2010-2011	189	6.9	870	51.9%	110.3%	60.9%	0

	% Change 4-Yr. Trend	+5.6% stable	+11.8% increasing	-5.6% stable	+23.8% increasing	+7.1% stable	-5.9% stable	-- increasing
Social Sciences Division **TOTAL**	2007-2008 2008-2009 2009-2010 2010-2011 % Change 4-Yr. Trend	1,829 1,892 2,023 1,837 +0.5% stable	82.9 78.1 76.2 81.6 -1.5% stable	702 771 845 716 +2.0% stable	57.9% 52.7% 55.7% 57.9% +0.1% stable	86.4% 93.1% 102.4% 102.1% +18.2% increasing	65.3% 65.2% 64.9% 63.3% -3.0% stable	53 54 58 75 +41.5% increasing

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

The data clearly demonstrate that, over the last four years, the Social Sciences Division has continued to develop its capacity as a revenue generating program for the district by enrolling more students, refining its allocation of resources (i.e., FTEF, seats, and rooms) across departments, and making strategic adjustments to the class schedule. Enrollment trends and FT/PT ratios must be given special consideration because they most strongly impact student learning and achievement.

Over enrollment of classes (as seen in the 102% fill rate over the last two years) meets student need for enrollment opportunity, but the division must evaluate the ways enrollment impacts student success. Over the last 14 years, SSD has maintained an average student success rate of 64%, but it has also been among the most impacted (and over-enrolled) areas on campus during the same time period. Maintaining a balance between enrollment demand, rigor, and relevance is fundamental challenge for any impacted program on campus. In 2010-11 the mean success rate for the entire division was 63.3%. This is a 1.6% drop from the previous year. In spite of this, many in our division have continued to make efforts to participate in or contribute to programs designed to improve both teaching and learning. Among these programs are Writing Across the Curriculum, Research Across the Curriculum, Faculty Inquiry Group, Faculty Inquiry Network, ACE Program, and @ONE Training. The division's annual retreats have also given the faculty opportunities to engage in dialogue about teaching and learning. These annual endeavors rarely result in systematic professional development throughout the year because of understaffing. This problem has been exacerbated by the reductions in our full-time faculty (via retirement or resignation).

The FT/PT faculty ratio is disturbing, and it does not include the retirements of Mako Tsuyuki (History/Social Science) and Ric Williams (Political Science/History/Philosophy) nor does it include the recent resignation of Michelle Kim (Economics/Social Science). These losses must be evaluated as part of the existing unfilled positions of Linda Manzano-Larsen (Child Development), Carlos Ugalde (History/Ethnic Studies), Mona Field (Political Science/Social Science), and the resignation of Kerry Riley (Ethnic Studies). In total, our division has 7 fewer full-time faculty positions that it had in 2008. In 2009, Child Development was graced with a 60% contract position; and in 2010, the Social Science Dept. was granted a 100% contract position. The non-renewal of the Child Development contract was devastating to the department and division; and the uncertainty surrounding the Social Sciences contract comes during a year when SSD is being pressed (via The Chancellor's Office and the C-ID/TMC movement) to aggressively evaluate and update its curricula and programs. To make matters worse for the Social Science Dept., two full-time faculty members retired in Spring 2011, and one more resigned during the Fall 2011 semester. These losses impact the Social Sciences Dept. because its courses meet the American Institutions requirements for graduation and transfer (IGETC and CSU Breadth).

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

Over the last four years, SSD has generated over 44% more WSCH/FTEF than is expected by the State. We have been aggressive in our enrollment management strategies (i.e., seat load, class size, responsive scheduling) and this has greatly benefited the college's ability to generate revenue while meeting student needs.

2.0. Student Learning and Curriculum

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

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed?
	n/n	%	n/n	%	n/n	%	Yes or No
ANTHROPOLOGY	6/6	100%	1/6	17%	294/627	47%	No
CHILD DEVELOPMENT	19/19	100%	1/19	5%	140/668	21%	No
ECONOMICS	2/2	100%	1/2	50%	465/700	66%	No
ETHNIC STUDIES	10/10	100%	1/10	10%	176/450	32%	No
GEOGRAPHY	5/5	100%	2/5	20%	440/766	57%	No
HISTORY	17/17	100%	3/17	18%	910/1510	60%	No
PHILOSOPHY	7/7	100%	0/7	0%	0/750	0%	No
POLITICAL SCIENCE	9/9	100%	1/9	11%	355/937	38%	No
PSYCHOLOGY	10/10	100%	2/10	20%	714/1097	65%	No
SOCIAL SCIENCE	6/6	100%	0/6	0%	0/430	0%	No
SOCIOLOGY	5/5	100%	1/5	20%	655/755	87%	No

2.1. Please comment on the percentages above.

In Fall 2010, SSD was the first division to use eLumen to enter assessment data for aggregation. The exercise helped SSD faculty (full- and part-time) develop familiarity with the eLumen user interface and aggregate data collection/reporting. Although only one SLO was evaluated per department, the processes helped to validate previous aggregate assessment efforts. The mission of SSD is driven primarily by the core competency of critical thinking. Our continued discourse on SLOACs will focus on the development and expression of critical thinking as a basic skill.

The 'sections assessed' columns above are also difficult to clearly define in our division because we use varying seat loads. The data above are based on available seats for the entire department, rather than a simple section count. We believe that it provides a more accurate representation of our assessment efforts.

The assessment data listed above reflect eLumen data. They do not reflect assessment done by faculty in other ways. As has been previously mentioned, SSD faculty have engaged in reflective practice via FIN, WAC, lesson study, as well as other, less formal methods. We have experienced difficulty transitioning from these approaches to those defined by the SLAOC paradigm. Still, we believe that 2010-11 was a productive transitional year, and we are scheduled to use eLumen again during the Fall 2011 term. The collected aggregate data will be used during our Winter 2011 retreat to discuss SLOACs within and across departments in the division.

The Philosophy Dept. did collect SLO data, but it was not entered in eLumen prior to the generation of the report. The data will be included during our collection at the end of Fall 2011; both Fall 2010 and Fall 2011 will then be available for evaluation and cycle improvement.

2.2. a) Please provide a *link** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.
   b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
   c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

http://seco.glendale.edu/socialsciences/slo_reports.html

Continuing comments form 2.1, we will be using eLumen in Fall 2011 to gather aggregate data for a second year in Fall 2011. This data will help focus our discussion on assessment, content, and pedagogy. It will also help to organize staff development activities that address the development and expression of critical thinking as a basic skill.

2.3 a) Please provide a *link* to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
   b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

http://seco.glendale.edu/socialsciences/slo_reports.html

Continuing comments form 2.1, we will be using eLumen in Fall 2011 to gather aggregate data for

a second year in Fall 2011. This data will help focus our discussion on assessment, content, and pedagogy. It will also help to organize staff development activities that address the development and expression of critical thinking as a basic skill.

2.4   Please list all courses which have been reviewed in the last academic year.
       Note: Curriculum Review is required by the Chancellors Office every 6 years.

Beginning in Spring 2010 and continuing into Fall 2011, ALL courses in the division were reviewed. This effort has been extraordinarily time consuming because there are 10 fewer full-time (1 on leave and 2 on sabbatical, in addition to the 7 unfilled positions) faculty in the division than there were in 2008. New courses were also developed in 2010-11 as part of a division response to the C-ID/TMC movement.

Existing courses include:
Anthropology:
101- Physical Anthropology
102- Cultural Anthropology
103- Archaeology
104- Magic, Religion, and Witchcraft
105- Culture and Communication
111- Physical Anthropology Lab

Economics:
101- Principles of Microeconomics
102- Principles of Macroeconomics
105- The American Economy
110- Economics of the Environment
111- Economic History of the U.S.

Ethnic Studies:
101- Latin American Cultural Expression
102- Latinos in the U.S.
110- Contemporary Ethnic Women
111- European Immigrants in America, 1776 to present
120- Mexican-American Studies
121- Ethnic and Racial Minorities
122- Introduction to Asian American Culture
123- Asians in America
124- Japanese Experience in America
125- Native American Studies
132- The African American Experience in the U.S.
164- The Armenian Diaspora

Geography:
101- Physical Geography
102- Cultural Geography
103- World Regional Geography
105- Globalization – Regional Developmental and World Economy
106- Human Impact on the Environment
107- Weather, Climate and Climate Change
110- Geography of California
111- Physical Geography Laboratory

114- Geography of Baja California
120- Intro to Geographical Information Systems
121- Intermediate Geographic Information Systems

History:
101 History of Western Europe
102- History of Western Europe
103- History of Latin America
104- History of Contemporary Latin America
105- 20th Century Central America and the Caribbean
106- History and Politics of the Russian People
107- History of Civilization (pre-history to 800)
108- History of Civilization (Carolingian Empire to the French Revolution)
109- History of Civilization (French Civilization to the present)
110- U.S. History
111- The Women in American History
112- Pacific Coast History
113- History of Mexico
114- History of Baja California
115- Rebellious Women in Modern America
116- Economic History of the U.S.
117- History of the U.S.
118- History of the U.S.
119- History of the Far East
120- History of the Far East
121- Armenian History
122- California History
131- History of Africa since 1800
132- History of the Philippines
133- A History of Science
135- History of the Viet Nam War
136- War: History, Causes, Solutions
150- United States History and its Artistic Expression
151- The U.S. in the 20th Century
152- Radicals and Rebels: Social Protest in the 1960's

Philosophy:
101- Introduction to Philosophy
112- Human Values and Environmental Issues
113- Comparative World Religions: Near East
114- Comparative World Religions: Far East
116- Ethics for Modern Life
117- Introduction to Logic
118- Women, the Earth, and the Divine
119- History of Philosophy: Ancient Period
120- History of Philosophy: Modern Period
121- Islam: A Way of Life
122- Latin American Philosophy
123- Intro to Symbolic Logic

Political Science:
101- Introduction to Government
102- Modern Comparative Governments

103- Introduction to World Politics
105- American Political Ideals
106- American State and Local Government
108- Politics and Practice of the UN
110- Contemporary World Problems
111- The Modern Middle East
112- Model UN Lab
151- Fundamental of Government and You

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

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

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

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

Child Development- Infant Toddler (Certificate/AS)
Child Development- School Age Care (Certificate/AS)
Child Development- Master Teacher (Certificate/AS)
Child Development- Site Supervisor (Certificate/AS)
Social Sciences Major (AA)

2.6   For each program that was reviewed, please list any changes that were made.

Political Science 101 was revised to include curricula for state and local government. This change will result in the eventual deletion of Political Science 106 from the catalog. It will also impact CSU Breadth, IGETC, and AA/AS.

Psychology 103 was revised to meet the life sciences requirement for AA/AS, CSU Breath, and IGETC.

All four certificates in Child Development were revised as part of a statewide Curriculum Alignment Project (CAP). These changes were initiated during the final years of Linda Manzano-Larsen's tenure at the college, and they were completed during the one year (60%) contract of Mary Jane Biancheri. Because her contract was not renewed, we are again struggling to meaningfully manage the curricula in Child Development.

3.0. Reflection and Action Plans

3.1   What recent activities, dialogues, discussions, etc. have occurred to promote student learning
        or improved program/division processes?

The division helped to pilot the adoption of Moodle on campus. Moodle is a cost-effective, pedagogically strong learning management system (LMS) currently used by several of GCC's transfer institutions (UCLA, CSUN, CSULA). In Fall 2011, the campus adopted Moodle. SSD's early experience with the LMS will enable faculty to quickly transition and assist others on campus. The division will also develop courses across departments to help students transition to Moodle and toward their educational goals. SSD currently has hybrid courses in 9 of its 11 departments. These courses are being further developed as a Saturday cohort program for adult learners. As part of this project, two members of the division volunteered to serve on a Senate Taskforce on Distance Education. The recommendations of this taskforce have since moved through governance, and- at the time of the writing of this report- they are being reviewed by the Campus Executive Committee.

The Geography Dept. has met on a regular basis to discuss curricular and pedagogical development. These discussions have resulted in the development of SLOs, a hybrid GEOG 102 course, and a department-edited, free e-book for students in GEOG 101. The department would like to develop a best practices handbook for field studies, but these efforts have been stifled by the college's inability to create stable funding for the field component GEOG 111.

Additional Division-wide efforts to promote student learning and/or improve processes include:
- Peoplesoft Training
- eLumen Training
- etherpad Training
- Turnitin Training
- One Book/One Glendale partnership
- Impact of Digital Media on Learning/Teaching

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- Document Reader/ELMO evaluation
- Parenting Podcast Training

3.2   Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please <u>briefly</u> describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Secure funding for lab programs in Geography, Anthropology, and Political Science	- will provide students with additional options for meeting various graduation/transfer requirements.
SR138 Update (VPU, Document Reader, Audio, and Seating)	-will improve student engagement and retention -will increase use of primary sources, varied maps, and other representations during class -will minimize instances of academic dishonesty -will prevent additional students from being injured by college furniture
Further develop hybrid weekend college program	- will meets the needs of working students and/or students with young children - will contribute toward the success of the college's distance education plan
Develop online SSD resource center	- will make division and college resources more accessible for faculty - will better facilitate communication - will introduce all faculty to technology mediated communication - will host web-based staff development
Update SB161 (via virtual server)	- will give SSD a room to continue to develop innovate uses for computers in the classroom
Continue writing, developing, and recording 'Parenting Podcasts'	- will serve community (local and online) by providing expertise to multiple facets of parenthood - will promote campus scholarship to the community - will help establish and/or improve partnerships with GUSD - will strengthen staff development efforts related to educational technology
Develop curricula and programs that are consistent with the C-ID/TMC program	- will help students meet their transfer goals more expediently

2011 PROGRAM REVIEW

RE: Section 4

IHAC Requests - Social Sciences Cover Letter

The interdisciplinary nature of the Social Sciences Division is one of our greatest strengths. It has helped us diversify the teaching assignments of several full-time faculty. The table below outlines the teaching assignments of faculty whose positions have not been filled. As it demonstrates, five of the seven recent retirees/resignees had loads spread across multiple departments.

FT Faculty	Child Development	Economics	Ethnic Studies	History	Political Science	Social Science
Mona Field -retired 2008					20%	80%
Carlos Ugalde -retired 2008			20%	80%		
Linda Manzano-Larsen -retired 2008	100%					
Kerry Riley -resigned 2009			100%			
Mako Tsuyuki -retired 2010				60%		40%
Ric Williams -retired 2010				40%	60%	
Michelle Kim -resigned 2011		60%				40%

Given the current needs of our division and the dire financial circumstance of the college, we have decided to submit interdisciplinary IHAC requests so that new faculty could be assigned to teach, develop curricula, and contribute to pedagogic discourse in more than one department. This hiring approach is a more sensible use of district resources because it gives the district more flexibility in the scheduling of resources to meet the needs of students, the Chancellor's office, and our primary transfer institutions.

2011 PROGRAM REVIEW

SOCIAL SCIENCES *Child Development Instructor*	I:SS-1

Section 4
IHAC Request

If this is a repeat request, please list the Resource ID code or year requested: _____

4.1 The Office of Instruction will provide data on instructional hires during the past five years, including zzzz the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	1
b) Number of full-time faculty assigned to the Program in 2005	2
c) Does this position cover classes currently taught by adjuncts? Yes or No	YES
c) Does this position cover classes currently taught by adjuncts? Yes or No	YES

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	1
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation).	1
3. CPF INDEX (Total of # 2 divided by #1)	1

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Deborah Owens	n/a	0	n/a

4.4 How does this assignment relate to the college's Mission Statement?

The Child Development Department and the Child Development Center, which serves as a laboratory for the department and division, provide important opportunities for students to develop theoretical understanding and technical skills required to become effect educators and human service professionals. Students learn about the various theoretical and philosophical
       approaches to working with young children and families while working with faculty and staff. They also explore the connection between research and practice and   implement what they are learning in supervised field experiences. These experiences help students develop written and verbal communication skills, technological fluency (via research and observation), critical thinking, and interpersonal skill. They are also taught to document findings and to develop the skills needed to work effectively with others (other students, CHLDV faculty and staff, and other professionals) and to responsibly meet professional obligations. Child Development faculty must be on campus and in the Child Development Lab School to work college students in the lab setting and to develop practices and principles that integrate all facets of the Child Development Program.

4.5 How does this position relate to the objectives and functions of the college?
   a) Associate Degree   d) Basic Skills development
   b) Transfer to a four-year institution   e) Noncredit Adult Education
   c) Career and Technical Education   f) Personal enrichment

> 4 Different Certificates (Infant/Toddler, School Age Care, Master Teacher, and Site Supervisor)
> AA/AS (4 different certificates/AS degrees)
> CTE (Certification is required by all accredited schools, and substantial coursework is required by licensed child care facilities)
> Personal Enrichment

4.6 Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

> The Child Development Program is fully integrated with the Child Development Laboratory School. The Lab School is one of the best in the State. It is has relieved the highest ratings from the National Association for the Education of Young Children, the Program for Infant Toddler Care, Head Start, and Los Angeles Universal Preschool. The site serves students from GCC as well as students from UCLA, LaVerne, CSU Fuillerton, and others. The instructional program must be able to keep pace with the Lab School's excellence. It must also continue to develop hybrid and online courses to meet student needs of current and future students, as well as those educational professionals who needs to (re)develop their skills and expertise.
> See the full Program Review Document and Section 4.4 of this request for additional information.

4.7 Are there anticipated negative impacts for not hiring this position? If so describe.

> Unlike other credit programs, Child Development has many reporting obligations (i.e., CTE/Perkins, CDTC, and PITC) and it also requires faculty maintain engagement in statewide activities for Child Development (EEECE, WestEd, the CA Commission on Teacher Credentialing, and the Child Development Area of the State's Dept. of Education).   One full time faculty member cannot meet these obligations.
> The hybrid/online program of the program has also gone into decline as a direct result of under-staffing.

4.8 Are there any other special concerns not previously identified? If so, please explain.

> It would be manageable to hire a tenured faculty member for this position on a 60% or 80% load. SSD would then petition to increase this assignment in the future, when the college's and State's financial condition are improved.

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2011 PROGRAM REVIEW

Section 4
IHAC Request

SOCIAL SCIENCES *FT Instructor - Social Sciences/ Economics /Politcal Science (Interdisciplinary)*	**I:SS-2**

If this is a repeat request, please list the Resource ID code or year requested: _____

4.1 The Office of Instruction will provide data on instructional hires during the past five years, including zzzz the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	1 - 100% contact
b) Number of full-time faculty assigned to the Program in 2005	1.6 tenured
c) Does this position cover classes currently taught by adjuncts? Yes or No	YES
c) Does this position cover classes currently taught by adjuncts? Yes or No	YES

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	1 - 100% contract
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation).	2
3. CPF INDEX (Total of # 2 divided by #1)	2

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Elizabeth Kronbeck	n/a	0%	n/a

4.4 How does this assignment relate to the college's Mission Statement?

Courses in the Social Science Dept. meet the State mandated requirements for American Institutions (i.e., History and Political Science). Faculty hired in this area must posses degrees in more that one discipline, and they will be assigned to teach in multiple departments.

4.5 How does this position relate to the objectives and functions of the college?
  a) Associate Degree   d) Basic Skills development
  b) Transfer to a four-year institution   e) Noncredit Adult Education
  c) Career and Technical Education   f) Personal enrichment

AA/AS
Transfer
CTE

4.6 Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

> The position addresses the seven core competencies, especially communication, information competency, critical thinking, global awareness and appreciation, personal responsibility, and application of knowledge.
>
> Since courses in the Social Science Dept. are interdisciplinary by nature, they have the ability to cut across multiple goals and plans, and they meet multiple students needs (i.e, transfer and graduation requirements). The 4 best examples of courses in this department are:
> SocS 125 (The American Experience- American Heritage)
> SocS 126 (The American Experience- Modern America)
> SocS 131 (Intro to Social Science- History/Sociology)
> SocS 132 (Intro to Social Science- Political Science/Economics)
> These courses are among the most impacted on campus because they meet multiple student needs. Although SSD has been able to assign faculty from other disciplines to teach these course, the division was only granted a one year 100% contract faculty member for the 2010-11 year. This person will revise curricula for two of the courses and evaluate several others. The person has also started developing online components for two of these courses, but this work may not bear fruit if we are unable to hire a tenured faculty member to marshal it forward in a sustained manner.
>
> Students will also be able to meet their transfer goals more quickly if we were able to make a long-term commitment to the department.

4.7 Are there anticipated negative impacts for not hiring this position? If so describe.

> Existing articulation agreements and the development of meaningful AA-T/TMC across our division will be in jeopardy if we are unable to make a commitment to a full-time position in this area.
>
> Courses will not be revised in a meaningful or timely manner.
>
> Student pathways will be blocked if we are unable to develop a program that is both rigorous and relevant. The reduction in offerings (see FTES and WSCH data) in this department is a direct result of his blockage, and it will continue until the department has the commitment of at least one tenure-track faculty member.

4.8 Are there any other special concerns not previously identified? If so, please explain.

> As is stated on the IHAC cover page, it may be most prudent to hire more than one tenure track position in this area because the faculty will be able to teach in multiple departments within the division. This would offer a stable, reduced-load replacement for faculty across four departments.
>
> This position will be used to seek a faculty member who can teach Social Sciences 132, Political Science 101, 105/6, and Economics 101 and 102.

2011 PROGRAM REVIEW

Section 4
IHAC Request

SOCIAL SCIENCES *FT Instructor - Social Sciences/ History/Ethnic Studies (Interdisciplinary)*	I:SS-3

If this is a repeat request, please list the Resource ID code or year requested: _____

4.1 The Office of Instruction will provide data on instructional hires during the past five years, including zzzz the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	1 - 100% contact
b) Number of full-time faculty assigned to the Program in 2005	1.6 tenured
c) Does this position cover classes currently taught by adjuncts? Yes or No	YES
c) Does this position contribute to program expansion Yes or No	NO

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	1 - 100% contract
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation).	2
3. CPF INDEX (Total of # 2 divided by #1)	2

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Elizabeth Kronbeck	n/a	0%	n/a

4.4 How does this assignment relate to the college's Mission Statement?

Courses in the Social Science Dept. meet the State mandated requirements for American Institutions (i.e., History and Political Science). Faculty hired in this area must posses degrees in more that one discipline, and they will be assigned to teach in multiple departments.

4.5 How does this position relate to the objectives and functions of the college?
a) Associate Degree
b) Transfer to a four-year institution
c) Career and Technical Education
d) Basic Skills development
e) Noncredit Adult Education
f) Personal enrichment

AA/AS
Transfer
CTE

4.6   Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

The position addresses the seven core competencies, especially communication, information competency, critical thinking, global awareness and appreciation, personal responsibility, and application of knowledge.

Since courses in the Social Science Dept. are interdisciplinary by nature, they have the ability to cut across multiple goals and plans, and they meet multiple students needs (i.e, transfer and graduation requirements). The 4 best examples of courses in this department are:
SocS 125 (The American Experience- American Heritage)
SocS 126 (The American Experience- Modern America)
SocS 131 (Intro to Social Science- History/Sociology)
SocS 132 (Intro to Social Science- Political Science/Economics)
These courses are among the most impacted on campus because they meet multiple student needs. Although SSD has been able to assign faculty from other disciplines to teach these course, the division was only granted a one year 100% contract faculty member for the 2010-11 year. This person will revise curricula for two of the courses and evaluate several others. The person has also started developing online components for two of these courses, but this work may not bear fruit if we are unable to hire a tenured faculty member to marshal it forward in a sustained manner.

Students will also be able to meet their transfer goals more quickly if we were able to make a long-term commitment to the department.

4.7   Are there anticipated negative impacts for not hiring this position? If so describe.

Existing articulation agreements and the development of meaningful AA-T/TMC across our division will be in jeopardy if we are unable to make a commitment to a full-time position in this area.

Courses will not be revised in a meaningful or timely manner.

Student pathways will be blocked if we are unable to develop a program that is both rigorous and relevant. The reduction in offerings (see FTES and WSCH data) in this department is a direct result of his blockage, and it will continue until the department has the commitment of at least one tenure-track faculty member.

4.8 Are there any other special concerns not previously identified? If so, please explain

It would be manageable to hire a tenured faculty member for this position on a 60% or 80% load. SSD would then petition to increase this assignment in the future, when the college's and State's financial condition are improved.

As is stated on the IHAC cover page, it may be most prudent to hire more than one tenure track position in this area because the faculty will be able to teach in multiple departments within the division. This would offer a stable, reduced-load replacement for faculty across four departments.

This position will be used to seek a faculty member who can teach Social Sciences 125 & 126, History, and/or Ethnic Studies.

2011 PROGRAM REVIEW

SOCIAL SCIENCES *FT Sociology Instructor*	I: SS-4

Section 4
IHAC Request

If this is a repeat request, please list the Resource ID code or year requested: _____

4.1 The Office of Instruction will provide data on instructional hires during the past five years, including zzzz the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	2
b) Number of full-time faculty assigned to the Program in 2005	2
c) Does this position cover classes currently taught by adjuncts? Yes or No	YES
c) Does this position contribute to program expansion? Yes or No	NO

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	2
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation).	3
3. CPF INDEX (Total of # 2 divided by #1)	1.5

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Richard Kamei	Guild, 1st VP	10%	1 year
Jiwon Moore	n/a	0	n/a

4.4 How does this assignment relate to the college's Mission Statement?

Sociology provides a lens through which they can better understand themselves and their world. Courses in the dept. meet multiple requirements for transfer and graduation, and they also are part of the college's new AA-T/TMC in Sociology.

4.5 How does this position relate to the objectives and functions of the college?
  a) Associate Degree   d) Basic Skills development
  b) Transfer to a four-year institution   e) Noncredit Adult Education
  c) Career and Technical Education   f) Personal enrichment

AA/AS
Transfer

4.6 Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

The Sociology Dept. struggles to develop new courses to meet the needs of students and society. Courses such as Sociology 103 (Crime and Deviance) and Sociology 140 (Introduction to Social Welfare) were developed by adjunct faculty because there are too few full-time faculty in the dept. The demographics of an aging society will also increase demand for sociology courses, such as Sociology 105 (Introduction to Gerontology). Most recently, the dept. entered the 21st century by providing a Sociology 101 hybrid course. An adjunct faculty member has worked to develop the foundation for this course and is currently teaching it.

4.7 Are there anticipated negative impacts for not hiring this position? If so describe.

Oversight and development of the courses listed above (101hybrid, 103, 105, and 140) are exceedingly difficult when faculty who develop and teach them are not full-time.

4.8 Are there any other special concerns not previously identified? If so, please explain.

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2011 PROGRAM REVIEW

SOCIAL STUDIES *Lab/Field Supplies*	**I:SS-5**

Section 4
Resource Request

Type of Request: ___ Facilities/Maintenance   ___ Classroom Upgrades   ___ New space
___ Instructional Equip.   ___ Non-Instructional Equip   ___ Conference/Travel   ___ Training
___ Computer/Hdware   ___ Software/Licenses   ___ Supplies   _X_ Other

Mandatory: Is this request for one-time funding? ___   OR Does this request require ongoing funding?_X _

If this is a repeat request, please list the Resource ID code or year requested: It has been request for the last 5 years.

Mark if the following apply to this request: ___   Health & Safety Issue   ___ Legal Mandate
                                                                _X_ Accreditation Requirement   ___ Contractual

Requirement

4.1. Clearly describe the resource request.

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

Amount requested $ 10,000/annually

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

The current supply/travel budget for the Anthropology, Geography, & Political Science Departments is $0.00. In spite of this limit, SSD has built a lab program that satisfies the IGETC and CSU Breadth lab requirement. The geography lab, for example, was first offered in 1999, and all of its funding has come from one time sources, including the Instructional VP's Acct, ASGCC, or Instructional Equipment (i.e., lottery funds). No other lab course/program on campus operates in this manner, and few generate comparable FTES. Since 2005, Geography 111 has generated 8.8 FTES per year.

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

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

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4.3. What measurable outcome will result from filling this resource request?

Students will be able to move through their academic programs more quickly.

SLOs will reflect improvements in critical thinking in the field.

Geography courses will more easily meet the descriptors and requires of those included on the Geography TMC/AA-T.

Additional FTES will be generated for the district in a cost-effective manner.

APPROVALS

AGENCY	*DECISION*					
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported					**X**
	Adequately supported					
	Not supported					
	Reason:	Sect.1: Data		Sect.2: SLOs	Sect.3: Plans	Other:
Standing Committee Review of Resource Request **Committee: Academic Affairs**	Prioritization Score					