SOCIAL & BEHAVIORAL SCIENCES DIVISION MEETING

March 12th 2014

NEA 187

Attendance: Brad Young, Ellen Joiner, Elena Reigadas, Bill Loiterman, Jim Stanbery, Son Nguyen, Yesenia King, Mike Reid, Lorrie Kato, Michael Fradkin, Sasha David, Van Chaney, and Yvette Parra.

1. Open comments: B. Young thanked everyone for the patience over the last couple of months. Announced he will be stepping down from the Grievance officer position. He explained he was going to step down last fall but stayed to assist Len Glover during his illness. It has been a very busy time. Discussed past years section count and how it’s increased over time. We will be going over the hiring process for Psychology and History. They don’t want to give us addition sections for these positions but has been able to add growth sections. We’ve added classes for the TMC. Modest growth but would like to pick up the ten sections per semester for us. We are heavy on release time. We’re the largest division on campus and do a lot for the college. Everyone works very hard and he’s very pleased. Thanked everyone for their input on SLO questionnaires.

2. Discussion Items:

   a) Student Learning Outcomes and Assessment: discussed below in department notes.

   b) Committee and ASO club reports: See individual department notes below.

   c) Budget:

      i. Supplies: B. Young: Put in request for paper. We have supplies for those in need.

      ii. Equipment: update re: Anthro and computer equipment. B. Young: The Anthropology order has a glitch with the supplies portion of the order. It will get straightened out and move forward with the order. He did ask AA if we could use the remaining funding for the equipment needed in the computer labs or classroom computers. Will assist other divisions with unused funds. SPSS order is being processed through AA.

   d) Administration of Justice: M. Reid: Criminal Justice club is having fundraiser in the breezeway please support the club.

   e) Anthropology: S. David: Anthro club is very vibrant and going strong. They are planning an excursion. Students are doing well in class turning everything in.

   f) Economics: M. Fradkin: Busy grading homework, classes are pretty full and everyone’s turning in their homework. Yesterday, representative from Norton publishing dropped by and is interested in them because they have the online environment for people to do the homework. If political science is interested in their textbook we can get a better price. Looks like they are willing to drop the price significantly.

   S. David: Is interested in adopting a textbook from them as well.

   E. Joiner: History department uses their book and is happy with them. M. Fradkin is working on obtaining a $50 price range for the online testing system and is reviewing the test banks. B. Loiterman: discussed the different pricing options. B. Young: The bookstore markup is at 28%.
You can suggest other sources for students to purchase books from. B. Loiterman: explained a small group of financial aid students are issued vouchers to purchase books from the bookstore.

g) Fire Technologies:

h) History

i. Position announcement posted on district websites

ii. Presentation on discipline SLO and Assessment meeting: S. Nguyen: our department has 20 different courses that are available. Our offerings are similar to what you see at a cal state. Average 45 students in each of those sections. Participation rate is around 11-12 instructors. Only about 2-3 do not participate. Meetings are in the beginning of the semester. Try to streamline slo reporting by having colleagues submit online. We have a relatively structured and streamline process that makes it easier for all colleagues. I think we have a reasonable system. We give adequate notice to our colleagues. We should have 100% but we don’t. All of our classes by now have assessed most if not every slo out there. We narrowed down our slos to a reasonable number. We are in compliance with assessing all slos per class, at 95%. Our department participated in the program learning outcome meeting.

E. Joiner: Based on what Son has said we are trying to take the assessment process to another level which is what the accreditation team wants to see happening. We use the data to make improvements in what we are doing. This is the really hard part its one thing to write out outcomes and assess them. As a group we need to mobilize people to be critical of themselves and make improvements. We have so many classes and sections. Data overall found actual historical content. We found students preformed pretty well. Most SLO’s have matching terms and they perform pretty well on that. Weaknesses are in the area of critical analysis. A lot of people are having students do short research projects which is more difficult. We need to teach student how to cite resources. The actual changes we’ve made: one we shifted to new US history textbook to Norton which comes with a package textbook and document book. It also has a lot of electronic sources. Norton presented the electronic sources and encouraged them to use. World history also has a new textbook. Text books are limited in the scope they have to be broad. Look for a book that’s short and concise. History has met three times this year where we looked at slos for 11 and 12. Revised from 8-9 to 4-5. Assessed all slos in history 11 and 12. We got good participation from that. Another is about writing and how we teach writing. A lot of discuss about different writing assignment to make them more manageable. Different timelines for chronology. We are all concerns about how we can teach our students to do research. Thinking about how we can better coordinate with the library. I wish we had more concrete things to document. History has a dynamic dialogue.

E. Reigadas: this is a huge step from where we’ve started. We need to take it to the next level for the division. This is a conversation we have to have as a division.

E. Joiner: In terms of this semester she is winding up with students who have taken English 101 and they know the difference between Chicago and MLS style. Average score on essays is 87 percent and last year was 72 percent. B. young: Could this be
from the Achieving the Dream cohort? This would be the right time frame to see more success due to that program. The program was a lot of work and this could be the result of the program.

E. Joiner: there has to be a connection. B. Young: we are adding 20 English 28 and English 101 sections. E. Joiner: we have an ongoing dialogue but we do have a few people who are out of the loop. It’s an ongoing process but I’m confident over time people will see it does make a difference. We have a number of new adjuncts who have come on board and they are enthusiastic and are willing to share their ideas with the department. One of the issues we deal with history 11 12 86 87 we report the data as a group.

S. Nguyen: the popular classes with multiple sections. There is quantifiable evidence. S. David: has been working on the ISLO and we are improving on that. S. Nguyen has created a website where the results are listed. L. Kato: asked if she could look at the website. E. Reigadas: Each instructor will list their results online. E. Joiner: welcomed the website but not sure if it’s working as we hoped. It is easier for reporting.

i) **Political Science**: Classes are going well. The late start leadership course numbers have increased. Students will go to today’s Board of Trustees meeting. Stability across the board. B. Loiterman: explained he has incorporated study skills in his classes. E. Reigadas: would be very important to see if you have more retention and if your grades go up. Please share the data.

j) **Psychology**: ASO approved the neuro science club. It will be a mixture of Intro Psychology and neuro psychological issues. L. Kato: You can compare the average last semester vs. this semester.

k) **Sociology**: Y. King: All is quiet no updates.

l) Disaster Preparedness and evac training: Distributed dates for the upcoming training schedule. Floor captain will be selected.

m) **Future division meetings**: Will continue as scheduled for the 2nd and 4th Wednesday’s of each month.

n) **New items**: Conferences: B. Young: We have money in the account for those interested. If it’s not used the funds will be sent to the general fund. M. Fradkin: There is a conference in San Diego this fall. B. Young: Explained that will fall under next year’s budget.

**Exclusionary Roster**: B. Young distributed and discussed the spring 2014 Exclusionary Roster report. D. Loiterman explained how the exclusion roster process works. There are over 300 rosters still outstanding. Dr. Richards has sent out an LAHC ALL email explaining the process. Please assist in spreading out this information to our adjuncts. This needs to be at 100% completed. You can exclude as many times as needed. B. Young explained the contract verbiage regarding exclusions and how it is the responsibility of the instructor.

Meeting end 3:50pm
STIMULATING CAMPUS-WIDE DIALOGUE ON SLO'S

Social and Behavioral Science - HISTORY - March 12, 2014

What courses were assessed?
History offers 20 different course options averaging 45-46 sections/semester. Eight of these sections are offered online. In terms of outcomes and assessment there is no distinction between face-to-face and online courses. Since 2010 all courses have been assessed.

Total number of students assessed? Average class size for history is 51. Reported assessment results do not reflect this number. Class averages for reporting of assessment results are closer to 30-32 students.

Total number of classes/instructors participating?
Within the History Department class participation ranges anywhere from 75-85% each semester. The SLOs and assessment tools are written and revised by the full-time faculty and all instructors are required to participate in assessment. For courses with multiple sections, the faculty (full-time and adjunct) coordinate and determine which SLOs will be assessed. The assessment tools for fall semester are determined in consultation between full-time and adjunct faculty in the spring. Decisions for the spring semester are determined in December. All instructors are informed via e-mail about the specific SLOs to be assessed. To facilitate the process instructors report their findings online and submit their assessment evidence to the full-time faculty. Coordinating the process with instructors who for whatever reason remain out of the loop and out of the dialogue remains a challenge.

What SLO’s were assessed?
For classes with multiple sections that require coordination between a number of instructors the overall expectation has been to assess and report on 2-3 SLOs/semester. Instructors teaching one course tend to assess and report on 4-5 SLOs/semester.

What were your findings? In terms of historical content which is tested largely with objective questions, students across spectrum of classes perform well. Critical analysis which is assessed primarily through writing assignments continue to need work. Additionally, in the fall semester the History Department participated in the Division Program Learning Outcome Assessment with multiple other disciplines. The results are still to be determined with the assessment group.

What changes in course instruction will result from this data?
In fall 2012 the U.S. History sequence adopted a new textbook which is more thematically organized and includes a wide variety of online supplementary materials. In fall 2013 the textbook publishers conducted a workshop for history instructors to explain the materials. A goal of the discipline is to encourage more instructors to use these materials to enhance teaching and learning. The World History sequence also shifted to a different text. Discussion of instructional strategies is an integral part of every discipline meeting.
What changes in curriculum, discipline, program, and division will result from this data?
Throughout the 2013-14 school year the History disciple held three discipline meetings to examine course SLOs and to discuss the implications of the data which is reported at the end of each semester to an online site. Results of these reports are posted each semester on the SLO form. In spring 2013 the discipline had revised and updated SLOs for two history sequences—U.S. History 11 & 12, World History 86 & 87. As a result of earlier analysis and evaluation, discipline faculty decided that several of the previous SLO’s could be combined and condensed without losing the true intent of the outcome.
At the August 22, 2013 meeting eight history instructors (the discipline has 2 full-time and 12 adjuncts) reviewed the revised SLOs and agreed to try to assess all of the outcomes for the fall for the U.S. and World History sequence. Instructors who do not teach that sequence continued their own assessments. At that meeting instructors also discussed strategies to address student weakness in chronology and writing which was evidenced by the spring assessment. Suggestions included scaffolding writing assignments and the creation of digital timelines to reinforce chronology.
After submission of the fall assessments faculty met on February 5 and 26 to continue the dialogue. Earlier parts of the discussion focused on classroom issues including the issue of texting in the classroom and various strategies to deal with it. The latter part of the discussions focused on student writing. A variety of instructors brought samples of student writing which stimulated a discussion about the SLO assignment itself and how various instructors led their students through this activity. Research assignments which are not part of an assessment and student use of the library resources were also discussed.