Division Meeting
November 12, 2014; 1:00 pm
NEA-187

1. Open meeting with comments from staff
2. Division Goals and Objectives
   a. Student Learning Outcomes and assessment:
      i. #1 division priority
   b. 2015/2016 Department Planning Presentations to support Divisional Unit Planning
      i. Psychology
      ii. Economics
      iii. Administration of Justice
      iv. Political Science
      v. Anthropology
      vi. Sociology
      vii. History
      viii. PACE
      ix. Fire Technologies
   c. Distant Learning
      i. Recap of Teleconference D/L Division Meeting
      ii. Discussion on Future offerings
   d. Committee and ASO clubs
   e. Scheduling: brief update only
   f. Accreditation update:
   g. Future division meetings
      i. Tenure track mtg; Nov 19th at 1pm
      ii. Regular mtg; Dec 10th at 1pm
   h. End of meeting
EMAIL SENT TO FACULTY ON OCTOBER 28, 2014 0958

Just a reminder to everyone from our last division meeting. I requested a vision or planning statement from each department with the following information:

- Statement of current offerings; i.e. recap of course offerings that satisfy or support GE requirements, a TMC, a CID requirement, certificate requirement, etc..
- Statement that reflects your vision 3 to 5 years out; i.e. remain the same or near to it, add new courses to department line up in a rotation, add additional sections, add a new certificate or emphasis—please justify in your statement. Having requested this, let's too be honest and realistic as being visionary is and can often be confused with fantasy or unobtainable goals. We are under a tight budget and budget outlook for the next 3 to 5 years and this doesn’t mean we can't be creative and grow; it just means we're under a microscope and everything we act on will be reviewed five times over.
- A recap of each course and SLO that has been modified however slightly by means of assessment results. Please be thorough.
- And lastly, what efforts or discussions have occurred in regards to interdisciplinary courses or possible cohorts—intra-division.

The above information will be helpful in our division unit plan that I am preparing in November. All regular/full time faculty members must participate in this effort. If you're in a discipline with multiple FT members, please work together so that everyone has input. If you're working solo in this effort and would like to work on it together, just let me know and we'll schedule time together; and don't forget the resources of the adjunct cadre.

Please don't gear up for a 'full court press' thesis effort, but a thorough and concise answer relating to each bullet item will be fine.

Each department will report their findings at our next division meeting on Wednesday, November 12th at 1:00 pm. This allows our division to listen to each department and discuss priorities and recommendations if they exist.

If anyone has a question, needs clarity, or wishes to work together on this project, please let me know.

Bradley
End.

Bradley J. Young
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Division Chairman
Social and Behavioral Sciences
and PACE
Los Angeles Harbor College
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Social & Behavioral Sciences Division Meeting

November 12, 2014, 1:00pm NEA 187


Mr. Young welcomed everyone back from Veteran’s Day. J. Thomas-Spiegel thanked L. Kato for going above and beyond to find affordable textbooks in the psychology department.

B. Young discussed the official state approval for Anthropology 103, 104 and 111 has finally come through. Forms have to be on file in academic affairs. Reminder, our meeting agenda and minutes are posted on the internet. He’s been asked to be more thorough.

**Assessment** - B. Young: Student Learning outcomes and assessment is our number one priority in our agenda. Adult education is moving forward from LAUSD. We have one SFP associate dean. As of now all of the adult education centers will fall in our district. It will fall under credit no credit. B. Young explained he changed the evaluation schedule for 2012 – 2014. Everything will be posted on the website. Our division has a foundation account in which all full time faculty contribute one hundred dollars every fall semester. This account takes care of funding for food for hiring committees, printing costs, microwave and refrigerator.

**Department Planning Presentations:**

B. Young explained it’s nice to know what all departments are doing to help support one another.

**Psychology** – Kato: briefly listed course offering in program review. Discussed idea that class averages are 50 and discussed limiting the number of enrollment. Possibly could have higher retention rates. Enrollment we look at 60 – 65 and suggested bringing the cap to 50. E. Reigadas: according to the fact book the average numbers are 50 in psychology. B. Young: the cap is currently at 52-55. We found we have a large number of students with 4 yr degrees and returning for a change in career. We discussed adding certificate programs, i.e. Drug and Alcohol Program. E. Reigadas: we have an idea for interdisciplinary certificate related to gerontology. The nursing department is very interested in that. We don’t want to work for the sake of working we would like to know what the probabilities to get this through are. B. Young: There are a number of departments interested. Both programs sound promising. If we are going to ask for funding for these programs from the academic cluster because we have to add classes to support it. You have to let me know how to prioritize the programs. The drug and alcohol program has been in the district before. You need to let us know the statistics for the demand in jobs in
this field. I would encourage you put forth the time into it. Feasibility of putting a grant together to support the program. There’s a lot of money between county mental health department state and feds. Now that proposition 43 has pass this comes at a good time. E. Reigadas: Wants to offer a program were occupations won’t be eliminated due to economic down turn. B. Young: yes, we don’t want to offer degrees to nowhere. S. Atkinson: Recommendation look at the handbook in regards to starting a new certificate. It asks you all the questions that you can articulate to your peers. B. Young: has had meeting with county probation department regarding this program.

Kato: Discussed the emphasis on student success and assessment results. We have realigned course outlines. We found that large populations of students are interested in research. We could offer a research program to make our students as competitive as possible. Students are asking for a PSI Beta honors sorority as it’s a requirement that most universities are requiring. Kato could work on this with her peers. The department used our assessment results to enhance our courses. Some of student’s weaknesses are APA format. Found students excel when asked to write about a personal experience. Found some instructors are not requiring written assignments. She suggested additional written assignments to improve student success. Galvan: planning to offer orientation workshops for psychology students so students know what will be required of them. B. Young: will you be working from M. Fradkin’s successful workshops? Galvan: yes, will model from M. Fradkin. E. Reigadas: Psychology department has a good ear for the students and thinks Lorrie and Eddie are working hard to provide the students with what they want. B. Young: concerned about the enrollment numbers as they are capped. We have to ability to monitor enrollment numbers throughout the semester. J. Thomas-Spiegel: in programs like people soft instructors will be able to see their cap, we currently do not. B. Young: We haven’t had any problems with enrollment exceeding the cap. He explained how the enrollment works when the class reaches its cap and students begin to drop. We have no classes on campus that are capped beyond 55. We have to keep it there not to exceed the fire code. E. Galvan: there may have been a glitch in the system. As students have been able to enroll in psychology classes with meeting the prerequisite. Young: explained how Admissions and records can turn off and on the prerequisite.

Economics:

M. Fradkin explained the economics workshops are a work in progress. It actually gave students materials to help them be better prepared. Due to the nature of the program, economics which does not lead to employment but to transfer. We’d like to offer the same courses. If we have funding we’d like to offer more sections of the same courses. If funding allows and student population growth we should probably add a few more sections. Most likely the core courses are supporting the business degree. It’s likely that these courses can be linked to international trade if a program develops. Interdisciplinary offerings could be the economics history of the U.S. Principles of Economic Environment. Students transferring in economics will get an in depth introduction. 96 students enrolled in 8 different workshops. B. Young: When you have 96 students participate in this workshop it is a success. We’d like to see the results of the 96 students in the class.
Administration of Justice:

M. Reid: Explained in March he went through a three page summary. See attached report of M. Reid’s presentation. Fire Tech offers 6 courses every semester. D. Coffman is now the point of contact. He suggested maybe suspending all of the fire tech courses. B. Young; it has to go through viability study. As far as suspending the program we may want to hold off. We cannot use the units in the division but will have to surrender to academic affairs. In the latest meeting last week academic affairs discussed additional section cuts in our division. We submitted the schedule with 10 sections cuts and now they want more. There are a lot of other divisions that are not cutting. B. Young understands the budget of the college and he works within the parameters. Explained we gave up sections for achieving the dream. WE went down to 128 sections in 2010. Now we have another new program Harbor Advantage that needs sections. Explained he is an advocate for our division. When you’re in other committee meetings pay attention to what’s going on out there and how it will affect our division. We cannot continue to cut if we are going to support the various degrees we offer. M. Reid: explained with the new proposition do we look at new offerings (i.e. CSI) in AJ. Explained if there’s a way we can infuse a safety net where students can still seek employment regardless of their convictions. B. Young: This would be good for public sector. V. Chaney: added businesses are now going into cyber security in the private industry. S. David: this could be interdisciplinary between Computer science and AJ.

Atkinson: there’s a grant that we may be able to utilize for this project. Young: would like to see this move forward but we will need an advisory committee. Atkinson: that is required for program approval.

Political Science:

V. Chaney: Looking at 5 year plan to expand public policy in public administration courses. Met and spoke with CSUDH regarding the pathway. We need to establish courses here i.e. Introduction to Public Administration. Second course we’re looking at is Urban Administration. Individuals can go into entry level jobs at the Port of Los Angeles. We’re looking at getting that in gear and opening up those two classes within the year. At Southwest College they have a good program as well. Interdisciplinary with economics is also possible. Looking at developing at teach? How will the radiation effect the environment? This is a preliminary stage. The next 3-5 years this is a program that can expand out department along with economics and sociology. SLO’s are being assessed in Political Science 30 and 41. Has worked with adjuncts on SLO’s. Previously there were 7 and now 3-5 which includes essays. He offers study groups on Friday’s and seems to be working well. Note from Loiterman: see attached presentation. Discussed intern positions for students in Political Science. Would like to have more activities from local politicians in the classroom. This would be helpful to the students. B. Young: would you say public policy could be tied into urban planning? V. Chaney: Yes, it could be tied into urban planning.

V. Chaney explained the Millennium program within government institutions. Explained student success in the millennium program careers students entered. B. Loiterman explained the Millennium program has been successful to students. Van and Lucille’s students have found employment in the government. Chaney discussed student success. Loiterman: We have students who refuse to learn and we are
always looking for ways to convince them education is the way to improve their life. Explained films that were shown to over 300 students. A Judge will be here to speak in Ken Poole’s class before Thanksgiving break. M. Reid’s class has visited the courtroom. Reid: the Judge is willing to speak with students regarding the various cases. He has a lot of experience to share with the students. It’s interesting to see the AJ and Political Science sides of it. King: Has Administration of Justice or Political Science worked with the Ports of Los Angeles and Long Beach? I see it as a great opportunity. B. Young: Yes, we used to work with the Port quite a bit with a cadet program. The real treasure is with the business and statistics.

B. Young: We are losing one of our AJ instructors Michael Foster who was just hired into the District Attorney’s Office. It’s great to see that he got the job. Only 28 out of 5,000 were hired.

**Anthropology:**

S. David explained how interesting it is to hear everyone’s presentations. All the SLO’s for the Anthropology department have been completed but not yet posted to the website. The CID approval for Anthropology 103, 104 and 111. The only thing that’s missing now is Geology but will go to CID for approval soon. Interdisciplinary combines from all departments within our division. The main thing we’d like to do is add a fulltime faculty member for fall 2016. Only one fulltime instructor cannot support the department. Would like the new instructor to have a background in archeology, and other areas. Students are asking for more field trips and a new instructor could assist with this. Possibly offer a study abroad program that Southwest is currently offering. Students went to Spain and the Middle East. Students get credit for Anthropology 101. B. Young: the linguistic course sounds very interesting.

**Sociology:**

King: WE developed a mission statement for our department read aloud to the division. The mission statement is in line with ISLO’s and PSLO’s. 3-5 year plan to develop a two year degree. All of the programs discussed at this meeting are in line with sociology. Would like to offer Sociology of Gender. Sociology 4 Sociological Analysis has just been approved and could be overlapped to several disciplines. B. Young: where does it compete with research methods Psych 10? King: This course does not require SPSS software but can be introduced.

**History:**

S. Nguyen: we have one of the most diverse offering within the entire region. Listed various history courses that are wide and expansive and very proud of them. IN recent times we’ve had to start alternating courses due to low enrollment. Our plan 3-5 years includes the reintroduction of History 5 history of the Americas for the transfer plan. We’d like to add new courses like the History of Los Angeles no other campuses offer this course, genealogy has been a growing industry. There’s a possibility of refining our History 385 course. We are the only campus in the district that offers online courses in history. We are considering adding more classes online. SLO’s we’ve done consolidating all SLO’s have been assessed with the exception of two classes we should be fully compliant by December. B. Young: our current bill for etudes is close to 100,000 and is now a liability. M. Fradkin explained he
has put a lot of work into etudes for content, exams. Are there plans to discontinue etudes? B. Young: We are keeping etudes. Nguyen is evaluating online classes now.

B. Young explained we are over FTE and that’s why we are looking at cuts. The hiring committee came out with their hiring lists and 5 out of 12 are counseling positions which do not generate any revenue to the college.

This is the first year our college will be funded on completion rate. B. Loiterman added some students don’t think they need a two year degree. Students who get a two year degree no matter in what area the college looks good because they are obtaining degrees. Our campus gives more degrees than ELAC.

**Accreditation update:** E. Joiner: The Accreditation report is due December 1st everyone who is on standard committees will have a draft. Eventually it will be emailed out to LAHC-ALL. It goes to the board the second week of February. The big issue with accreditation is we have to supply evidence with everything we say. Stanbery: the information we just shared today in this meeting is what we need to show accreditors.

If you haven’t forwarded your written report on what you presented please do.

B. Young: We have some changes in our unit plan. It is important that we take minutes. Anything new on the committees? Stanbery: you don’t realize the turnout for the meetings and records taken, this is the best division.

Reid: DL Committee looking at doing a forum for those that have etudes courses. Some issues with instructors requesting sites and there’s no way to track them. If you have a hybrid course that’s in the schedule then your fine. It’s the courses that are not listed as hybrid and web enhanced with a site.

Holiday party: Campus holiday party will be held next door in SSA this year. We have a division meeting on the 10th. December 17th tentatively schedule.

Meeting end 3:20pm
Administration of Justice – Division Meeting November 12, 2014 1300 hours.

Statement of Current Offerings

21 Courses Overall-

AJ 001 introduction has currently (3) F2F, (1) online and (1) in PACE.

These courses fit the TMC and an Average of 30 Students across the range. All CID requirements are up to date.

3 to 5 year plan-

Stay consistent with course offerings both online and F2F.

I would like to see a stronger presence in PACE offerings; from 1 to maybe 3 each 8 week session.

This would satisfy an already strong online presence and will support the TMC with an increase in transfers.

Notation of 3-5 year plan- Offering a Career Certificate in Computer Forensics-

With the flowing offering

Intro to Technology (Computer Information Systems) CIS

Computer Networking Course (Fundamentals of Operating Systems)

Computer Forensics 1

Computer Forensics 11

AJ 042 Criminal Law

AJ 003 Legal Aspects of Evidence

AJ 750 Ethics
Cohort Disciplines


Means of Assessment Modification

AJ 001- Added a Communications component – Court simulation

AJ 750- Change in 1 SLO which was agreed upon in a recent Department Meeting with Instructors

Fire Technology

Offering 6 courses - Both on line and F2F

Now with a point of contact person Dan Coffman

Fire Technology with through an SLO course reduction of all their courses last year; no new modifications to any course in Fire Technology
Vision Statement

Los Angeles Harbor College Department of Anthropology

October 28, 2014

A robust Anthropology Department is an essential aspect of any Social Sciences division. As an interdisciplinary subject, anthropology appeals to a wide array of students from diverse backgrounds with a multitude of career goals. Anthropology combines approaches from History, English, Psychology, Sociology, Political Science, Biology, and even Mathematics, thereby helping to prepare our students for any direction in their future studies and careers. Anthropology promotes understanding and tolerance of difference, and builds students' interest in global issues and cultural diversity. Teaching critical thinking and basic skills are core pieces of our college's Anthropology curriculum. Thus Anthropology is a key discipline in the Behavioral and Social Sciences.

The mission of Harbor College is to foster learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity. As stated above, Anthropology is a uniquely comprehensive program that serves the community by readying our students for a multitude of educational and career trajectories, and teaching them acceptance of cultural diversity. Discussions on ethics are a cornerstone of any anthropology class, whether they pertain to the ethics of different research projects or the practices of a foreign society. Building students' ethical awareness teaches personal accountability and integrity.

Over the past year, many improvements have been made to the Anthropology Department. An extensive fossil collection has been purchased and installed in the Anthropology classroom to facilitate instruction in our Biological Anthropology courses, including Anthro 101. All SLOs have been revised so as to enhance their assessibility and standard means of assessment have been implemented in all courses to ensure that the data we collect is consistent across instructors. The SLOs have been aligned with Institutional and Program Learning Outcomes (ILOs and PLOs). Regarding Anthro 101 and Anthro 102, each SLO
will have been assessed by the end of Fall 2014 and a new assessment cycle will begin Spring 2015. All SLOs for Anthro 121 were assessed Spring 2014; a new assessment cycle for this course is taking place such that all SLOs will again be assessed by the completion of Spring 2015. Anthro 103, 104 and 111 will be taught for the first time during Spring 2015, thereby initiating a new assessment cycle for these courses.

The curriculum of the Anthropology Department has recently been broadened to include Anthropology 111 (Lab in Biological Anthropology), Anthropology 103 (Archaeology) and Anthropology 104 (Linguistic Anthropology). Anthro 111 satisfies IGETC area 5B and CSU GE B2. These courses have been added to satisfy the requirements for the newly implemented Anthropology Associate in Arts Transfer Degree, which is pending final approval from C-ID.

Therefore, we hope to add another full-time Anthropology faculty member to the Department, effective Fall 2016. The duties assigned to this new faculty member would include teaching Anthro 103, 104, and 111. It is hoped that this new member of our department could help to develop an Anthropology Outreach program, which would involve teaching our courses in the local high schools, such as Banning. This community Outreach initiative is already in place at Pierce College, and it would help tremendously with preparing students for college-level work, developing their critical thinking, and informing their career path. Given that our current full-time anthropology faculty member, Dr. Sasha David, specializes in cultural anthropology, the new tenure-track instructor should specialize in linguistic anthropology, biological anthropology, or archaeology (the other subfields of this discipline).

Additionally, this new faculty member would assist in advising the Anthropology Club, making revisions to our SLO protocols, proposing new curricula, and inventorying and overseeing our fossil collection. It is hoped that he or she would help to broaden our Anthropology curriculum by organizing field trips to local museums and arranging opportunities for our students to participate in archaeological excavations. Ultimately, this new faculty member may be interested in creating a Study Abroad travel experience in which he or she accompanies our students on a field trip out of the country during the summer. This program could be modeled on the Study Abroad trips offered by Southwest College, in which students have travelled to Spain and Jordan.
Course Offerings Planning Statement / SLO Assessment Use

1. Current offerings: presently two courses are offered by the department: Economics-1 (Microeconomics) and Economics-2 (Macroeconomics). Both courses are the core courses for AA in Business Administration and are in the list of classes used to fulfil GE requirements for various academic awards (AA in Liberal Arts and Sciences with concentration in Social and Behavioral Sciences; Area 4/Social and Behavioral Sciences under IGETC transfer requirement; Area D/Social Sciences and Behavior for CSU transfer; General Education Requirements For Area B in Plan A for the college AA degree).

2. 3 to 5 year plan: given the high probability of limited funding for the near term planning horizon, there is no proposal for immediate increase in the course offering. However, additional section offering of the existing courses should be held in-line with the College’s growth strategy. In addition, in the event the College introduces a new degree or a certificate in International Business/Logistics the number of offered Economics course are likely to increase. An award in International Business will almost certainly require a support from the relevant and targeted GE course(s). A discussion is on-going on potential need to offer a course for studying the principles of International Economics. The most relevant course currently taught in the District is Economics of Globalization offered by West LA College. A course similar to this will be likely needed to support the projected degree at LAHC.

The other potentially valuable courses to offer in the future would include Principles of Financial Economics, Economic History of the U.S., and Economics and the Environment. Those courses could serve the students pursuing transfer with Economics major and interested in more thorough and complete study of the field.

3. Use of SLO assessment results: in the ongoing effort to improve learning outcomes all SLOs for both currently offered courses were evaluated and re-written in spring 2014. The number of SLOs was reduced from 9 to 4 in Economics-1 and from 16 to 5 in Economics-2. The SLOs’ language was changed to reflect more comprehensive and rigorous approach in defining the goals of the learning outcomes. All new SLOs were assessed for the first time in the same semester (spring 2014). The assessment revealed a few areas of some deficiency in meeting the standards and a need for improvement. For two SLOs in Economics-2 (the first course in the suggested sequence) the target was barely met or slightly missed. Both SLOs require significant analytical exploration of the topic based on heavy use of graphical modeling and calculations. One of the possible reasons for not achieving better result for said SLOs is thought to be due to level of preparedness of the entering students.

In the attempt to lessen this problem the department suggested a proactive approach in helping less-prepared students willing to take Economics courses. The set of two 2-hour workshops was developed; each workshop was aimed on brushing up the certain essential math skills required by study of Economics. One workshop was focused on the graph building/reading techniques
and another was emphasizing the basic mathematical calculations (averages, percentages, relative comparison, etc.).

All students enrolled in Economics classes in fall 2014 were contacted prior to the semester start. Students were offered to attend one or two of the workshops at their own discretion. The workshops took place on a week prior to semester start and during the first week of school at various times and days (including Saturday) for added student convenience. Overall, 96 students (duplicated count) attended the eight workshops offered altogether.

The department intends to monitor the attendees’ progress and compare the results with the rest of the Economics student population to assess the practicality and effectiveness of the math skills refreshment workshops.

4. Interdisciplinary courses: course of Economic History of the U.S., if offered in the future, could bridge and complement the traditional History courses of the Division and serve as a supplementary class for students working on the Degree in Liberal Arts.
Social & Behavioral Science - History


Statement of Current Offerings

The current offerings that meet GE requirements, CSU G.E. Breadth, or IGETC requirement are the following:

All of the following courses count towards the A.A. degree (Social & Behavioral Science area) CSU G.E. (Area D-6).

^History 001 INTRODUCTION TO WESTERN CIVILIZATION I
^History 002 INTRODUCTION TO WESTERN CIVILIZATION II
^History 006 HISTORY OF THE AMERICAS II
^History 011 POLITICAL AND SOCIAL HISTORY OF THE UNITED STATES I
^History 012 POLITICAL AND SOCIAL HISTORY OF THE UNITED STATES II
^History 019 HISTORY OF MEXICO
^History 020 HISTORY OF CALIFORNIA AND THE PACIFIC COAST
^History 021 HISTORY OF THE RUSSIAN PEOPLE
^History 041 THE AFRICAN AMERICAN IN THE HISTORY OF THE U.S. I
^History 043 THE MEXICAN-AMERICAN IN THE HISTORY OF THE UNITED STATES I
^History 044 THE MEXICAN AMERICAN IN THE HISTORY OF THE UNITED STATES II
^History 052 THE ROLE OF WOMEN IN THE HISTORY OF THE U.S.
History 058 THE ASIAN AMERICAN IN THE HISTORY OF THE UNITED STATES
History 074 ASIAN CIVILIZATION
*History 081 A HISTORY OF WORKING PEOPLE IN THE UNITED STATES I
*History 082 A HISTORY OF WORKING PEOPLE IN THE UNITED STATES II
^*History 086 INTRODUCTION TO WORLD CIVILIZATION I
^*History 087 INTRODUCTION TO WORLD CIVILIZATION II
History 385 DIRECTED STUDY - HISTORY

*Courses count towards the A.A. Degree (Arts and Humanities Area) and CSU G.E. (Area C-2)
^Courses count towards IGETC (Area 4)

TMC for HISTORY:
Core Courses: HIST 1, 2, 11, 12, 86, 87
Three additional courses from the following: HIST 6, 19, 20, 21, 41, 42, 43, 44, 52, 86, 87
Three to Five Year Vision: In three to 5 years History would like to implement three new courses into the history line-up and revamp an existing course to serve as a capstone for History majors. To implement these new courses the department will readjust its course offerings and offer one course from a sequence in the fall and the second in the spring. This process, which will take place over several years with close monitoring of class size and retention, will allow the introduction of new offerings without incurring additional cost. In addition to re-sequencing some courses, the multiple sections of History 11 & 12 that are offered each semester may be reduced to allow for the introduction of other courses. The new offerings include:

1) **History 5- Early Latin American History.** This class will create a Latin American sequence (History 5 &6). The department currently offers History 6 each semester so once History 5 is approved this course will be offered in the fall and History 6 in the spring. The History 5 & 6 is required for History majors transferring to UCSD so Harbor needs to add this course to support the history major.

2) **History of Los Angeles.** Currently there is no History of LA course in the district database so this course needs to be written and taken through the approval process. This course has potential on a number of levels including appeal to the South Bay community, teaching students how to access and use local sources, and establishing a stronger civic connection for students. The course will be written to within the broader context of U.S. History in order to warrant both CSU and UC transferable credit.

3) **Genealogy-** Currently there is no Genealogy course in the district database so this course needs to be written and taken through the approval process. This course also has potential appeal to the aging South Bay community as well as teaching students how to access and use genealogical sources.

4) **History 385-** History also wants to investigate the possibility of revamping its History 385-Directed Studies course into a research capstone course for History majors. This course would offer a brief theoretical and methodological overview of historical study and would be offered once a year to prepare majors for primary research at the upper division level. Also to be examined is the possibility of a history prerequisite requirement (History 1 & 2, 11 & 12, 86 & 87 or permission from instructor) for the History 385. This would guarantee that students have some history background before taking the course. Class size is an issue here but the hope is that as the department takes on more majors that this may be resolved.

5) **Online Courses-** In addition to History’s current online courses (History 1,2,11,12, 52,58,82,86, 87) we would like to teach History 44 online. We would also like to encourage all faculty to incorporate web-based materials into their course work in order to prepare students for transfer.
A recap of each course and SLO that has been modified however slightly by means of assessment results:

Outcomes for all courses have been condensed. In 2010-11 most history courses had between eight and nine SLOs. By fall 2014 all courses now have four to five. By the end of the 2014 semester, course outcomes will also be aligned with Social and Behavioral outcomes as well as Institutional Outcomes. In addition, History faculty reviewed the discipline’s critical thinking and writing outcome which is an SLO for all history courses. Over the course of three meetings held in 2013-14, various history faculty presented examples of student writing to their colleagues along with discussion of teaching strategies as applied to specific learning outcomes in various history courses. The dialogue resulted in a revamping and combining of several SLOs in certain courses as well as developing new pedagogical tools for teaching these skills.

Interdisciplinary courses or possible cohorts:

History is interested in writing and offering a Social Science Skills Course that could possibly interface with the campus-wide Student Success Initiative and be written with the support of student success funding. This would direct a small portion of this funding to be channeled into curricular development beyond basic skills.
# SOCIOLOGY DEPARTMENT – PLANNING STATEMENT

**Department Mission Statement:**
To prepare students to acquire analytical skills and become critical consumers of information related to society, capable of enriching and understanding their workplaces, communities, and societies. Through their course of study, students learn to use a variety of theoretical and methodological tools to analyze and interpret social data, and to think creatively and communicate effectively about social issues and problems.

| Current Offerings: | SOC 1 – Introduction to Sociology – 3 UC/CSU  
|                   | SOC 2 – American Social Problems – 3 UC/CSU  
|                   | SOC 4 – Sociological Analysis – 3 UC/CSU  
|                   | SOC 12 – Marriage and Family Life – 3 UC/CSU  
|                   | SOC 21 – Human Sexuality – 3 UC/CSU |

| 3 – 5 Year Vision: | Offer a Sociology AA-T. Create new courses, possibly: SOC 15 – Crime and Delinquency, SOC 7 – Juvenile Delinquency, SOC 32 – Introduction to Criminology |

| Course SLO’s: | -SOC 1: These SLO’s have gone through a whole assessment cycle. Currently creating new assessment to utilize next semester.  
|               | -SOC 2: These SLO’s have all been rewritten. An assessment has already created and will be implemented Fall ‘14. By the end of Fall 14’, all SLO’s will have been assessed.  
|               | -SOC 4: Course has not been offered.  
|               | -SLO 12: These SLO’s have all been rewritten. An assessment has already created and will be implemented this semester. By the end of Fall ‘14, all SLO’s will have been assessed.  
|               | -SLO 21: Some of these SLO’s have been assessed. Remaining SLO’s will be assessed be end of Fall ‘14. |

| Intra-Division Courses: | Currently, none exist. |