

**Social Sciences Comprehensive Program Review**  
**Spring 2015**

To complete this review, please provide the following to the Educational Planning Committee (email to [pharesd@lamission.edu](mailto:pharesd@lamission.edu) and to [allenmk@lamission.edu](mailto:allenmk@lamission.edu)) by March 15, 2015.

1. Briefly outline the program's core goals and priorities for the next three years. Describe the rationale (data, information, reasoning, etc.) that supports your plans. Do you foresee any changes in your field over the next few years that will impact the future direction of the department/program?

**The social sciences department is made up of six different disciplines whose needs vary, therefore I have itemized each disciplines goals for the future:**

**History-** Continue to provide core History courses that students need to meet transfer or graduation requirements; at the same time continue to improve those classes pedagogically. If and when budget improves, developing new curriculum will become a priority with courses such as Women's History or Economic History.

**African American Studies-** Curriculum completion to offer new courses that may be desirable but budgets and content expertise has been limited.

**Philosophy-** To offer courses and activities that prepares students for transfer or to complete AA degrees and/or certificates. Pursue interdisciplinary projects with other social science disciplines, to create a philosophy discipline website, to expand course offerings, to provide a peer tutor for philosophy students, and to expand the influence and visibility of the philosophy club for the campus community.

**Political Science-** To adopt TMC degree for transfer students. Continue reassessing SLOs and ILOs to ensure quality education and encourage students to participate in political and civic system.

**Psychology-** To add an additional full time faculty member with expertise in teaching research methods to prepare students for successful transfers to university level courses. Add two new courses to its curriculum to offer a broader range of topics. Archive the current AA degree in Psychology and later look at adopting the TM model.

**Sociology-** Increase number of sections of core and specialty classes for students who need to transfer, and/or complete various degrees or occupational certificates. Reduce class size to 50 or less. Increase student success and growth of online program by scheduling 10 week classes. Curriculum updates to create prerequisites for Sociology 4 and submit SLO updates for other sociology courses that were recently updated. Grow directed studies internship class (Soc 385) by adding more non-profit agencies in our community for students to experience social work. Possible addition of Marriage and Family and Gerontology programs to Social Sciences as reorganization takes place at LAMC.

**Rationale for all disciplines-** Enrollment management data provided by Office of Institutional Effectiveness, along with IGETC and CSU requirements. Retention, success and class size data obtained in Program Review 2013-2014 and SLO and PLO assessments posted on LAMC website.

2. Do the curriculum and scheduling of courses in your discipline provide a coherent sequential path in which your students' goals of transfer, graduation, and certificate completion can be realized in a timely manner? Please explain what data you use and how you make these evaluations.

**All six disciplines offer classes that can be taken out of sequence with content that is not skilled based. There are two courses with prerequisites in Psychology which can be taken after**

**Psychology 1 has been successfully completed. All courses in Social Sciences meet requirements for transfer, graduation and some certificates. Further, multiple sections are offered every semester to ensure that all students at LAMC can complete their educational goals. Some elective courses are offered once a year to target students in a specific discipline who need them to complete AA degree or General Education Transfer requirements.**

**Data source: IGETC and CSU GE requirements, AA degree and Certificate requirements found in LAMC 2013-2014 Catalogue.**

3. Has the curriculum kept pace with changes and developments in areas that would affect the program, e.g. university articulation requirements, developments in pedagogy, developments at other LACCD campuses, or requirements for commercial/industry skills? Briefly explain.

**In History, the field's content has changed since the 1980's, at which time the stories of under-represented people received greater emphasis and the field of world history emerged.**

**There were three TM degrees were completed in curriculum during Fall 2014 and are awaiting state approval. These include Philosophy, Political Science and Sociology TM degrees that offer priority registration to students transferring to a CSU. New courses are also being created in Philosophy, Political Science, Psychology and Sociology to keep up with knowledge in research method in Social Sciences and other discipline content demands.**

4. Are the department's mission, goals, and objectives clearly articulated and communicated to faculty? Briefly explain how you involve your faculty in setting goals.

**Every Fall semester during Flex Day, a department meeting takes place with faculty in Social Sciences to discuss SLO Assessments and updates at LAMC, including accreditation updates.**

**Then individual disciplines meet separately to discuss SLO assessment findings, planning and or editing of SLO and their role in connecting to PLO and ILO's. At least once a year, individual disciplines meet with all faculty members to discuss new curriculum, new pedagogy, new assignments to improve student success, and degree updates. Email communication is also used on a consistent basis to inform faculty of relevant changes in their disciplines.**

**Starting in Spring 2015, Full time faculty is meeting once a month to discuss committee participation updates accreditation and other department business.**

**Data: Evidence of discipline or department meetings posted on SLO Report Website.**

5. Does your department/discipline have an adequate procedure in place to determine whether it is meeting its instructional goals and objectives? Briefly explain this procedure and what data is collected to inform your analysis.

**Each discipline has adequate procedures to determine instructional goals and objectives mainly through SLO assessment reports. These are analyzed so there are clear plans towards improving student success. Ongoing faculty evaluations ensure faculty members have the training and support to provide quality instruction that also leads to increases in student success.**

**Data: Annual program Retention and Success data found in Annual Program Review; SLO Assessment Data on LAMC Website.**

6. Describe the use of Social and/or instructional media, computers, and other technologies in your current program and any plans in this area for the coming year.

**Some full time faculty members and several adjuncts are certified and use Etudes website effectively for both online and in person classes. This ensures that students are able to access handouts, complete online assessments, lecture outlines, quiz review sheets, discussion forums and gradebook. Further, the students create a profile to develop a community online beyond the classroom. Nearly all Social Sciences faculty members use power point and white boards for their classroom lectures, as well as maps, video, audio and other online tools.**

7. How would you describe the morale and atmosphere within the department/program? How does your department/program promote collegiality among its faculty?

**Overall morale of all faculty members in Social Sciences is positive and there is frequent contact between colleagues at campus activities such as flex day, Spring Flex or department and discipline meetings by both full and part time faculty. Morale is lower in the disciplines where budgets have impacted consistent employment such as History, African American Studies and Philosophy. Collegiality is promoted through consistent email communication of important deadlines, changes, campus activities and early and organized scheduling plans for each semester. This way adjunct faculty can plan their employment well in advanced of other campuses. Further, the department added a monthly annual full time department meeting to share committee participation and encourage involvement in shared governance process at LAMC and in the district.**