



Social Sciences Program Review



Submitted by Holly Piscopo
Department Chair, Social Sciences

May 2004

Social Sciences
Program Review Team Membership

<i>Position</i>	<i>Name</i>
Discipline Dean	Edward Decker
Department Chair	Holly Piscopo
Faculty – Social Sciences (History, Political Science)	Al Wrobel
Faculty – Social Sciences (Human Services)	Mikel Hogan
Faculty – other discipline (Health, Gerontology, Emeritus)	Debbie Secord
Classified Representative (Area Facilitator, Costa Mesa Center)	Beth Grane
Student Representative (Fall 2003 Student)	Martha Radosevich

Table of Contents

Executive Summary	i
Program Review Process	1
Background and History of the Social Sciences Program.....	1
• History of the Social Sciences Program.....	1
• Recent Changes in the Social Sciences	3
• Online Certificate of Achievement in Human Services.....	3
Findings	4
• Quantitative Data	4
○ 6 ½ Year Enrollment and FTES Chart.....	5
○ 6 ½ Year Enrollment and FTES Table	6
○ 6 ½ Year Distance Learning:Site-Based FTES	7
○ 6 ½ Year Distance Learning:Site-Based Census	8
○ 6 ½ Year Distance Learning:Site-Based End Enrollment.....	9
• Qualitative Data	11
○ Need	11
○ Student Learning Outcomes	12
○ Student Satisfaction	15
○ Program Resources	22
○ Partnerships.....	24
○ Professional Development	24
○ Diversity	25
Conclusions, Recommendations, and Goals	30
• Conclusions	30
• Recommendations.....	30
• Past Goals	31
• Five-Year Goals.....	32
Appendices	
Labor Market Information for Social and Human Services Assistants	
Student Survey	
Faculty Survey	

Executive Summary

The Social Sciences program is an integral part of the general education curriculum. Most Social Sciences courses are offered to enable students to fulfill general education requirements for associate degrees and to transfer to four-year colleges and universities. Also within the social sciences, however, there is a new certificate program within the Human Services discipline. This certificate allows students to directly enter the Human Services job market upon completion of the program.

When evaluating recent trends in enrollment in the Social Sciences, it is obvious that the most prominent change has been the shift of students *toward Distance Learning courses*. There is also a corresponding shift of students away from site-based courses. In fact, data garnered for the Fall 2003 semester reveals that approximately 85% of students served in the Social Sciences are taking Distance Learning courses!

Results of student and faculty surveys indicate that the majority of students and faculty are satisfied with the overall quality of instruction, the overall quality of the program, and the extent to which the Social Sciences respond to needs of a diverse student population. Social Sciences students reflect the diversity of the Coastline College community with respect to age, gender, ethnicity, native language, and academic/professional background.

Based on this and other information about the Social Sciences program, it is recommended that the program

- adapt all Social Sciences courses *directly* to relevant, measurable student learning outcomes;
- upgrade and refine online delivery of Social Sciences courses, in light of emerging technologies;
- formalize an articulation agreement with California State University Fullerton's Human Services B.S. program;
- improve the effectiveness of communication and connectedness among faculty and students; and
- devote the 2004-5 Social Sciences department meetings to dealing with the recommendations of this program review, as well as assessing how Social Sciences will participate in the new strategic plan.

Social Sciences Program Review Report

Program Review Process

The program review process is fairly straight-forward; yet, some of the glitches can be directly instructive for future program reviews. First, a team was composed of willing participants. The chair of the program review process was Holly Piscopo, the Social Sciences Department Chair. She invited several faculty members to form a team, including faculty representatives from History, Human Services, and Gerontology. The full list of the program review team members are listed at the beginning of this report.

Subsequently, Pat Arlington compiled quantitative data related to student enrollment and Social Sciences courses. The Office of Instruction calculated the approximated costs associated with different courses within the Social Sciences.

Finally, it was time to write the faculty and student surveys. Much of this was adapted from the 1997 surveys of students and faculty in the Social Sciences. However, the inclusion of a section on “student learning outcomes” was directed by Pat Arlington.

Once the surveys were developed, it was time to encourage students and faculty to respond to them. This proved to be a very difficult task, due to our dispersed campus environment and the lack of streamlined “bulk email” capabilities for our telecourses. Thus, the amount of students who responded to the surveys is quite low and, thus, only moderately representative of Social Sciences students overall. In fact, only 173 students responded to the survey. Yet, there are approximately 1,500 students in the Social Sciences who would be able to access the online-formatted survey.

Some lessons can be learned by the glitches involved in obtaining qualitative data for this year’s program review. Indeed, this is addressed in our five-year goals of the Social Sciences program.

Background and History of the Social Sciences Program

History

The Social Sciences program at Coastline Community College encompasses numerous and fairly wide-ranging disciplines. Courses currently taught within the scope of the Social Sciences are:

- Anthropology
- Economics

- History
- Human Services
- Political Science
- Sociology

The Social Sciences program is an integral part of the general education curriculum. Most Social Sciences courses are offered to enable students to fulfill general education requirements for associate degrees and to transfer to four-year colleges and universities. Also within the social sciences, however, there is a new certificate program within the Human Services discipline. This certificate allows students to directly enter the Human Services job market upon completion of the program.

One of Coastline's primary functions is to offer courses that transfer to four-year colleges and universities. Students who begin their coursework at a community college do so because community colleges are less expensive, conveniently scheduled alternatives to the first two years of a traditional Bachelor's degree program. Thus, our program goals are similar to those of four-year colleges and universities.

Since the commencement of Coastline College, our goals for most Social Sciences courses were threefold:

- (1) Social Sciences courses should directly articulate to similar courses in the California State University and University of California systems, in addition to local private colleges;
- (2) Social Sciences courses should be scheduled to meet students' needs. Thus, scheduling should be flexible and varied, including alternative modalities of instruction, such as telecourses – and more recently, online courses – in addition to traditional in-classroom courses; and
- (3) Social Sciences courses should require students to use higher order reasoning skills and specifically, courses should require critical thinking and writing across the curriculum.

In recent years, the Social Sciences program has added two additional goals:

- Social Sciences courses should deliberately incorporate a multicultural perspective; and
- Social Sciences courses should purposely emphasize attainable student learning outcomes. (Quite recently, student learning outcomes have become a pedagogical emphasis at the college/university level.)

To accomplish these goals, Coastline's Social Sciences program has displayed a remarkable degree of flexibility. To meet students' needs, we have increased the amount of Social Sciences courses taught through Distance Learning modes throughout the past several years. In fact, data garnered for the Fall 2003 semester reveals that approximately 85% of students served in the Social

Sciences are taking Distance Learning courses! This is a striking increase, and exemplifies the direction taken by Coastline College over the past several years. (As a comparison, note that in Spring 1997 when the last program review was completed in the Social Sciences, a still notable 66% of students served in the Social Sciences were taking Distance Learning courses.)

Recent Changes in the Social Sciences

Within the past academic year, the Social Sciences program has initiated two noteworthy projects. **First**, in an effort to better focus on the needs of transfer students, we are adjusting and updating our curriculum offerings. For example, the California State University and University of California systems currently emphasize global-oriented, multicultural coursework, such as World History. Although World History is presently offered at other local community colleges (including Golden West and Orange Coast), the Distance Learning offerings are sparse. Thus, the Social Sciences department has created new coursework in World History – with a particular focus on online learning – for transfer to the CSU and UC systems. (Fully transferable world history courses will become available to students in Fall 2004.) This is just the beginning of our process to update curriculum and target recent emphases in general education requirements at four-year colleges and universities.

Second, we have expanded our Human Services curriculum into a full certificate program, described below.

Online Certificate of Achievement in Human Services

The need for skilled Human Service employees is critical to the future needs of the Orange County population. The Coastline Community College Human Services program began in Fall 1999 with an introductory online course in Human Services (Human Services 100). The popularity of the course indicated a wider need, leading to the development of the CCC Human Services Online Certificate of Achievement in 2003. In Spring 2004, two new courses, Human Services 101 and 102, were offered for the first time. The online certificate enables students to work in the expanding field of Human Services. The certificate program provides a general background for work with children, families and adults and offers the student the opportunity to complete an associate or bachelor level degree. Individuals with a certificate can enhance their professional helping skills, offering them greater work opportunities as case management aides, mental-health technicians, gerontology aides, special-education teacher aides, residential managers, and social-service technicians. The certificate exposes the student to the most current thinking in the field, hands on experience, and community networking. Moreover, it articulates with the Human Services B.S. degree at the popular local California State University in Fullerton.

Required Courses		Units
Human Services 100	Introduction to Human Services	3.0
Human Services 101	Helping Theories & Interventions	3.0
Human Services 102	Crisis Intervention	3.0
Human Services 103	Stress Management	1.5
Human Services 272	Practicum	1-3.0
Total Units		13-15

Findings

Findings of the Quantitative Data

Student Enrollment in the Social Sciences Program:

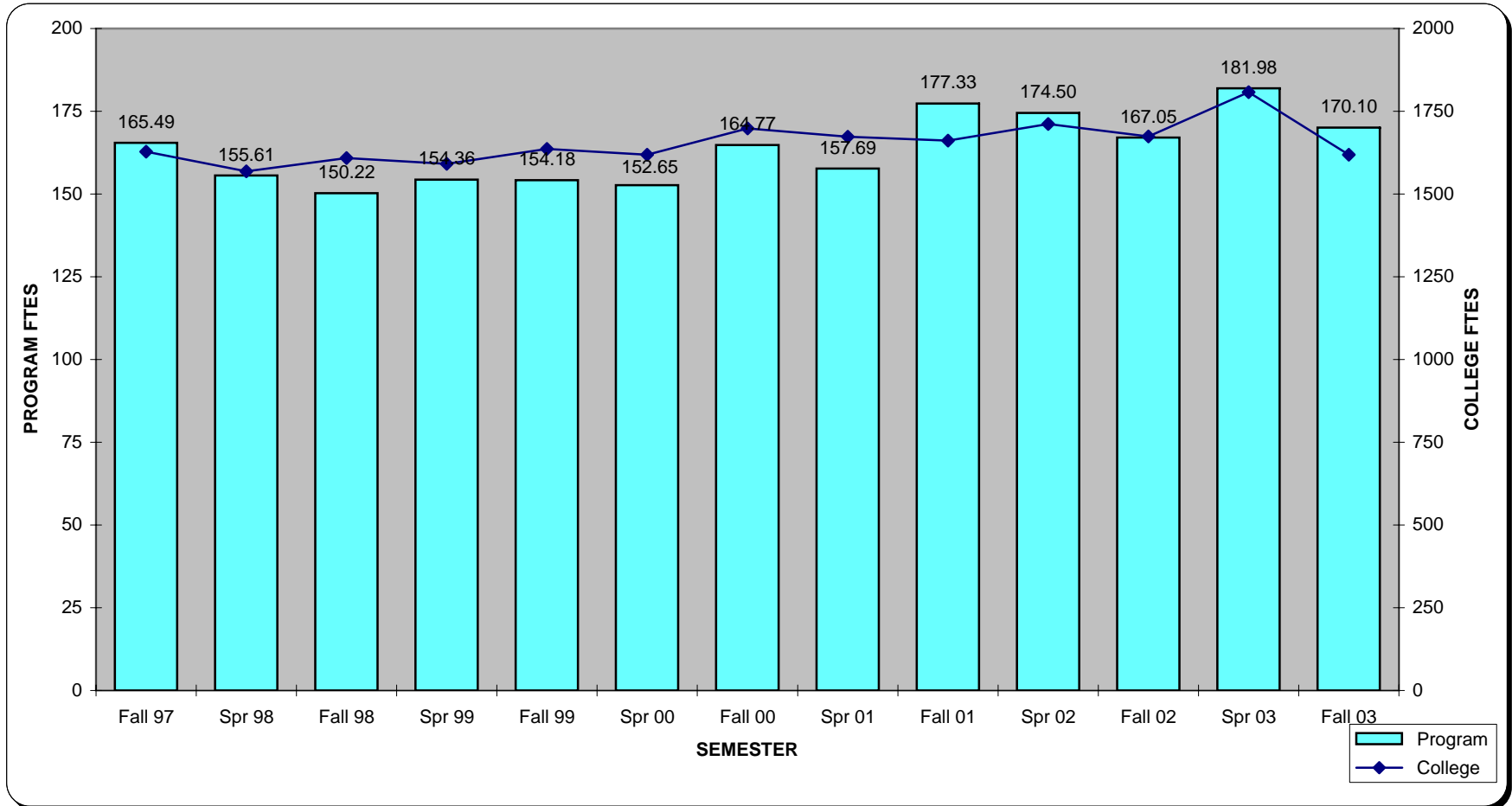
When evaluating recent trends in enrollment in the Social Sciences, it is obvious that the most prominent change has been the shift of students *toward Distance Learning courses*. There is also a corresponding shift of students away from site-based courses. (For clarity in the following quantitative comparisons, data from the year of the last program review – 1997 – will be compared to the most recent data, but more detailed information can be viewed in the charts following this narrative section.)

According to census enrollment in the Fall 1997 semester, there were 1,719 students enrolled in Social Sciences courses, with 1,143 of those students in Distance Learning courses and 576 in site-based courses. Thus, approximately 66% of Social Sciences students were being served through Distance Learning, and approximately 34% were being served in site-based courses. In the Fall 2003 semester, we had less total enrollment – only 1,610 students compared to the 1,719 enrolled in Fall 1997, a decrease of approximately 6%. (This can be partially explained by the recent cutbacks in course offerings due to statewide budget cuts for community colleges.) Nonetheless, the shift toward Distance Learning is striking; 85% of Social Sciences students are being served in Distance Learning, whereas the remaining 15% are enrolled in site-based courses. If one looks at the Full Time Equivalent Students (FTES) data, the FTES generated in Fall 1997 were 165.5 (113.9 in Distance Learning, 51.6 in site-based courses), and those generated in Fall 2003 are 170.10 (146.5 in Distance Learning, 23.6 in site-based courses).

The Social Sciences program has consistently generated about ten percent of the total college enrollment. More specifically, the 157.4 FTES generated in Social Sciences courses in the current Fall 2003 semester is 10.4% of the total college FTES for the same semester. This compares to 10.5% in the Fall 1997 semester. In intervening semesters, the proportion of Social Sciences enrollment to overall college enrollment has consistently hovered at around the ten percent level. (See Enrollment and FTES table and chart and distance learning/site-based comparison on next pages.)

SOCIAL SCIENCES PROGRAM Six and a Half-Year Summary of FTES

FTES	Fall 97	Spr 98	Fall 98	Spr 99	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03
Program	165.49	155.61	150.22	154.36	154.18	152.65	164.77	157.69	177.33	174.50	167.05	181.98	170.10
College	1628.05	1568.21	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1618.56
% of College	10.2%	9.9%	9.3%	9.7%	9.4%	9.4%	9.7%	9.4%	10.7%	10.2%	10.0%	10.1%	10.5%



SOCIAL SCIENCES PROGRAM

Six and a Half-Year Summary of Enrollments and FTES

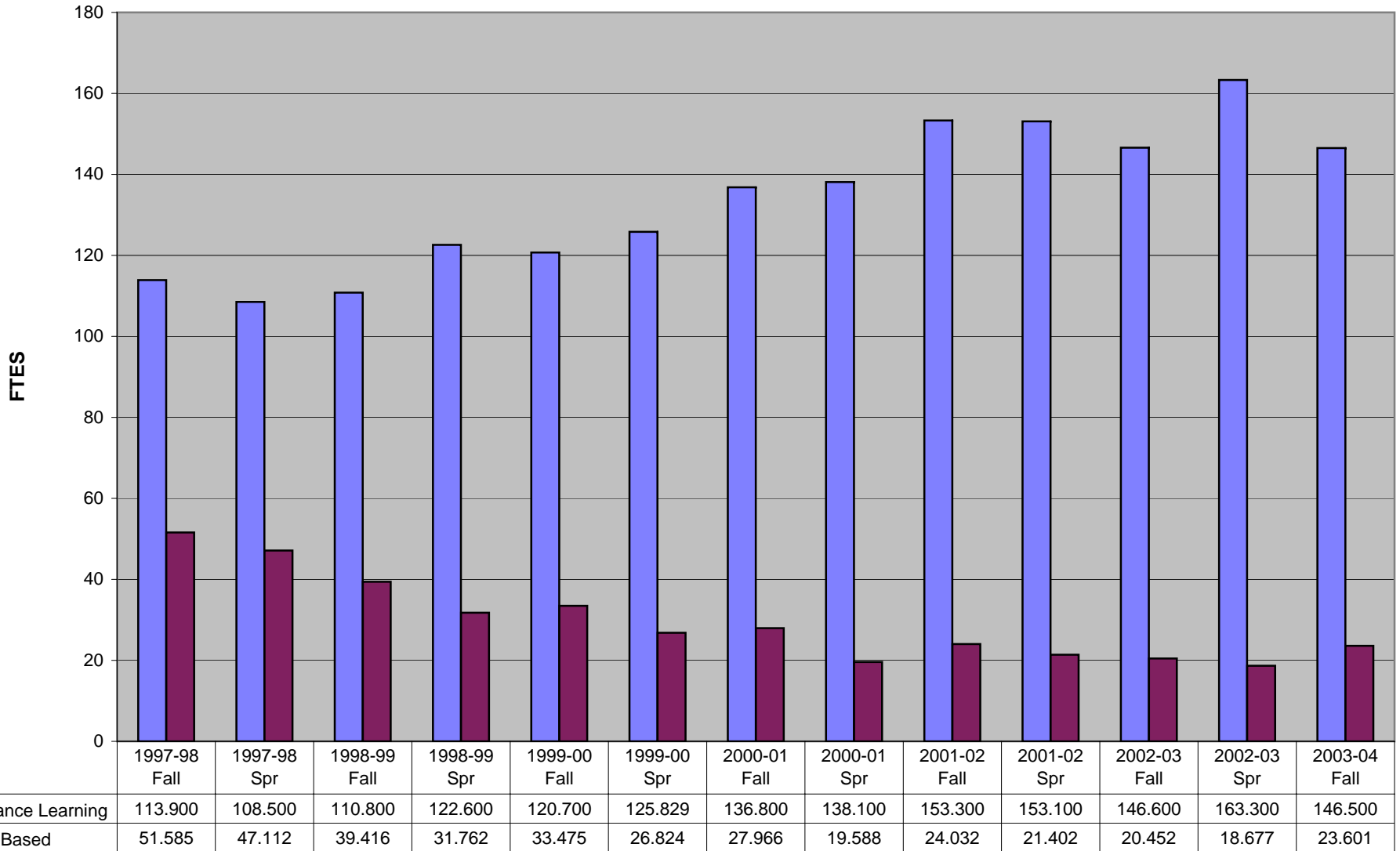
PROGRAM AND COLLEGE DATA	1997-98		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04
	FALL 972	SPRING 973	FALL 982	SPRING 983	FALL 992	SPRING 993	FALL 002	SPRING 003	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL* 032
FTES													
Program	165.49	155.61	150.22	154.36	154.18	152.65	164.77	157.69	177.33	174.50	167.05	181.98	170.10
College	1628.05	1568.21	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1618.56
Program as % of College	10.2%	9.9%	9.3%	9.7%	9.4%	9.4%	9.7%	9.4%	10.7%	10.2%	10.0%	10.1%	10.5%
Program Sections													
Total Sections Scheduled	31	26	31	28	37	35	45	37	35	33	29	30	26
Sections Cancelled	5	0	3	1	1	0	3	2	3	3	6	6	3
Sections (adjusted for concurrent/canc./work exp.)	19	19	20	19	25	25	29	23	32	30	23	24	23
Avg. Enroll. All Classes	90	86	78	86	64	64	59	71	57	60	74	78	77
Seat Count at Census													
Program	1,719	1633	1,561	1626	1609	1596	1701	1633	1832	1786	1695	1860	1773
College	15,989	17,045	17,860	17,585	17,816	17,444	17,491	16,858	15,944	16,213	16,043	17,053	15,447
Program as % of College	10.8%	9.6%	8.7%	9.2%	9.0%	9.1%	9.7%	9.7%	11.5%	11.0%	10.6%	10.9%	11.5%
Seat Count at Semester End													
Program	1,345	1231	1,261	1279	1230	1172	1296	1352	1397	1413	1302	1417	1,411
College	13,076	14,052	14,803	14,684	14,699	14,334	14,336	14,582	13,326	13,405	13,193	13,895	12,685
Program as % of College	10.3%	8.8%	8.5%	8.7%	8.4%	8.2%	9.0%	9.3%	10.5%	10.5%	9.9%	10.2%	11.1%
Attrition (Cens. to End Seats)													
Program	21.8%	24.6%	19.2%	21.3%	23.6%	26.6%	23.8%	17.2%	23.7%	20.9%	23.2%	23.8%	20.4%
College	18.2%	17.6%	17.1%	16.5%	17.5%	17.8%	18.0%	13.5%	16.4%	17.3%	17.8%	18.5%	17.9%

Differential Fee for Bachelor's Degree In Effect: Spring 1993-Spring 1995

Source: ADATERM reports

*Fall 2003 data as of February 26, 2004 ADATERM report

SOCIAL SCIENCES PROGRAM Program FTES



SEMESTER

■ Distance Learning

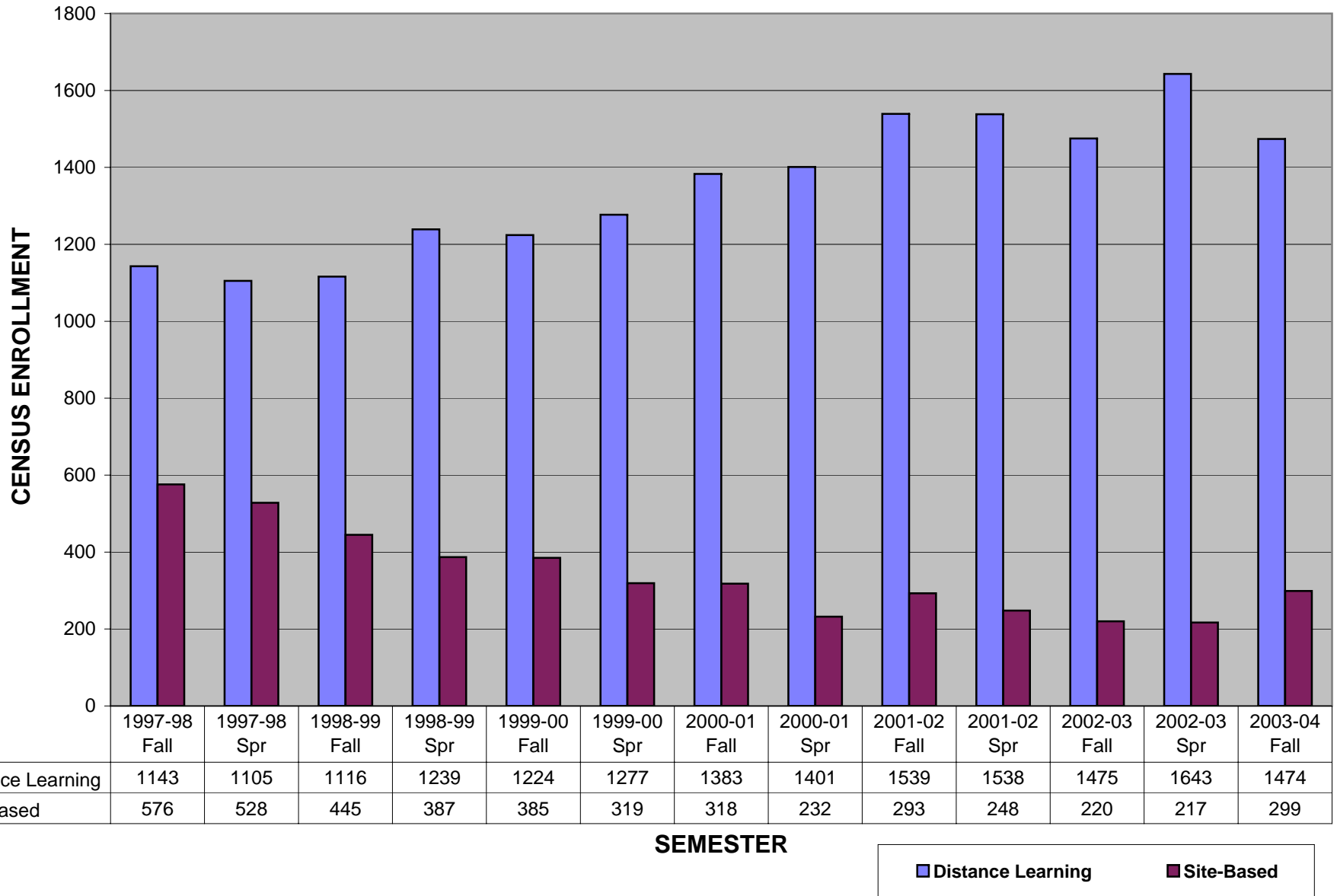
■ Site-Based

Prepared by Pat Arlington, 4/23/2004

Data Source: ADATRM Reports

SocialSciences23Apr2004Data.xls DL_SiteBased_FTES Chart 1

SOCIAL SCIENCES PROGRAM Program Enrollments at Census

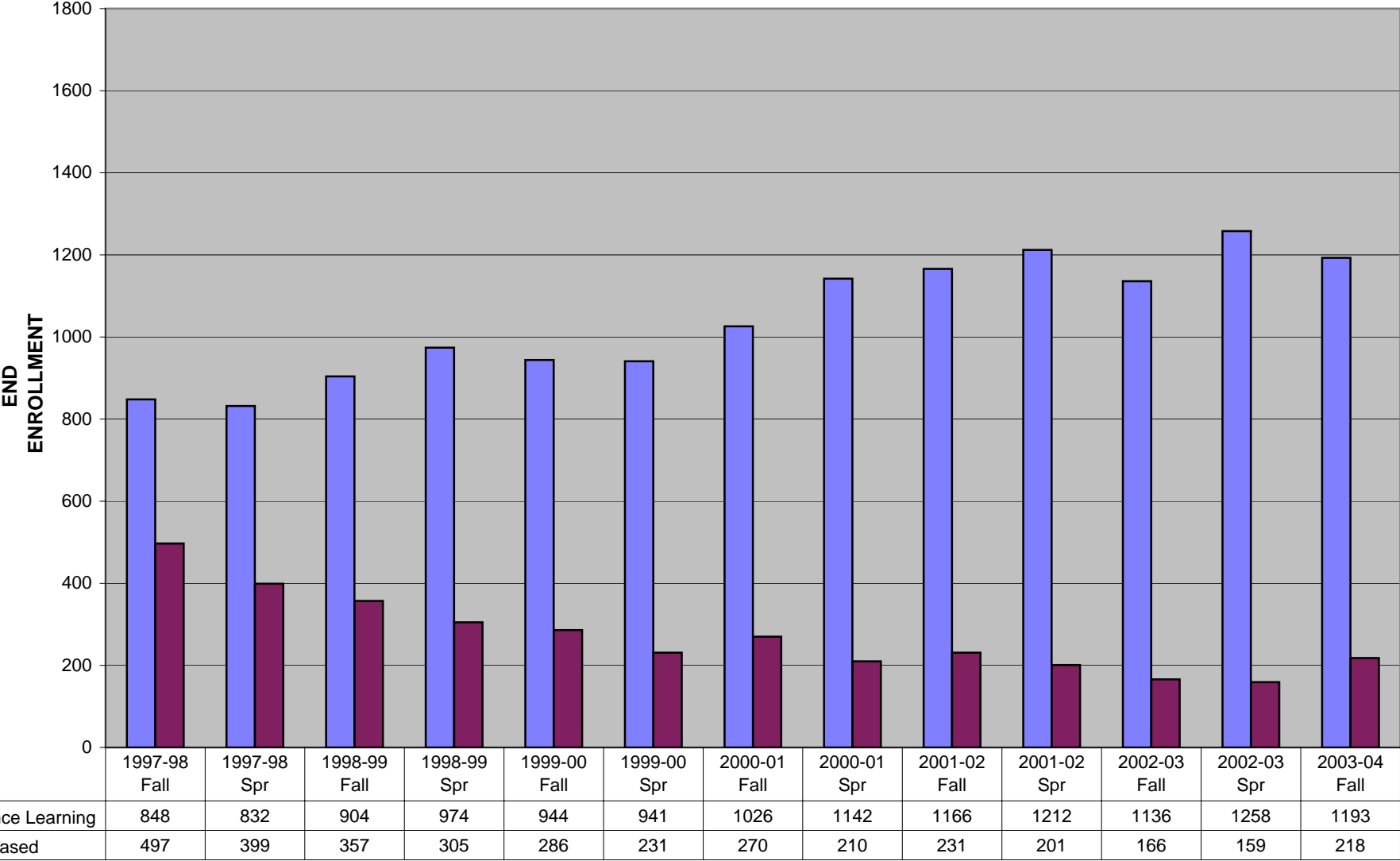


Prepared by Pat Arlington, 4/23/2004

Data Source: ADATRM Reports

SocialSciences23Apr2004Data.xls DL_SiteBased_Census Chart 2

SOCIAL SCIENCES PROGRAM Program Enrollments at Semester End



SEMESTER



Prepared by Pat Arlington, 4/23/2004

Data Source: ADATRM Reports

SocialSciences23Apr2004Data.xls DL_SiteBased_End Chart 1

Costs of the Social Sciences Program:

The cost of the Social Sciences program varies depending on the modality of each class (i.e. telecourse, online course, or site-based course). That is, within the Coast Community College District, the faculty loading factor varies based on the class delivery modality. For example, Distance Learning courses usually have higher enrollment, so the cost of each class depends on the amount of students in the class. Additionally, because telecourses and online courses involve different levels of faculty guidance, the district calculates the costs of these two modalities separately, rather than assuming that all Distance Learning courses should cost the same amount.

The second variable in determining the cost of a class in the Social Sciences is the varied salaries of faculty members. Currently, there are ten adjunct instructors and one full-time instructor in the Social Sciences. Because of different course modalities and faculty salaries, there is a wide disparity in the cost of different courses within the Social Sciences. Nonetheless, taking into account *only* the salary of teaching staff (not costs for facilities and support staff), the *average* costs per course in the Social Sciences for Fall 2003 were:

Discipline	Number of courses offered in Fall 2003	Cost per course
Anthropology	1	\$2226.00
Economics	4	\$3339.00
History	8	\$4601.85
Human Services	1	\$3339.00
Political Science	3	incomplete
Sociology	2 (not in Gerontology program)	\$2782.50
Overall average		\$3765.60

Lastly, the costs for facilities, support staff, and administrative staff should be considered when analyzing overall costs for the program. To some degree these costs cannot be quantified, since facilities, support staff, and administrators are shared with other departments beyond the Social Sciences. One support cost can be calculated, however – the cost of maintaining a department chair. In the 2003-4 academic year, the department chair duties cost \$5817.20.

The aforementioned analysis of quantitative data for the social sciences reveals the general tenor of the department's enrollment trends and costs.

Findings of the Qualitative Data

(1) Need for the Social Sciences:

What is the level of need for this program in the communities we serve or among different student populations?

According to the data on student enrollment for the past six years, approximately ten percent of Coastline's total enrollment is within Social Sciences courses. For example, in the Fall 2003 semester, the college enrollment at census of the semester was 15,447 "seats". Of that total, 1,773 of these "seats" were in the Social Sciences. Therefore, 10.5% of Coastline's seat count in Fall 2003 came from the Social Sciences. Thus, through their enrollment, students continue to demonstrate a notable need for the Social Sciences.

As previously stated, the Social Sciences are an integral part of the general education curriculum. According to Table 1.1, respondents to the student survey indicated that students' primary reasons for taking courses in the Social Sciences were:

- To satisfy general education requirements for transfer (70.76% of students)
- To satisfy A.A. degree requirements (43.27% of students)
(Note: Students were able to mark more than one choice.)

Table 1.1

Why are you taking a course(s) in the Social Sciences? (Mark all that apply.)

Respondents: 171

To satisfy A.A. degree requirements	74	43.27 %
To satisfy general education requirements for transfer	121	70.76 %
To prepare for a new job	16	9.36 %
To improve my skills for my current job	13	7.60 %
To obtain a promotion	3	1.75 %
For personal interest	28	16.37 %
Other	5	2.92 %
Total Responses	260	100 %

To satisfy transfer requirements, students must take nine units of Social Sciences. California State University transfer students must take at least one course in U.S. History and one course in Political Science. With the current emphasis on transfer education within the California community college system, the demand for Social Sciences courses will likely continue.

To satisfy A.A. degree requirements, students must take at least three units of Social Sciences. Associate degree students who designate Social Sciences as their area of concentration must take eighteen units of Social Sciences. Moreover, any student may take additional Social Sciences courses as electives.

Coastline Counselor Helen McClure reports that more Coastline students are expressing interest in pursuing careers in teaching. Requirements for those in teacher-preparation programs emphasize many of the Social Sciences disciplines, particularly History and Political Science.

Coastline College's new certificate program in Human Services also fulfills a specific job-training need within our community. In fact, jobs for Human Services workers have been consistently growing within the past ten years. The *Occupational Outlook Handbook, 2004-05 Edition* projects that employment of social and human services assistants will "grow much faster than average, and data from the Bureau of Labor Statistics, Occupational Employment Statistics Survey and the California Employment Development Department, Labor Market Information projects that California will experience the third highest growth rate (70%) in the nation for this occupational field between 2000-2010. Although we are still involved in the first student cohort(s) of the Human Services certificate program, we anticipate a substantial increase of Human Services enrollment within the next few years.

(2) Student Learning Outcomes:
How does the program identify and measure student learning outcomes (SLOs), and how does the program use SLO information to modify instruction?

Because the Social Sciences encompass a wide range of disciplines, we have many student learning outcomes identified in our program. As part of this program review process, both faculty and students were surveyed about *which* student learning outcomes they feel are the most important for the Social Sciences.

Pat Arlington researched student learning outcomes that most accurately and rigorously represented the Social Sciences. The majority of students and faculty surveyed revealed that they felt the following SLOs are "very important" or "important". (A very few small minority of students responded with "less important" or "not important" for a few of the SLOs. As we would expect, all faculty felt that all of the identified SLOs were important in some capacity.)

Student Learning Outcomes for the Social Sciences:

- Identify the factors that influence the development of societies and cultures over time
- Engage in rigorous and systematic thinking about social phenomena
- Interpret current global events in the context of political, economic, social, cultural, and regional history
- Synthesize ideas and information with regard to historical causes, the course of events, and their consequences

- Analyze human behavior, ideas and institutions for historical and cultural meaning and significance
- Identify the social and cultural influences that shape the perspectives of various ethnic and cultural groups
- Locate and identify distinctive geographical features of major regions of the world
- Interpret global events from multiple cultural perspectives
- As a citizen and voter, analyze current events and candidates and reach sound conclusions about the validity of political arguments and positions
- Identify social and economic contributions as well as controversies and conflicts that arise from diversity and pluralism in U.S. society
- Analyze and contextualize cultural and historical events relevant to a region
- Identify factors that affect the economic and political interdependence of nations and regions
- Use appropriate analytic methods to compare cultures, nations, and regions
- Prepare papers and reports that combine numerical data with the written word
- Analyze the costs and benefits of a global economy with consideration to free market operations, movement of products and people across borders and variable monetary exchange rates
- Forecast the short and long-term economic impact on individuals, business, and government caused by variations in supply and demand, market conditions, and government/regulatory inventions

The program measures student learning outcomes in a wide variety of ways, depending on the course of study. Instructors make use of many different assessment and evaluation methods, such participation, objective tests, essay tests, case studies, term projects, group projects, reports of application of knowledge/skill to daily life, pre/post test of abilities, peer review, and portfolios. Tables 2.1 through 2.10 show how individual faculty assess student learning outcomes.

	Count	Percent
Table 2.1 Methods Used for Assessing Student Learning Outcomes - Participation		
	Respondents: 10	
Frequently	4	40.00 %
Sometimes	4	40.00 %
Rarely	2	20.00 %
Total Responses	10	100 %

Table 2.2 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)

Respondents: 10

Frequently	7	70.00 %
Sometimes	1	10.00 %
Rarely	1	10.00 %
Not at all	1	10.00 %
Total Responses	10	100 %

Table 2.3 Methods Used for Assessing Student Learning Outcomes - Essay tests

Respondents: 10

Frequently	8	80.00 %
Not at all	2	20.00 %
Total Responses	10	100 %

Table 2.4 Methods Used for Assessing Student Learning Outcomes - Case studies

Respondents: 10

Frequently	3	30.00 %
Sometimes	3	30.00 %
Rarely	1	10.00 %
Not at all	3	30.00 %
Total Responses	10	100 %

Table 2.5 Methods Used for Assessing Student Learning Outcomes - Term projects (by individual)

Respondents: 9

Frequently	5	55.56 %
Sometimes	2	22.22 %
Not at all	2	22.22 %
Total Responses	9	100 %

Table 2.6 Methods Used for Assessing Student Learning Outcomes - Group projects

Respondents: 9

Frequently	1	11.11 %
Sometimes	4	44.44 %
Rarely	2	22.22 %
Not at all	2	22.22 %
Total Responses	9	100 %

Table 2.7 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life

Respondents: 10

Frequently	4	40.00 %
Sometimes	3	30.00 %
Not at all	3	30.00 %
Total Responses	10	100 %

Table 2.8 Methods Used for Assessing Student Learning Outcomes - Pre-post test of abilities

Respondents: 10

Frequently	2	20.00 %
Sometimes	4	40.00 %
Rarely	1	10.00 %
Not at all	3	30.00 %

	Total Responses	10	100 %
Table 2.9 Methods Used for Assessing Student Learning Outcomes - Peer review		Respondents: 9	
Frequently		1	11.11 %
Sometimes		1	11.11 %
Rarely		2	22.22 %
Not at all		5	55.56 %
	Total Responses	9	100 %

	Total Responses	9	100 %
Table 2.10 Methods Used for Assessing Student Learning Outcomes - Portfolios		Respondents: 9	
Frequently		1	11.11 %
Sometimes		1	11.11 %
Rarely		2	22.22 %
Not at all		5	55.56 %
	Total Responses	9	100 %

At the Spring 2004 Social Sciences discipline meeting, faculty members expressed their belief that the multiple-choice format is the least effective in measuring these types of student learning outcomes. Yet, the two methods that faculty reported using most frequently were “essay tests” and “objective tests (multiple choice, true/false, short answer, etc.)”. This clearly points toward an inconsistency between educational ideals and educational realities in the Social Sciences at Coastline.

In the Social Sciences – as with most programs at Coastline – we are still adapting our instruction and curriculum around student learning outcomes. In the 2003-4 academic year, History faculty have incorporated student learning outcomes into much of our active History curriculum. This is, nonetheless, an ongoing process. Our plans for further modifying instruction using student learning outcomes are discussed in the Goals section of this review.

(3) Student Satisfaction:
How satisfied are students with the overall quality of instruction, the program in general, and the extent to which the program helps them achieve their goals?

The majority of students who responded to the student survey revealed that they are “very satisfied” with the quality of instruction in the Social Sciences program. See Table 3.1 and Figure 1.

Table 3.1

Students' General Satisfaction - Quality of instruction

Respondents: 173

Very satisfied	106	61.27 %
Somewhat satisfied	40	23.12 %
Somewhat dissatisfied	11	6.36 %
Very dissatisfied	9	5.20 %
Don't know or N/A	7	4.05 %
Total Responses	173	100 %

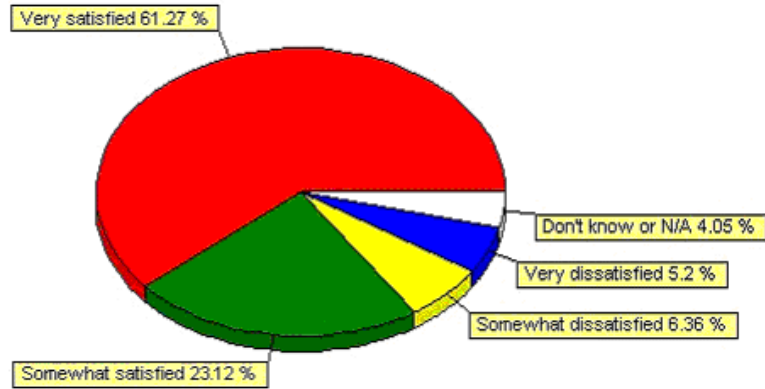


Figure 1 Student Satisfaction with Quality of Instruction

Students surveyed also expressed satisfaction with the overall quality of the program, as can be seen Figure 2.

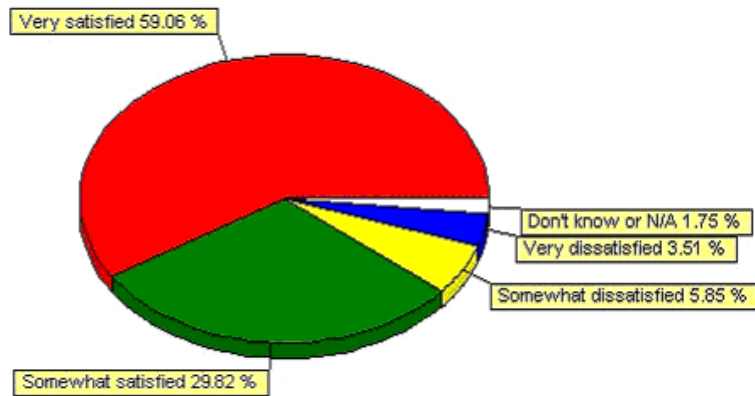


Figure 2 Student Satisfaction with Overall Program Quality

Most students surveyed expressed overall satisfaction with the variety of classes offered in the Social Sciences program, as seen in Figure 3.

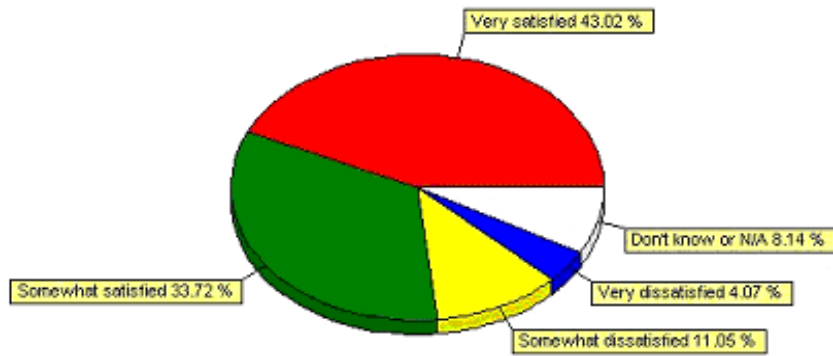


Figure 3 Student Satisfaction with Variety of Classes

This general satisfaction with the quality of instruction and quality of the program is consistent with the former Social Sciences program review. We also wanted to better understand if students' satisfaction ratings were similar in both Distance Learning and site-based formats. Thus, those students who were currently enrolled in Distance Learning classes were prompted with a few extra questions. Figures 4 and 5 show that most students surveyed rank their Distance Learning classes as *at least* equal in caliber to classroom-based courses and non-Coastline Distance Learning courses.

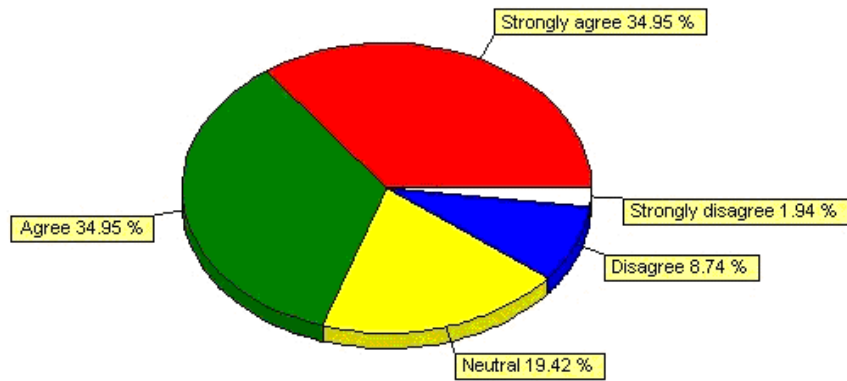


Figure 4 Equivalent to or Better than Classroom-Based Social Science Courses

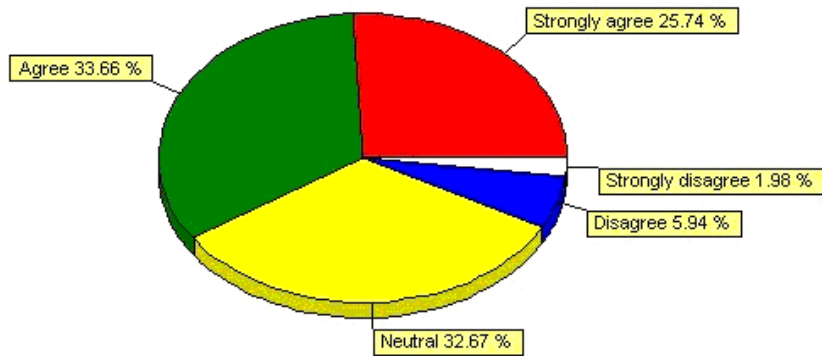


Figure 5 Equivalent to or Better than Quality of Other Distance Learning Courses

The above figures reveal that approximately 70% of Distance Learning students surveyed agreed or strongly agreed that the caliber of distance learning Social Sciences courses is *at least* comparable in quality to site-based courses. The figures also show that a smaller majority (approximately 60%) of Distance Learning students surveyed agreed or strongly agreed that the caliber of distance learning Social Sciences at Coastline is *at least* comparable in quality to distance learning courses taught *elsewhere*.

In addition, because our Distance Learning offerings in the Social Sciences have substantially increased in the past six years, we were curious about how students felt about their *interaction* with instructors and other students through the assorted Distance Learning methods. Figures 6, 7, and 8 demonstrate that students surveyed have a variety of feelings about interaction within the Distance Learning modalities, when compared to site-based courses. This variety in students' responses does not lead us to any particular conclusion. We feel that further surveying of students would help to better interpret students' feelings about interaction through Distance Learning.

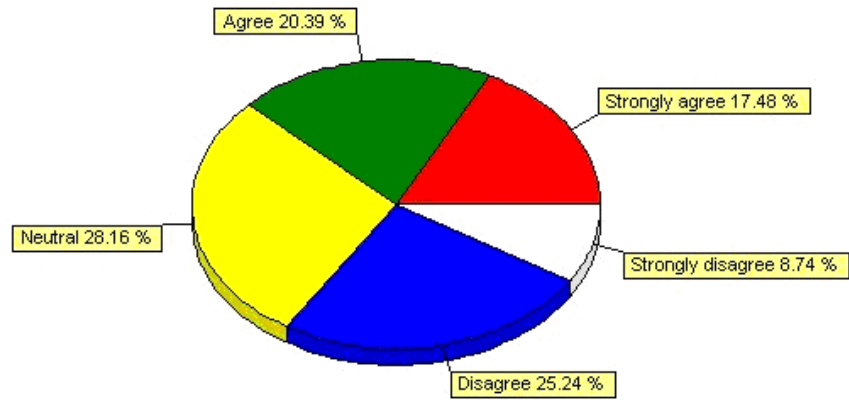


Figure 6 Extent of Agreement: I have as much interaction with the instructor in my distance learning Social Sciences courses as I do with instructors in classroom-based courses.

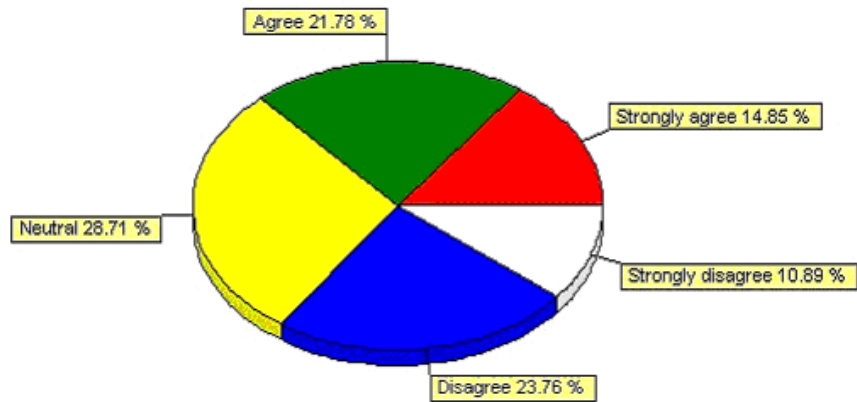


Figure 7 Extent of Agreement: I have as much or more interaction with fellow students in my distance learning Social Sciences courses as I do with students in classroom-based courses.

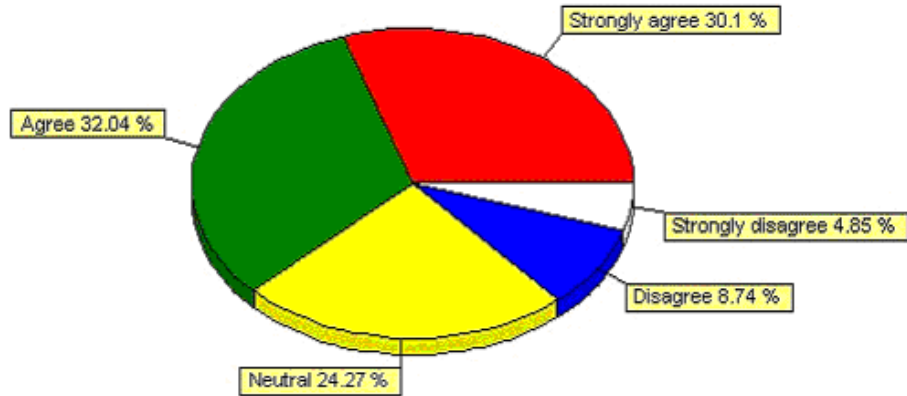


Figure 8 Extent of Agreement: I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning Social Sciences class(es).

Thus, the majority of students surveyed (approximately 62%) revealed that they were satisfied with the amount of interaction with their instructor(s) and other students. Interestingly, this is true *regardless* of students' opinions of whether or not interaction through Distance Learning courses was equal or greater than their interaction through site-based courses.

Lastly, we were also interested to know if students felt satisfied with the Distance Learning technology and online library resources at Coastline.

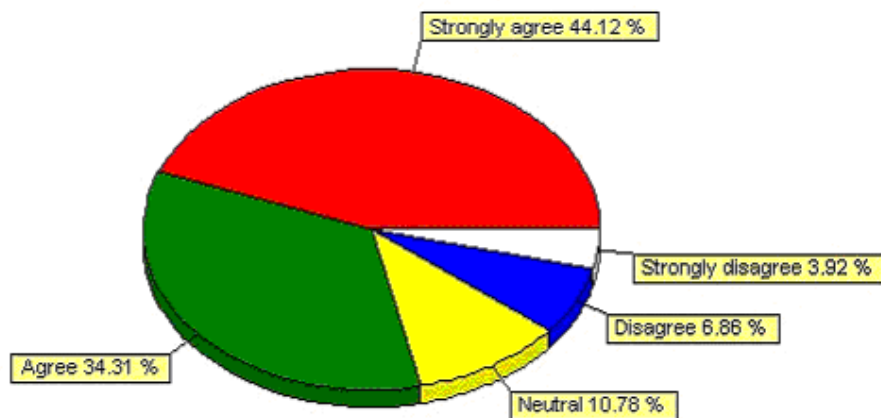


Figure 9 Extent of Agreement: The technology used to deliver my distance learning Social Sciences course(s) has been reliable.

The above figure shows that most students surveyed (approximately 78%) felt that our Distance Learning technology is reliable.

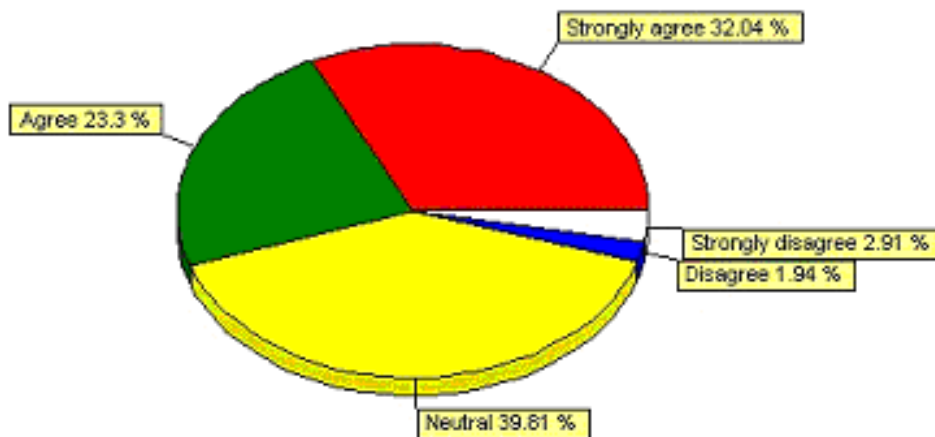


Figure 10 Extent of Agreement: The available online library resources at Coastline meet my needs.

The fact that almost 40% of students surveyed said they were “neutral” about whether or not Coastline’s online library meets their needs is quite revealing. Our conclusion is that many of our current Social Sciences students may not know about the online library or they simply are not required to use it. This clearly marks an area that should be improved within Social Sciences instruction, to be addressed later in the Conclusion section.

Lastly, another way to measure students’ satisfaction is to assess how many students complete courses in which they enrolled. Consistently over the past six years, our attrition (“drop”) rate in the Social Sciences is about 5% higher than the college overall. Because of the consistency of attrition rates from 1997 through 2003, only one specific example is needed to clarify this concept. In Spring 2003, Coastline College’s overall attrition rate was 18.5%; in the Social Sciences, our attrition rate was 23.8%. This raises certain questions. For example, how does the Distance Learning modality influence attrition rates? Also, how do attrition rates in Distance Learning courses in the Social Sciences compare to attrition in other Distance Learning courses at Coastline? We do not have accurate measures of these questions. The exciting news related to attrition rates in the Social Sciences is that our program’s attrition rates have *decreased* overall since the last program review in 1997. (In other words, more students who enroll in Social Sciences courses are completing the courses.) Moreover, according to the 1997 program review, the Social Sciences’ attrition rate used to be about 12-14% higher than the college attrition rate in the mid-1990s. Thus, we have “narrowed the gap” substantially between program and college attrition rates.

(4) Program Resources:
What types of facilities, equipment, and technology are used by the program and to what extent do those resources meet program needs?

The Social Sciences program uses many types of facilities, equipment, and technology. In site-based courses, most instruction in the Social Sciences occurs at the Garden Grove Center and the Costa Mesa Center. Most classes are held in a single-sized classroom, provided with a whiteboard or chalkboard, an overhead projector, and a TV/VCR monitor. A few instructors make use of projection equipment that enables them to use PowerPoint and the Internet in the classroom. Only one class in the Social Sciences is held in a classroom that actually contains this equipment. Other instructors have to request projection equipment from the Costa Mesa center and set it up themselves.

Not surprisingly, Social Sciences students and faculty responded quite similarly with regard to their general satisfaction with instructional facilities and equipment.

For example, approximately 48% of students surveyed and 50% of faculty surveyed claimed they were “very satisfied” with the adequacy of instructional facilities. A further 25% of students surveyed and 30% of faculty surveyed said they were “somewhat satisfied” with the adequacy of instructional facilities. Approximately 9% of students surveyed and 20% of faculty surveyed claimed they were “somewhat dissatisfied” or “very dissatisfied” with the adequacy of instructional facilities. With respect to instructional equipment – both specialized and general – the majority of students surveyed (over 60%) and the majority of faculty surveyed (60-70%), somewhat surprisingly given anecdotal comments, indicated that they were “somewhat satisfied” or “very satisfied” with equipment.

For more specific review, Tables 4.1-4.3 show student ratings of facilities and equipment, and Tables 4.4-4.6 show faculty ratings of facilities and equipment.

	Count	Percent
Table 4.1 STUDENT Satisfaction - Adequacy of instructional facilities		
	Respondents:	173
Very satisfied	83	47.98 %
Somewhat satisfied	43	24.86 %
Somewhat dissatisfied	12	6.94 %
Very dissatisfied	4	2.31 %
Don't know or N/A	31	17.92 %
Total Responses	173	100 %

Table 4.2 STUDENT Satisfaction - Quality of specialized equipment		Respondents: 173
Very satisfied	57	32.95 %
Somewhat satisfied	47	27.17 %
Somewhat dissatisfied	12	6.94 %
Very dissatisfied	4	2.31 %
Don't know or N/A	53	30.64 %
Total Responses	173	100 %

Table 4.3 STUDENT Satisfaction - Quality of general instructional equipment		Respondents: 173
Very satisfied	66	38.15 %
Somewhat satisfied	47	27.17 %
Somewhat dissatisfied	12	6.94 %
Very dissatisfied	4	2.31 %
Don't know or N/A	44	25.43 %
Total Responses	173	100 %

Table 4.4 FACULTY Satisfaction - - Adequacy of instructional facilities		Respondents: 10
Very satisfied	5	50.00 %
Somewhat satisfied	3	30.00 %
Somewhat dissatisfied	2	20.00 %
Total Responses	10	100 %

Table 4.5 FACULTY Satisfaction - - Quality of specialized equipment		Respondents: 10
Very satisfied	4	40.00 %
Somewhat satisfied	2	20.00 %
Somewhat dissatisfied	1	10.00 %
Don't know or N/A	3	30.00 %
Total Responses	10	100 %

Table 4.6 FACULTY Satisfaction - - Quality of general instructional equipment		Respondents: 10
Very satisfied	5	50.00 %
Somewhat satisfied	2	20.00 %
Somewhat dissatisfied	1	10.00 %
Don't know or N/A	2	20.00 %
Total Responses	10	100 %

When interviewed informally at the Spring 2004 Social Sciences department meeting, several faculty members expressed significant interest in updating technology and providing more equipment for faculty use at the Distance Learning Department in Fountain Valley.

(5) Partnerships:
To what extent does the program cooperate or partner with businesses and professional or community organizations?

There are no true partnerships between the entire Social Sciences *program* and businesses or professional/community organizations. Individual faculty members may build connections and incorporate experiences with business and other organizations, but there is not yet a partnership fostered by the Social Sciences program as a whole.

Other partnerships pursued by individual faculty include faculty participation in the exciting ICE-T (International Cross-cultural Education through Technology) Program in the 2002-2003 academic year. Because of this involvement, students in a Spring 2003 classroom-based U.S. History class were able to interact and collaborate with students from universities in Mexico and Canada. Social Sciences faculty have also expressed interest in partnering with a local high school to create an Early College-High School program. Individual faculty are also teaching in Coastline's burgeoning military program – another important partnership for Coastline. In addition, in some History telecourses, students are offered a few points of extra credit for visiting – and writing about – relevant local museums and exhibits. Thus, our students benefit from learning about educational resources in our local community.

(6) Professional Development:
What are the program's expectations for professional growth by faculty and staff and to what extent do faculty and staff engage in professional development activities? How does the program assist faculty in understanding and setting student learning outcomes?

The Social Sciences program's expectations for professional growth by faculty and staff are rather vague. It is assumed that faculty and staff will take responsibility for their own involvement in professional growth activities. Table 6.1 reveals that *most* faculty surveyed are involved with the following professional growth activities: attending the Coastline faculty meeting, discipline-related reading and workshops, technology-related workshops, membership in professional associations, and participation in professional conferences.

Table 6.1: Faculty Professional Development

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)		
	Respondents: 10	
CCC General Faculty Meeting	9	90.00 %
Discipline-related workshops	7	70.00 %
Technology-related workshops	6	60.00 %
Other workshops	4	40.00 %
Membership in professional associations	6	60.00 %
Professional conferences	6	60.00 %
Graduate classes/program	3	30.00 %
Other classes	2	20.00 %
Professional training	3	30.00 %
Discipline-related reading	8	80.00 %
Technology-related reading	5	50.00 %
Other	1	10.00 %
Total Responses	60	100 %

In addition, faculty members in the Social Sciences express their professional growth in other ways. Several History faculty members have developed new curriculum and revised other curriculum. Social Sciences faculty members are represented on the Curriculum Committee, the Staff Diversity Advisory Committee, the STAR Program, and various task forces at Coastline. Some faculty members have participated in various workshops at Coastline, such as the workshop on Student Learning Outcomes and the recent Distance Learning workshop.

(7) Diversity:
To what extent do the instructional staff and the program’s student population reflect the diversity within the community (ethnic, gender, age, disability) and how does the program respond to needs of a diverse student population?

Coastline Community College has a diverse student population; thus, the Social Sciences program’s student population is quite diverse. Figures 11-16 offer visual representations of the diversity of students who responded to the survey. These percentages are generally consistent with the age and ethnicity representation of all students enrolled in Social Sciences classes with the exception of gender representation. Females represent 57% of all Social Sciences enrollments but accounted for 65% of the survey respondents; conversely, males represent 43% of all Social Science students but accounted for only 35% of the survey respondents.

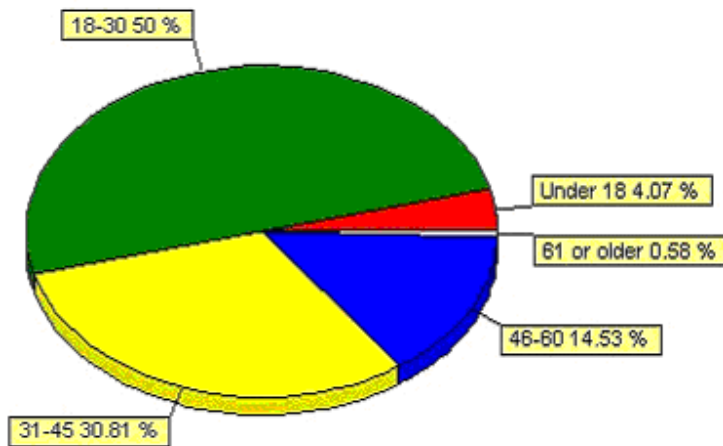


Figure 11 Age of Student Respondents to Social Sciences Survey

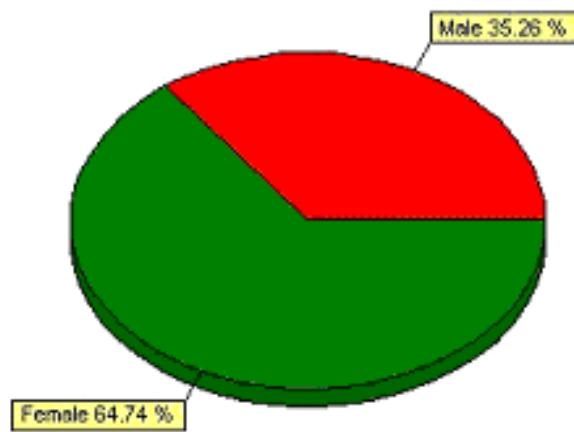


Figure 12 Gender of Student Respondents to Social Sciences Survey

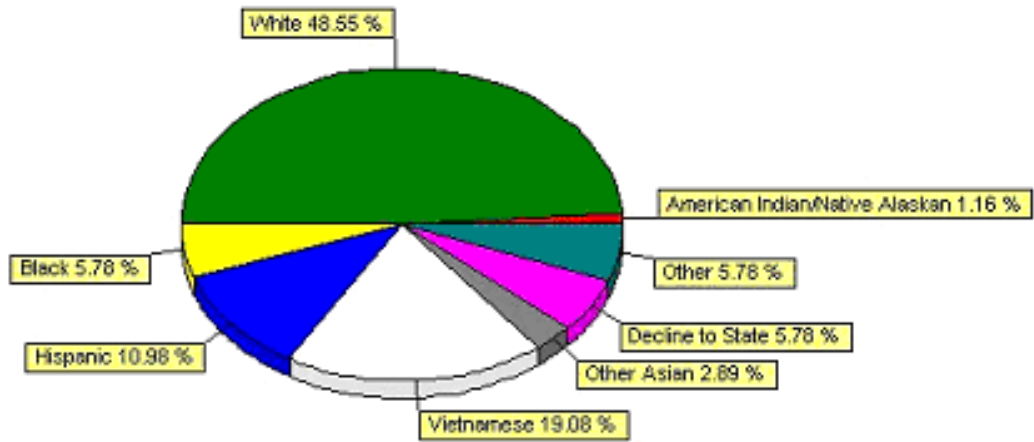


Figure 13 Ethnicity of Student Respondents to Social Sciences Survey



Figure 14 Primary Language of Student Survey Respondents

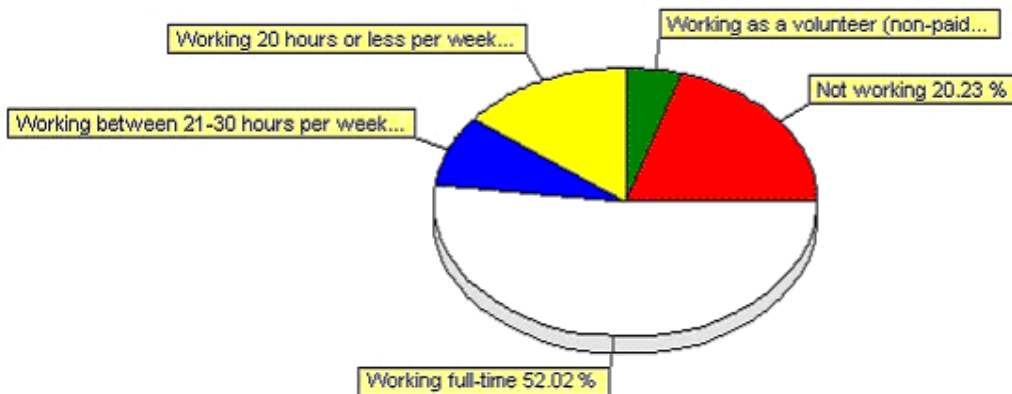


Figure 15 Current Employment of Student Survey Respondents

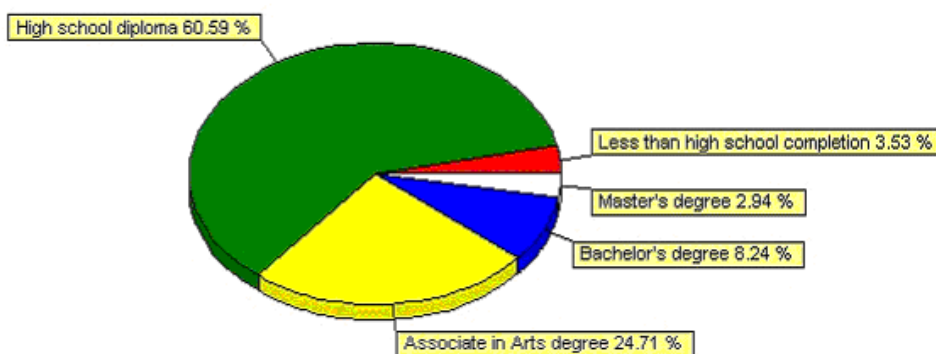


Figure 16 Highest Level of Education of Social Sciences Survey Respondents

For the program review, we did not assess the diversity of the instructional staff with the same demographic questions as with the students. Nonetheless, an unscientific observation would reveal that the instructional staff represents some diversity with respect to age, gender, and ethnicity. Our diversity would not be reflected with the same specific demographics of the community, however.

Faculty in the Social Sciences program consistently voice concerns about how to *best* respond to our diverse student population's needs. According to surveys of faculty and students, the majority of students (67%) and faculty (80%) are "very satisfied" or "somewhat satisfied" with the extent to which faculty and staff meet the needs of culturally diverse students. A puzzling note is that almost 29% of students responded that they "don't know" or "N/A". Moreover, almost 77% of students and 80% of faculty reported being "very satisfied" or "somewhat satisfied" with the extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.). Tables 7.1 and 7.2

provide details on students' responses and Tables 7.3-7.4 further specify faculty's responses regarding satisfaction with how the program responds to needs of our diverse student population.

	Count	Percentage
Table 7.1 STUDENT Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students		
	Respondents: 173	
Very satisfied	78	45.09 %
Somewhat satisfied	38	21.97 %
Somewhat dissatisfied	3	1.73 %
Very dissatisfied	4	2.31 %
Don't know or N/A	50	28.90 %
Total Responses	173	100 %

	Count	Percentage
Table 7.2 STUDENT Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)		
	Respondents: 172	
Very satisfied	89	51.74 %
Somewhat satisfied	43	25.00 %
Somewhat dissatisfied	8	4.65 %
Very dissatisfied	6	3.49 %
Don't know or N/A	26	15.12 %
Total Responses	172	100 %

	Count	Percentage
Table 7.3 FACULTY Satisfaction - - Extent to which faculty and staff meet the needs of culturally diverse students		
	Respondents: 10	
Very satisfied	6	60.00 %
Somewhat satisfied	2	20.00 %
Somewhat dissatisfied	1	10.00 %
Don't know or N/A	1	10.00 %
Total Responses	10	100 %

	Count	Percentage
Table 7.4 FACULTY Satisfaction - - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)		
	Respondents: 10	
Very satisfied	8	80.00 %
Somewhat dissatisfied	1	10.00 %
Don't know or N/A	1	10.00 %
Total Responses	10	100 %

The flexibility of Social Sciences offerings is an attempt to try to respond to some of the needs of our diverse student population. Working adults can best be served by Distance Learning courses, site-based night classes, Weekend College courses, and the STAR program. The Social Sciences are well represented in each of these modalities.

Perhaps the biggest concern for faculty is how to balance this flexibility with rigor necessary for college-level instruction. This is *almost always* our first discussion topic when we get together informally or in Social Sciences department meetings. Faculty members express concern about the possibility that students

may try to choose courses based on the least amount of writing and reading requirements. This is of special concern with respect to English-language learners who may be additionally intimidated by reading and writing requirements in the Social Sciences. Again, faculty members are faced with the dilemma of how to balance flexibility and rigor. This appears to be an omnipresent challenge for community college educators. We in the Social Sciences feel that this challenge will become even more relevant to California's community colleges as UC and CSU campuses become less open to accepting all but the best prepared students.

Conclusions, Recommendations, and Goals

Conclusions

The Social Sciences program is an essential part of the general education at Coastline Community College, but it also can play a role in the new strategic plans for our college. For many years, the Social Sciences have provided students with *core* course offerings in Anthropology, Economics, History, Political Science, and Sociology. Recently, we have added the online certificate in Human Services to bolster Coastline's vocational education. The new strategic plans for our college call for further development of technology-mediated instruction, as well as a more global focus in curriculum. Because Social Sciences continue to offer more and more Distance Learning courses, we are in a prime position to improve our technology-mediated Social Sciences courses. Social Sciences faculty members do want to provide a more global focus in curriculum, and faculty members are eager to develop international curriculum (such as the recent development of World History). The Social Sciences program is certainly ready for the challenge implied by the strategic plan; yet, resources and training would help us to achieve academic excellence in these cutting-edge technologies and global curricula.

Recommendations

In order to improve our technology-mediated instruction, it is recommended that Coastline acquire more updated technology for faculty use – particularly at the Distance Learning center in Fountain Valley. It is also recommended that more computers be provided for more faculty members.

Social Sciences faculty members believe that the large numbers of students in Distance Learning classes make it difficult for faculty members to address student learning outcomes in the most meaningful ways. It is recommended that the college and/or district reconsider the "loading" for Distance Learning courses in order to attain the strategic plan goal of worldwide recognition for excellent technology-mediated education.

Student learning outcomes should be dealt with as part of the curriculum revision process. The majority of the Social Sciences curriculum must be revised to incorporate student learning outcomes.

Encourage creative ways to build partnerships within the scope of the Social Sciences.

Evaluate the success and growth of the Human Services online certificate, and assess whether this program can be a model for similar projects within the Social Sciences.

It is recommended that the 2004-5 Social Sciences department meetings be devoted to dealing with the recommendations of this program review, as well as the new strategic plan for the college.

Goals

What progress has occurred on past goals set by the program, what new goals has the program identified (including goals for improving student learning outcomes), and what resources are needed to achieve goals?

Past Goals: The following is a summary of progress on goals set by the 1997 Social Sciences program review.

Goal 1: Adapt all actively taught courses to the new course outline form by June 1998. Part of this process will be validating the academic standards of each course.

“Actively taught courses” have been adapted to the new course outline form. However, with the addition of student learning outcomes, we still have work to do with respect to curriculum revision.

Goal 2: Through student surveys and faculty discussion, evaluate the desirability of offering new or dormant courses. Adapt or create course outlines for these courses.

Student surveys in this program review indicated that students do want more variety in the Social Sciences course offerings, but there is no consistency regarding which exact courses students want to take. However, because the faculty members saw a need for World History, curriculum has been developed and both courses in World History will be offered online in Fall 2004.

Goal 3: Develop a new anthropology course that teaches cultural competencies in the workplace. Submit course outline to curriculum committee in fall 1997 for offering in fall 1998.

If we do have such a course, it is not currently being offered within the Social Sciences. Nonetheless, the ICE-T program addressed the idea of opening students’ minds to more international cultural competencies through assignments and videoconferences with students in Mexico and Canada.

Goal 4: Devote the 1997-98 discipline meetings to dealing with the recommendations of this program review.

This is unknown as the chief author of this document was not at Coastline Community College in the 1997-8 academic year.

Goal 5: Develop flex activities for 1997-8 that specifically address the recommendation to identify linkages between the social sciences and occupational areas.

Goal 6: Develop a plan by June 1998 for establishing appropriate linkages.

Again, the chief author of this document was not at Coastline Community College in the 1997-8 academic year. Nonetheless, at the present time, there are no systemic linkages between the Social Sciences and occupational areas.

Goal 7: Have a cluster of courses in place to link to a human services occupation by 2001-02.

At this point, we have a completely online certificate of achievement in the Human Services. Again, though, it has just begun, so we are still watching its growth.

Five-Year Goals:

Adapt all actively taught courses around student learning outcomes within the 2004-5 academic year. Meanwhile, clean up the dormant curriculum as well.

In light of emerging technologies, upgrade and refine online delivery of Social Sciences courses. We recommend that Social Sciences faculty should be given reasonable access to updated technology through additional equipment for our use.

Formalize an articulation agreement with California State University Fullerton's Human Services B.S. program.

In the Human Services program, develop electives based on assessment of students and community needs.

For all Social Sciences courses – and particularly those in Distance Learning – improve the effectiveness of communication and connectedness among faculty and students. Faculty members have already begun a discussion about how to best achieve this goal. We believe that both Student Services and Distance Learning can provide foundations for some of this communication by distributing lists of all students' email addresses in a more effective, user-friendly format.

Devote the 2004-5 Social Sciences department meetings to dealing with the recommendations of this program review, as well as the new strategic plan.

Appendices

Occupational Outlook Handbook, 2004-05 Edition

U.S. Department of Labor | Bureau of Labor Statistics | Bulletin 2540

Social and Human Service Assistants

[Nature of the Work](#) | [Working Conditions](#) | [Employment](#) | [Training, Other Qualifications, and Advancement](#) | [Job Outlook](#) | [Earnings](#) | [Related Occupations](#) | [Sources of Additional Information](#)

Significant Points

- While a bachelor's degree usually is not required, employers increasingly seek individuals with relevant work experience or education beyond high school.
- Employment is projected to grow much faster than average.
- Job opportunities should be excellent, particularly for applicants with appropriate postsecondary education, but pay is low.

Nature of the Work

Social and human service assistant is a generic term for people with a wide array of job titles, including human service worker, case management aide, social work assistant, community support worker, mental health aide, community outreach worker, life skill counselor, or gerontology aide. They usually work under the direction of professionals from a variety of fields, such as nursing, psychiatry, psychology, rehabilitative or physical therapy, or social work. The amount of responsibility and supervision they are given varies a great deal. Some have little direct supervision; others work under close direction.

Social and human service assistants provide direct and indirect client services to ensure that individuals in their care reach their maximum level of functioning. They assess clients' needs, establish their eligibility for benefits and services such as food stamps, Medicaid, or

welfare, and help to obtain them. They also arrange for transportation and escorts, if necessary, and provide emotional support. Social and human service assistants monitor and keep case records on clients and report progress to supervisors and case managers.

Social and human service assistants play a variety of roles in a community. They may organize and lead group activities, assist clients in need of counseling or crisis intervention, or administer a food bank or emergency fuel program. In halfway houses, group homes, and government-supported housing programs, they assist adults who need supervision with personal hygiene and daily living skills. They review clients' records, ensure that they take correct doses of medication, talk with family members, and confer with medical personnel and other caregivers to gain better insight into clients' backgrounds and needs. Social and human service assistants also provide emotional support and help clients become involved in their own well-being, in community recreation programs, and in other activities.

In psychiatric hospitals, rehabilitation programs, and outpatient clinics, social and human service assistants work with professional care providers, such as psychiatrists, psychologists, and social workers, to help clients master everyday living skills, communicate more effectively, and get along better with others. They support the client's participation in a treatment plan, such as individual or group counseling or occupational therapy.

Working Conditions

Working conditions of social and human service assistants vary. Some work in offices, clinics, and hospitals, while others work in group homes, shelters, sheltered workshops, and day programs. Many spend their time in the field visiting clients. Most work a 40-hour week, although some work in the evening and on weekends.

The work, while satisfying, can be emotionally draining. Understaffing and relatively low pay may add to the pressure. Turnover is reported to be high, especially among workers without academic preparation for this field.

Employment

Social and human service assistants held about 305,000 jobs in 2002. More than half worked in the health care and social assistance industries. Almost one third were employed by State and local governments, primarily in public welfare agencies and facilities for mentally disabled and developmentally challenged individuals.

Training, Other Qualifications, and Advancement

While a bachelor's degree usually is not required for entry into this occupation, employers increasingly seek individuals with relevant work experience or education beyond high school. Certificates or associate degrees in subjects such as social work, human services, gerontology, or one of the social or behavioral sciences meet most employers' requirements. Some jobs may require a bachelor's or master's degree in human services or a related field such as counseling, rehabilitation, or social work.

Human services degree programs have a core curriculum that trains students to observe patients and record information, conduct patient interviews, implement treatment plans, employ problem-solving techniques, handle crisis intervention matters, and use proper case management and referral procedures. General education courses in liberal arts, sciences, and the humanities also are part of the curriculum. Many degree programs require completion of a supervised internship.

Educational attainment often influences the kind of work employees may be assigned and the degree of responsibility that may be entrusted to them. For example, workers with no more than a high school education are likely to receive extensive on-the-job training to work in direct-care services, while employees with a college degree might be assigned to do supportive counseling, coordinate program

activities, or manage a group home. Social and human service assistants with proven leadership ability, either from previous experience or as a volunteer in the field, often have greater autonomy in their work. Regardless of the academic or work background of employees, most employers provide some form of inservice training, such as seminars and workshops, to their employees.

There may be additional hiring requirements in group homes. For example, employers may require employees to have a valid driver's license or to submit to a criminal background investigation.

Employers try to select applicants who have effective communication skills, a strong sense of responsibility, and the ability to manage time effectively. Many human services jobs involve direct contact with people who are vulnerable to exploitation or mistreatment; therefore, patience, understanding, and a strong desire to help others are highly valued characteristics.

Formal education almost always is necessary for advancement. In general, advancement requires a bachelor's or master's degree in human services, counseling, rehabilitation, social work, or a related field.

Job Outlook

Job opportunities for social and human service assistants are expected to be excellent, particularly for applicants with appropriate postsecondary education. The number of social and human service assistants is projected to [grow much faster than the average](#) for all occupations between 2002 and 2012—ranking the occupation among the most rapidly growing. Many additional job opportunities will arise from the need to replace workers who advance into new positions, retire, or leave the workforce for other reasons. There will be more competition for jobs in urban areas than in rural areas, but qualified applicants should have little difficulty finding employment. Faced with rapid growth in the demand for social and human services many employers increasingly rely on social and human service assistants to undertake greater responsibility for delivering services to clients.

Opportunities are expected to be good in private social service agencies, which provide such services as adult daycare and meal delivery programs. Employment in private agencies will grow as State and local governments continue to contract out services to the private sector in an effort to cut costs. Demand for social services will expand with the growing elderly population, who are more likely to need these services. In addition, more social and human service assistants will be needed to provide services to pregnant teenagers, the homeless, the mentally disabled and developmentally challenged, and substance abusers. Some private agencies have been employing more social and human service assistants in place of social workers, who are more educated and, thus, more highly paid.

Job training programs also are expected to require additional social and human service assistants. As social welfare policies shift focus from benefit-based programs to work-based initiatives, there will be more demand for people to teach job skills to the people who are new to, or returning to, the workforce.

Residential care establishments should face increased pressures to respond to the needs of the mentally and physically disabled. Many of these patients have been deinstitutionalized and lack the knowledge or the ability to care for themselves. Also, more community-based programs, supported independent-living sites, and group residences are expected to be established to house and assist the homeless and the mentally and physically disabled. As substance abusers are increasingly being sent to treatment programs instead of prison, employment of social and human service assistants in substance abuse treatment programs also will grow.

The number of jobs for social and human service assistants in State and local governments will grow but not as fast as employment for social and human service assistants in other industries. Employment in the public sector may fluctuate with the level of funding provided by State and local governments. Also, some State and local governments are contracting out selected social services to private agencies in order to save money.

Earnings

Median annual earnings of social and human service assistants were \$23,370 in 2002. The middle 50 percent earned between \$18,670 and \$29,520. The top 10 percent earned more than \$37,550, while the lowest 10 percent earned less than \$15,420.

Median annual earnings in the industries employing the largest numbers of social and human service assistants in 2002 were:

State government	\$31,280
Local government	26,570
Individual and family services	22,210
Community food and housing, and emergency and other relief services	21,840
Residential mental retardation, mental health and substance abuse facilities	20,010

Related Occupations

Workers in other occupations that require skills similar to those of social and human service assistants include [social workers](#); [clergy](#); [counselors](#); [childcare workers](#); [occupational therapist assistants and aides](#); [physical therapist assistants and aides](#); and [nursing, psychiatric, and home health aides](#).

Sources of Additional Information

Disclaimer:

Links to non-BLS Internet sites are provided for your convenience and do not constitute an endorsement.

Information on academic programs in human services may be found in most directories of 2- and 4-year colleges, available at libraries or career counseling centers.

For information on programs and careers in human services, contact:

- National Organization for Human Service Education, 375 Myrtle Ave., Brooklyn, NY 11205. Internet: <http://www.nohse.org>
- Council for Standards in Human Services Education, Harrisburg Area Community College, Human Services Program, One HACC Dr., Harrisburg, PA 17110-2999. Internet: <http://www.cshse.org>

Information on job openings may be available from State employment service offices or directly from city, county, or State departments of health, mental health and mental retardation, and human resources.

OOH ONET Codes

21-1093.00

Suggested citation: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2004-05 Edition*, Social and Human Service Assistants, on the Internet at <http://www.bls.gov/oco/ocos059.htm> (visited May 11, 2004).

Last Modified Date: February 27, 2004

Source: [Bureau of Labor Statistics](http://www.bls.gov)

[Return to Normal View](#)

Occupation Report

Occupation: Social and Human Service Assistants**State:** [California](#)**Typical Educational/Training Level:** Moderate-term on-the-job training**Career Video:** View [Career Video](#)**Outlook:** Read more about the [outlook](#) for this occupation

Description: Assist professionals from a wide variety of fields, such as psychology, rehabilitation, or social work, to provide client services, as well as support for families. May assist clients in identifying available benefits and social and community services and help clients obtain them. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or adult daycare. Exclude "Rehabilitation Counselors", "Personal and Home Care Aides", "Eligibility Interviewers, Government Programs", and "Psychiatric Technicians".

Wages: Social and Human Service Assistants

Location	2002									
	10%		25%		Median		75%		90%	
	hourly	annual	hourly	annual	hourly	annual	hourly	annual	hourly	annual
United States	\$7.41	\$15,400	\$8.97	\$18,700	\$11.24	\$23,400	\$14.19	\$29,500	\$18.05	\$37,500
California	\$8.26	\$17,200	\$10.16	\$21,100	\$12.80	\$26,600	\$16.25	\$33,800	\$21.27	\$44,200

[How to interpret wage data](#); Rank this occupation across all states by [median wage](#).

Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#); [California Employment Development Department, Labor Market Information](#)

Trends: Social and human service assistants

Location	Employment		Percent change	Average annual job openings (due to growth and net replacement)
	2000	2010		
United States	270,800	417,700	54	18,710
California	21,600	36,800	70	1,950

[How to interpret trends](#); Rank this occupation across all states by [percent change](#).

Source: [Bureau of Labor Statistics, Office of Employment Projections](#); [California Employment Development Department, Labor Market Information](#)

Occupation Report - Ranked Trends

The following is a ranked list of your occupation across all states. If your location had an asterisk (*), dash (-), or (N/A) instead of the actual employment figures on the occupation report, it will not be displayed in the ranking list.

National Trends: Social and human service assistants

#	Location	Employment		Percent change
		2000	2010	
1	Maine	2,130	3,710	74%
2	Nevada	440	760	73%
3	CALIFORNIA	21,600	36,800	70%
4	Idaho	990	1,640	66%
5	Tennessee	2,850	4,720	66%
6	Utah	3,240	5,370	66%
7	Colorado	3,160	5,220	65%
8	Georgia	6,560	10,860	65%
9	Arizona	3,500	5,720	64%
10	Kentucky	3,460	5,610	62%
11	Florida	8,670	13,980	61%
12	Indiana	4,330	6,990	61%
13	New Mexico	1,810	2,910	61%
14	North Carolina	10,170	16,300	60%
15	South Dakota	440	700	60%
16	Alaska	1,330	2,120	59%
17	Louisiana	2,890	4,580	59%
18	New Hampshire	2,520	3,920	56%
19	Missouri	4,150	6,440	55%
20	Wyoming	560	870	55%
	UNITED STATES	270,800	417,700	54%
22	Hawaii	1,810	2,730	51%
23	Montana	1,470	2,220	51%
24	Texas	9,470	14,280	51%

#	Location	Employment		Percent change
		2000	2010	
25	Virginia	5,580	8,440	51%
26	Maryland	8,970	13,430	50%
27	New Jersey	9,510	14,110	48%
28	Ohio	10,580	15,710	48%
29	Kansas	2,700	3,970	47%
30	Wisconsin	6,830	10,070	47%
31	Illinois	10,610	15,480	46%
32	Rhode Island	2,040	2,990	46%
33	Massachusetts	11,470	16,650	45%
34	Minnesota	10,570	15,260	44%
35	Vermont	1,460	2,110	44%
36	Arkansas	4,500	6,430	43%
37	Mississippi	1,430	2,050	43%
38	Alabama	3,870	5,510	42%
39	New York	29,680	42,200	42%
40	North Dakota	1,540	2,160	40%
41	West Virginia	2,510	3,510	40%
42	Michigan	7,420	10,320	39%
43	Iowa	5,610	7,670	37%
44	Nebraska	3,710	5,060	36%
45	Oklahoma	2,460	3,290	34%
46	Pennsylvania	12,120	16,260	34%
47	South Carolina	6,470	8,680	34%
48	Connecticut	7,790	10,220	31%
49	District of Columbia	2,190	2,830	29%

Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#); [California Employment Development Department, Labor Market Information](#)

<http://www.acinet.org/acinet/carout3.asp?soccode=211093&stfips=06&order=Percent>

Occupation Report - Wage Comparison (ranked)

The following is a ranked list of your occupation across all states. If your location had an asterisk (*), dash (-), or (N/A) instead of the actual wage on the occupation report, it will not be displayed in the ranking list.

Wages: Social and Human Service Assistants

#	Location	Median wages, 2002		#	Location	Median wages, 2002	
		Hourly	Annual			Hourly	Annual
1	District of Columbia	\$17.14	\$35,700	27	Virginia	\$10.81	\$22,500
2	Connecticut	\$16.53	\$34,400	28	Kansas	\$10.44	\$21,700
3	Alaska	\$13.44	\$28,000	29	Kentucky	\$10.34	\$21,500
4	New Jersey	\$13.17	\$27,400	30	Pennsylvania	\$10.33	\$21,500
5	New York	\$12.92	\$26,900	31	Maryland	\$10.27	\$21,400
6	CALIFORNIA	\$12.80	\$26,600	32	Georgia	\$10.13	\$21,100
7	Massachusetts	\$12.42	\$25,800	33	South Carolina	\$10.13	\$21,100
8	Colorado	\$12.15	\$25,300	34	Texas	\$10.12	\$21,000
9	Hawaii	\$12.03	\$25,000	35	Florida	\$10.11	\$21,000
10	Vermont	\$11.87	\$24,700	36	Tennessee	\$10.06	\$20,900
11	Wisconsin	\$11.68	\$24,300	37	New Mexico	\$10.04	\$20,900
12	Delaware	\$11.59	\$24,100	38	Utah	\$9.93	\$20,700
13	Nevada	\$11.59	\$24,100	39	New Hampshire	\$9.83	\$20,400
14	Minnesota	\$11.57	\$24,100	40	North Dakota	\$9.70	\$20,200
15	Oregon	\$11.41	\$23,700	41	Missouri	\$9.63	\$20,000
16	Ohio	\$11.38	\$23,700	42	Arkansas	\$9.60	\$20,000
17	Washington	\$11.34	\$23,600	43	Montana	\$9.57	\$19,900
18	Rhode Island	\$11.31	\$23,500	44	Mississippi	\$9.51	\$19,800
	UNITED STATES	\$11.24	\$23,400	45	Nebraska	\$9.30	\$19,300
19	Alabama	\$11.23	\$23,400	46	U.S. Virgin Islands	\$9.25	\$19,200
20	Arizona	\$11.11	\$23,100	47	Puerto Rico	\$9.01	\$18,700
21	Iowa	\$10.99	\$22,900	48	South Dakota	\$8.83	\$18,400
22	Maine	\$10.89	\$22,700	49	Oklahoma	\$8.60	\$17,900
23	Michigan	\$10.88	\$22,600	50	Louisiana	\$8.59	\$17,900
24	Indiana	\$10.87	\$22,600	51	Idaho	\$8.55	\$17,800
25	North Carolina	\$10.84	\$22,500	52	Wyoming	\$8.53	\$17,700
26	Illinois	\$10.81	\$22,500	53	West Virginia	\$7.85	\$16,300

Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#); [California Employment Development Department, Labor Market Information](#)

Social Sciences Program Review

Spring 2004

Social Sciences

- Anthropology
- Economics
- History
- Human Services
- Political Science
- Sociology

Purposes of the Social Sciences

- General Education for Transfer or Associate Degree
- Encourage and exemplify a global and multicultural perspective.

Purposes of the Social Sciences

- Challenge students to meet specific student learning outcomes, especially in critical thinking and writing across the curriculum.
- Meet the specific needs of community college students.

Student Enrollment in the Social Sciences

- 10.5% of college enrollment is in the Social Sciences
- Huge shift of students *toward Distance Learning courses*
- Corresponding shift away from site-based courses

Costs of the Social Sciences

- Average cost per course: \$3,765.60.
- Other costs: facilities, support staff, administrative staff.

(1) What is the level of need for Social Sciences?

- Students' primary reasons for taking Social Sciences courses:
 - Satisfy transfer requirements (~71%)
 - Satisfy A.A. requirements (~43%)

Requirements for Social Sciences:

- TRANSFER: nine (9) units required.
 - CSU requires one course in US History and one course in Political Science

Requirements for Social Sciences:

- Associate of Arts Degree: three (3) units of Social Sciences
 - A.A. students who designate Social Sciences as their area of concentration must take eighteen (18) units of Social Sciences.

Requirements for Social Sciences:

- Electives in the Social Sciences
- More and more students are seeking careers in teaching. Teacher education emphasizes the Social Sciences.

Introducing... HUMAN SERVICES!

The need for skilled Human Service employees is critical to the future needs of Orange County. Coastline now has an online certificate program.

(2) Student Learning Outcomes

- How are Student Learning Outcomes (SLOs) identified?
- How are they measured?
- How does the program use SLO information to modify instruction?

Measuring Student Learning Outcomes:

- Essay tests [80% of faculty use this method frequently]
- Objective tests (multiple choice, true/false, short answer, etc.) [70% of faculty use this method frequently]

Measuring Student Learning Outcomes:

- Term Projects
- Participation
- Report of application of knowledge/skill to daily life
- Case studies
- Pre/post test of abilities
- Group projects, peer review, portfolios

Using SLOs to modify instruction:

- Explanation of SLOs at our 2003-4 Department Meetings
- Faculty Attendance at Curriculum Workshop
- Curriculum Revision

SLOs: Ideals and Realities

- Most faculty members believe that objective testing is the least effective way to measure SLOs.
- Yet, the majority of faculty members use objective testing frequently.

(3) Student Satisfaction

- Quality of Instruction
- Quality of the Program
- Quality of Distance Learning format, compared to site-based format

Conclusions about Student Satisfaction:

- Students report being satisfied with quality of instruction and program whether in Distance Learning or site-based formats.
- Most DL students are "satisfied" with their interaction in DL classes, but they don't seem to have the same expectations.

Conclusions about Student Satisfaction:

- Most DL students are very satisfied with the reliability of the technology used to deliver DL courses.
- Most students may not know about the online library – and they are not required to use it!

(4) Program Resources

- Site-based Resources: whiteboard, overhead projector, TV/VCR monitor. Some instructors use projection equipment.
- Distance Learning Resources: limited computer access, shared office space.

Surprising Results on Facilities, Equipment, and Technology

- Most students and faculty reported satisfaction about facilities and equipment.
- On the other hand, it does appear that there is further need for updating technology and equipment.

(5) Building Partnerships within our Community

- No systemic partnerships between the *entire* Social Sciences program and businesses or community organizations
- Other partnerships pursued by individual faculty, like ICE-T, Early College High School, visits to local museums and exhibits.

(6) Professional Development

- What are the program's expectations for faculty professional growth?

Faculty Professional Development:

- Faculty meetings
- Discipline-related reading
- Discipline-related workshops and conferences
- Technology-related workshops and reading

Other professional development activities:

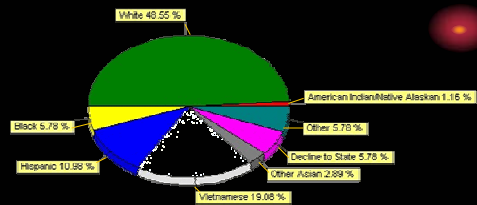
- Shared governance on campus
- Membership in professional associations
- Other workshops
- Graduate classes/program
- Other classes
- Professional training

(7) Diversity

- Ethnicity
- Native Language
- Gender
- Age

- Students
- Instructional Staff
- Program

Students' Ethnicity



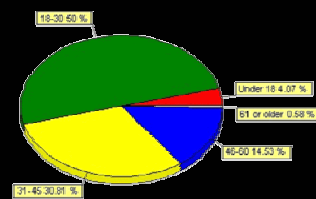
Students' Native Language



Gender of Students



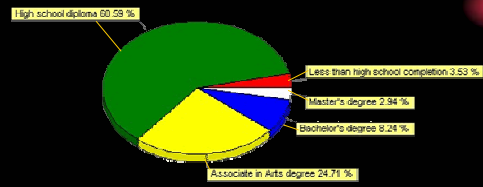
Age of Students



Employment Status of Students



Educational Background of Students



How does the program respond to needs of a diverse student body?

- Flexibility of courses in Social Sciences
 - Distance Learning modalities
 - Site-based night classes
 - Weekend College courses
 - STAR program

Diversity: Opportunities for Social Sciences

- Faculty members express concern about how to balance flexibility with rigor necessary for college-level instruction.
- Reading and writing requirements.

Conclusions, Recommendations, and Goals

Conclusions

- The Social Sciences program is an essential part of education at Coastline.
 - General education through core offerings
 - Human Services online certificate

Conclusions

- We can play a role in the new strategic plans for our college
 - Development of Technology-Mediated Instruction
 - Curriculum that emphasizes a global focus

Recommendations

- We should acquire updated technology and more equipment.
- Faculty members recommend reconsideration of "loading" when considering technology-mediated education.

Recommendations

- Encourage creative ways to build partnerships within the scope of Social Sciences
- Evaluate success and growth of the Human Services online certificate, and assess whether this program can be a model for similar Social Sciences projects

Goals

1. Adapt all active courses around SLOs within 2004-5 academic year.
2. Upgrade and refine online course delivery, in light of emerging technologies.
3. Formalize an articulation agreement with CSU Fullerton's Human Services B.S. program.

Goals

4. In the Human Services program, develop electives based on assessment of student and community needs.
5. Improve effectiveness of communication and connectedness among faculty and students.
6. Devote 2004-5 Social Sciences department meetings to dealing with the recommendations of this program review, as well as the new strategic plan.

Table of Contents

Social Science Faculty

Report Name	Page
Count and Percent: Classes and General Satisfac	1
Table 1 Comments	4
Count and Percent: Distance Learning	5
Table 2 DL Comments	6
Count and Percent: SLOs	7
Table 3 SLOs Other Skills/Knowledge	10
Count and Percent: Assessment Methods	11
Table 4 Other Assessment Methods	13
Count and Percent: Prof. Dev. and Scheduling/Dε	14
Listing of "other" Responses by Question	16
General Comments	17
Pie Charts	18

Count and Percent: Classes and General Satisfaction

Social Sciences Faculty

	Count	Percent
In which Social Science discipline(s) are you currently teaching classes at Coastline? (Mark all that apply.)		
	Respondents: 6	
Anthropology	1	16.67 %
Economics	1	16.67 %
History	3	50.00 %
Human Services	1	16.67 %
Political Science	1	16.67 %
Sociology	1	16.67 %

Total Responses 8 100%

	Count	Percent
At which location does your current Social Sciences class(es) meet or in which delivery mode are you teaching your current Social Sciences class(es)? (Mark all that apply.)		
	Respondents: 10	
Coastline Costa Mesa Center	2	20.00 %
Coastline Garden Grove Center	1	10.00 %
Telecourse or cable	5	50.00 %
WWW (Internet class)	6	60.00 %
Other	1	10.00 %

Total Responses 15 100%

	Count	Percent
Table 1 Extent of Satisfaction - - Variety of classes in the program		
	Respondents: 10	
Very satisfied	4	40.00 %
Somewhat satisfied	2	20.00 %
Somewhat dissatisfied	2	20.00 %
Very dissatisfied	1	10.00 %
Don't know or N/A	1	10.00 %

Total Responses 10 100%

	Count	Percent
Table 1 Extent of Satisfaction - - Number of courses offered each semester		
	Respondents: 10	
Very satisfied	5	50.00 %
Somewhat satisfied	2	20.00 %
Somewhat dissatisfied	1	10.00 %
Very dissatisfied	1	10.00 %
Don't know or N/A	1	10.00 %

Total Responses 10 100%

	Count	Percent
Table 1 Extent of Satisfaction - - Adequacy of instructional facilities		
	Respondents: 10	
Very satisfied	5	50.00 %
Somewhat satisfied	3	30.00 %
Somewhat dissatisfied	2	20.00 %

Total Responses 10 100%

Count and Percent: Classes and General Satisfaction

Social Sciences Faculty

	Count	Percent
Table 1 Extent of Satisfaction - - Quality of specialized equipment		
	Respondents: 10	
Very satisfied	4	40.00 %
Somewhat satisfied	2	20.00 %
Somewhat dissatisfied	1	10.00 %
Don't know or N/A	3	30.00 %

Total Responses 10 100 %

Table 1 Extent of Satisfaction - - Quality of general instructional equipment		
	Respondents: 10	
Very satisfied	5	50.00 %
Somewhat satisfied	2	20.00 %
Somewhat dissatisfied	1	10.00 %
Don't know or N/A	2	20.00 %

Total Responses 10 100 %

Table 1 Extent of Satisfaction - - Staff support for the program and classes in general		
	Respondents: 10	
Very satisfied	7	70.00 %
Somewhat satisfied	2	20.00 %
Don't know or N/A	1	10.00 %

Total Responses 10 100 %

Table 1 Extent of Satisfaction - - Program support/management by personnel at the Costa Mesa Center		
	Respondents: 10	
Very satisfied	8	80.00 %
Somewhat satisfied	2	20.00 %

Total Responses 10 100 %

Table 1 Extent of Satisfaction - - Support/services by personnel in Registration (Admissions Office)		
	Respondents: 10	
Very satisfied	8	80.00 %
Somewhat satisfied	1	10.00 %
Don't know or N/A	1	10.00 %

Total Responses 10 100 %

Table 1 Extent of Satisfaction - - Support/management by the Department Chair		
	Respondents: 10	
Very satisfied	9	90.00 %
Somewhat satisfied	1	10.00 %

Total Responses 10 100 %

Table 1 Extent of Satisfaction - - Support/management by the Division Dean		
	Respondents: 10	
Very satisfied	9	90.00 %
Somewhat satisfied	1	10.00 %

Total Responses 10 100 %

Count and Percent: Classes and General Satisfaction

Social Sciences Faculty

	Count	Percent
Table 1 Extent of Satisfaction - - Support/management by the Distance Learning Dean (if applicable)	Respondents: 10	
Very satisfied	8	80.00 %
Somewhat satisfied	1	10.00 %
Don't know or N/A	1	10.00 %
Total Responses	10	100 %

Table 1 Extent of Satisfaction - - Support/services from other college offices	Respondents: 10	
Very satisfied	7	70.00 %
Somewhat satisfied	1	10.00 %
Don't know or N/A	2	20.00 %
Total Responses	10	100 %

Table 1 Extent of Satisfaction - - Extent to which faculty and staff meet the needs of culturally diverse students	Respondents: 10	
Very satisfied	6	60.00 %
Somewhat satisfied	2	20.00 %
Somewhat dissatisfied	1	10.00 %
Don't know or N/A	1	10.00 %
Total Responses	10	100 %

Table 1 Extent of Satisfaction - - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)	Respondents: 10	
Very satisfied	8	80.00 %
Somewhat dissatisfied	1	10.00 %
Don't know or N/A	1	10.00 %
Total Responses	10	100 %

Table 1 Extent of Satisfaction - - Overall quality of the program	Respondents: 10	
Very satisfied	8	80.00 %
Somewhat satisfied	2	20.00 %
Total Responses	10	100 %

Table 1 Extent of Satisfaction - - Your own success teaching in the program	Respondents: 10	
Very satisfied	6	60.00 %
Somewhat satisfied	4	40.00 %
Total Responses	10	100 %

Table 1 Comments

Social Sciences Faculty

Question: If you marked "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

As the librarian for the Virtual Librarian, I would like to have more social science faculty require or encourage use of the online library. I would like to have more collaboration in developing online activities, assignments, and resources for social science courses and students. Of all the disciplines, it seems to me the one that would most eagerly embrace the library is social science. When invited, I can introduce students to the VL, discuss information issues or topics, or provide subject-specific direction for students undertaking research projects.

I would like to see a bigger variety of Economics classes - like American Economic Issues, International Economics, Economic History, etc.
And, I would like to teach MORE classes and since my Econ is maxed out at 119 students more than 4 weeks before it begins, I think more sections should be offered. (5 people have contacted me to ask if they can add). Also, offer more sections so I can have a summer class (please).

Our classrooms at the Costa Mesa center really only have a white board (dry-erase). Many times you have to scrounge up an overhead projector -- and it would be so much nicer to have "smart rooms" with computer access since many faculty like to use technology in the classroom. (In addition, the facilities at Costa Mesa are in pretty poor shape -- with the ceilings in disrepair, and frequently non-working bathrooms.) The Garden Grove center is a bit better, but I can never get the "smart rooms" there -- with added technology -- so you are limited to a white board, SOMETIMES an overhead projector, and a mediocre small TV set that students have a hard time seeing for special video clips. In addition, faculty should all have an access to a computer at their job site. It is difficult to lug around a laptop -- and faculty need a computer since we have so many DL classes. This seems an obvious need for a college that prides itself on distance learning and use of technology.

In terms of course offerings, Coastline does not run very diverse courses -- and students do not have much to choose from. Because of the nature of our college, a faculty member would have to run anything as an online course anyway because otherwise s/he wouldn't get enough enrollment in a classroom course. Faculty often don't want to take a chance on their course being canceled on the first day, so we don't see many "risky" or innovative new offerings. In addition, faculty are put off by the fear of having too many students enrolled in an online course. Nobody wants to have too many preps and then be left with numbers that are too high because we do want students to get our full attention.

The diverse age groups and characteristics of the population would justify the addition of some other courses...

For example, a parenting class for single parents. That's if we view parenting as a social study. ??

Coping skills for the aging or parenting grandparents.

Other counseling type courses for working with troubled teens.

Count and Percent: Distance Learning Social Sciences Faculty

	Count	Percent
Table 2 Extent of Agreement - The caliber of the distance learning Social Sciences courses at Coastline is equivalent to or better than the quality of other distance learning courses of which you are aware.		
	Respondents: 8	
Strongly agree	7	87.50 %
Disagree	1	12.50 %
Total Responses	8	100 %
Table 2 Extent of Agreement - I have as much or more interaction with students in my distance learning Social Sciences courses as I do with students in classroom-based courses.		
	Respondents: 8	
Strongly agree	4	50.00 %
Neutral	1	12.50 %
Disagree	2	25.00 %
Strongly disagree	1	12.50 %
Total Responses	8	100 %
Table 2 Extent of Agreement - I am satisfied with the amount of interaction I have with the instructor and with students in my distance learning Social Sciences class(es).		
	Respondents: 8	
Strongly agree	4	50.00 %
Agree	2	25.00 %
Neutral	1	12.50 %
Strongly disagree	1	12.50 %
Total Responses	8	100 %
Table 2 Extent of Agreement - The technology used to deliver my distance learning Social Sciences course(s) has been reliable.		
	Respondents: 8	
Strongly agree	4	50.00 %
Agree	3	37.50 %
Neutral	1	12.50 %
Total Responses	8	100 %
Table 2 Extent of Agreement - The support I receive from the Distance Learning Department meets my needs.		
	Respondents: 8	
Strongly agree	6	75.00 %
Agree	1	12.50 %
Disagree	1	12.50 %
Total Responses	8	100 %
Table 2 Extent of Agreement - The available online library resources at Coastline meet the needs for my course.		
	Respondents: 8	
Strongly agree	6	75.00 %
Agree	2	25.00 %
Total Responses	8	100 %

Table 2 DL Comments

Social Sciences Faculty

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements, please explain your concerns.

Neutral = I don't know, course is yet to begin.

The sheer number of students in many of our Distance Learning courses prevents the kind of interaction that I would expect from any college-level course. The way that we "load" classes at such a high amount really precludes it. In addition, I personally would like to be able to have authority to upload information into my website myself. I appreciate the DL staff -- it's just that I wish I had my own actual control. Because we don't have a course management system, we don't have that kind of control as faculty. I have taught other online courses at other colleges and I preferred having a course management system because that way I could manage my websites myself. Please understand that I do appreciate the DL staff and I think they are hard-working and effective. My criticism is of the system, rather than the individuals. In terms of quality of DL classes, I feel that the telecourse system in particular is not of the high quality that I would wish it to be. The critical thinking objectives that I prize so highly take a back seat to expediency. I am uncomfortable too with the fact that students write less in most telecourses than they do in online or classroom courses. Since we have so many English-language-learning students, I think we should ensure that they are really working on writing skills at every step of the way in their time here at Coastline.

Count and Percent: SLOs

Social Sciences Faculty

	Count	Percent
Table 3 Importance of Specific SLOs - Identify the factors that influence the development of societies and cultures over time		
	Respondents:	10
Very important	8	80.00 %
Important	2	20.00 %
Total Responses	10	100 %

Table 3 Importance of Specific SLOs - Engage in rigorous and systematic thinking about social phenomena		
	Respondents:	10
Very important	9	90.00 %
Important	1	10.00 %
Total Responses	10	100 %

Table 3 Importance of Specific SLOs - Interpret current global events in the context of political, economic, social, cultural, and regional history		
	Respondents:	10
Very important	9	90.00 %
Important	1	10.00 %
Total Responses	10	100 %

Table 3 Importance of Specific SLOs - Synthesize ideas and information with regard to historical causes, the course of events, and their consequences		
	Respondents:	10
Very important	8	80.00 %
Important	2	20.00 %
Total Responses	10	100 %

Table 3 Importance of Specific SLOs - Analyze human behavior, ideas and institutions for historical and cultural meaning and significance		
	Respondents:	10
Very important	8	80.00 %
Important	2	20.00 %
Total Responses	10	100 %

Table 3 Importance of Specific SLOs - Identify the social and cultural influences that shape the perspectives of various ethnic and cultural groups		
	Respondents:	10
Very important	8	80.00 %
Important	2	20.00 %
Total Responses	10	100 %

Table 3 Importance of Specific SLOs - Locate and identify distinctive geographical features of major regions of the world		
	Respondents:	10
Very important	5	50.00 %
Important	5	50.00 %
Total Responses	10	100 %

Count and Percent: SLOs

Social Sciences Faculty

	Count	Percent
Table 3 Importance of Specific SLOs - Interpret global events from multiple cultural perspectives		
	Respondents: 10	
Very important	7	70.00 %
Important	3	30.00 %
Total Responses	10	100 %

Table 3 Importance of Specific SLOs - As a citizen and voter, analyze current events and candidates and reach sound conclusions about the validity of political arguments and positions		
	Respondents: 9	
Very important	7	77.78 %
Important	2	22.22 %
Total Responses	9	100 %

Table 3 Importance of Specific SLOs - Identify social and economic contributions as well as controversies and conflicts that arise from diversity and pluralism in U. S. society		
	Respondents: 10	
Very important	8	80.00 %
Important	2	20.00 %
Total Responses	10	100 %

Table 3 Importance of Specific SLOs - Analyze and contextualize cultural and historical events relevant to a region		
	Respondents: 10	
Very important	6	60.00 %
Important	4	40.00 %
Total Responses	10	100 %

Table 3 Importance of Specific SLOs - Identify factors that affect the economic and political inter-dependence of nations and regions		
	Respondents: 10	
Very important	8	80.00 %
Important	2	20.00 %
Total Responses	10	100 %

Table 3 Importance of Specific SLOs - Use appropriate analytic methods to compare cultures, nations, and regions		
	Respondents: 10	
Very important	7	70.00 %
Important	3	30.00 %
Total Responses	10	100 %

Table 3 Importance of Specific SLOs - Prepare papers and reports that combine numerical data with the written word		
	Respondents: 10	
Very important	5	50.00 %
Important	4	40.00 %
Less important	1	10.00 %
Total Responses	10	100 %

Count and Percent: SLOs

Social Sciences Faculty

	Count	Percent
Table 3 Importance of Specific SLOs - Analyze the costs and benefits of a global economy with consideration to free market operations, movement of products and people across borders, and variable monetary exchange rates	Respondents: 10	
Very important	6	60.00 %
Important	4	40.00 %
Total Responses	10	100 %
Table 3 Importance of Specific SLOs - Forecast the short and long-term economic impact on individuals, business, and government caused by variations in supply and demand, market conditions, and government/regulatory interventions	Respondents: 10	
Very important	6	60.00 %
Important	3	30.00 %
Less important	1	10.00 %
Total Responses	10	100 %

Table 3 SLOs Other Skills/Knowledge

Social Sciences Faculty

Question: Are there other skills or knowledge outcomes that you think are important for individuals completing courses in Social Sciences?

addressed indirectly by some of the above, an emphasis on critical thinking

Students should be able to think critically so that they can create their own perspective about different issues within the Social Sciences, supported by evidence. (Beyond being able to evaluate other perspectives, I hope they can create their own informed perspective as well.)

Count and Percent: Assessment Methods

Social Sciences Faculty

	Count	Percent
Table 4 Methods Used for Assessing Student Learning Outcomes - Participation		
Respondents: 10		
Frequently	4	40.00 %
Sometimes	4	40.00 %
Rarely	2	20.00 %
Total Responses	10	100 %

	Count	Percent
Table 4 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)		
Respondents: 10		
Frequently	7	70.00 %
Sometimes	1	10.00 %
Rarely	1	10.00 %
Not at all	1	10.00 %
Total Responses	10	100 %

	Count	Percent
Table 4 Methods Used for Assessing Student Learning Outcomes - Essay tests		
Respondents: 10		
Frequently	8	80.00 %
Not at all	2	20.00 %
Total Responses	10	100 %

	Count	Percent
Table 4 Methods Used for Assessing Student Learning Outcomes - Case studies		
Respondents: 10		
Frequently	3	30.00 %
Sometimes	3	30.00 %
Rarely	1	10.00 %
Not at all	3	30.00 %
Total Responses	10	100 %

	Count	Percent
Table 4 Methods Used for Assessing Student Learning Outcomes - Term projects (by individual)		
Respondents: 9		
Frequently	5	55.56 %
Sometimes	2	22.22 %
Not at all	2	22.22 %
Total Responses	9	100 %

	Count	Percent
Table 4 Methods Used for Assessing Student Learning Outcomes - Group projects		
Respondents: 9		
Frequently	1	11.11 %
Sometimes	4	44.44 %
Rarely	2	22.22 %
Not at all	2	22.22 %
Total Responses	9	100 %

Count and Percent: Assessment Methods

Social Sciences Faculty

	Count	Percent
Table 4 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life		
	Respondents: 10	
Frequently	4	40.00 %
Sometimes	3	30.00 %
Not at all	3	30.00 %
Total Responses	10	100 %

	Count	Percent
Table 4 Methods Used for Assessing Student Learning Outcomes - Pre-post test of abilities		
	Respondents: 10	
Frequently	2	20.00 %
Sometimes	4	40.00 %
Rarely	1	10.00 %
Not at all	3	30.00 %
Total Responses	10	100 %

	Count	Percent
Table 4 Methods Used for Assessing Student Learning Outcomes - Peer review		
	Respondents: 9	
Frequently	1	11.11 %
Sometimes	1	11.11 %
Rarely	2	22.22 %
Not at all	5	55.56 %
Total Responses	9	100 %

	Count	Percent
Table 4 Methods Used for Assessing Student Learning Outcomes - Portfolios		
	Respondents: 9	
Frequently	1	11.11 %
Sometimes	1	11.11 %
Rarely	2	22.22 %
Not at all	5	55.56 %
Total Responses	9	100 %

Table 4 Other Assessment Methods

Social Sciences Faculty

Question: Are there any other methods you use to assess student learning outcomes?

Successfully completed research assignments with a clearly defined library research component would be one method of measuring a learning outcome. Completion of a "Social Sciences Research Module" would be another.

Active learning. One-on-one interaction with the student. Weekly quizzes in classroom courses (to keep the students on track).

I have a lot of different written and verbal assignments that all work together. Some of them just don't fit entirely with the above descriptions. It's a variety of written assignments and oral/verbal assignments.

Count and Percent: Prof. Dev. and Scheduling/Delivery Social Sciences Faculty

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents: 10	
CCC General Faculty Meeting	9	90.00 %
Discipline-related workshops	7	70.00 %
Technology-related workshops	6	60.00 %
Other workshops	4	40.00 %
Membership in professional associations	6	60.00 %
Professional conferences	6	60.00 %
Graduate classes/program	3	30.00 %
Other classes	2	20.00 %
Professional training	3	30.00 %
Discipline-related reading	8	80.00 %
Technology-related reading	5	50.00 %
Other	1	10.00 %
Total Responses	60	100 %

Table 5 Scheduling or Delivery Mode Preferences - Full-semester classroom-based courses

	Count	Percent
	Respondents: 9	
Very Interested	6	66.67 %
Somewhat Interested	1	11.11 %
Not Interested	2	22.22 %
Total Responses	9	100 %

Table 5 Scheduling or Delivery Mode Preferences - Weekend college classroom-based courses

	Count	Percent
	Respondents: 9	
Very Interested	3	33.33 %
Somewhat Interested	2	22.22 %
Less Interested	1	11.11 %
Not Interested	3	33.33 %
Total Responses	9	100 %

Table 5 Scheduling or Delivery Mode Preferences - Telecourse

	Count	Percent
	Respondents: 10	
Very Interested	6	60.00 %
Somewhat Interested	1	10.00 %
Less Interested	1	10.00 %
Not Interested	2	20.00 %
Total Responses	10	100 %

Table 5 Scheduling or Delivery Mode Preferences - WWW/Internet class

	Count	Percent
	Respondents: 10	
Very Interested	6	60.00 %
Somewhat Interested	3	30.00 %
Not Interested	1	10.00 %
Total Responses	10	100 %

Count and Percent: Prof. Dev. and Scheduling/Delivery Social Sciences Faculty

	Count	Percent
Table 5 Scheduling or Delivery Mode Preferences - Course combining Internet and classroom instruction	Respondents: 9	
Very Interested	3	33.33 %
Somewhat Interested	3	33.33 %
Less Interested	2	22.22 %
Not Interested	1	11.11 %
Total Responses	9	100 %

Listing of "other" Responses by Question

Social Sciences Faculty

Question: At which location does your current Social Sciences class(es) meet or in which delivery mode are you teaching your current Social Sciences class(es)? (Mark all that apply.)

WWW & onsite when invited

Question: In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

college committees and task forces

General Comments

Social Sciences Faculty

Question: Are there other courses in the Social Sciences that you would like Coastline to offer?

Econ 110 (at GWC): American Economic Problems
International Economics
Any Economic Issues course

The other courses in the Human Services mini-certificate.

World History, International or Comparative Politics. I would love to see some more specific history courses, such as the history of Southeast Asia, the history of the Middle East, the history of multicultural America, Women's History, etc.

California History

Question: Do you have any other comments or any recommendations for the Social Sciences Program?

Great job so far!!

We have talked about the following at our department meeting: We would love it if we could have some way of sending "bulk" emails to our students. It would be fantastic if the DL staff could figure out a way to make this possible. We do have a big DL staff -- and this would make it so much easier for us to communicate to all of our students.

Pie Charts

Social Sciences Faculty

Table 1 Extent of Satisfaction - - Variety of classes in the program

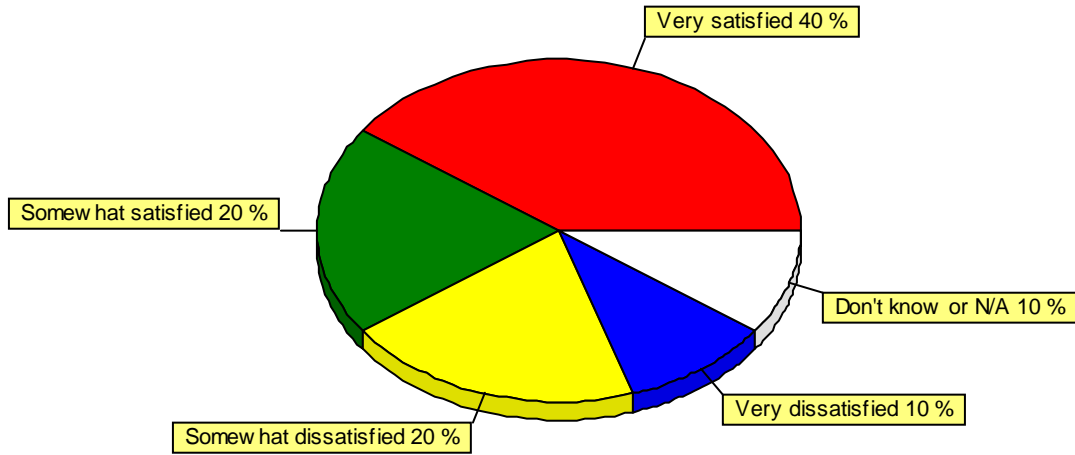
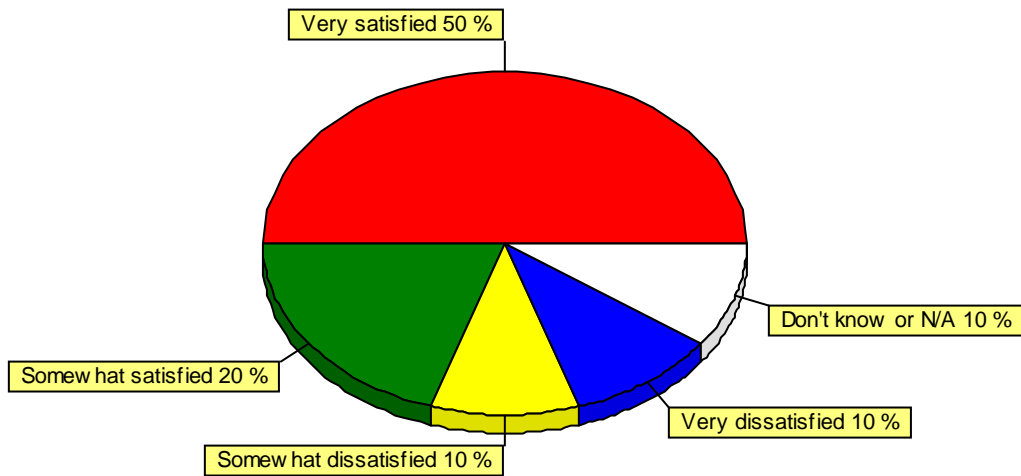


Table 1 Extent of Satisfaction - - Number of courses offered each semester



Pie Charts

Social Sciences Faculty

Table 1 Extent of Satisfaction - - Adequacy of instructional facilities

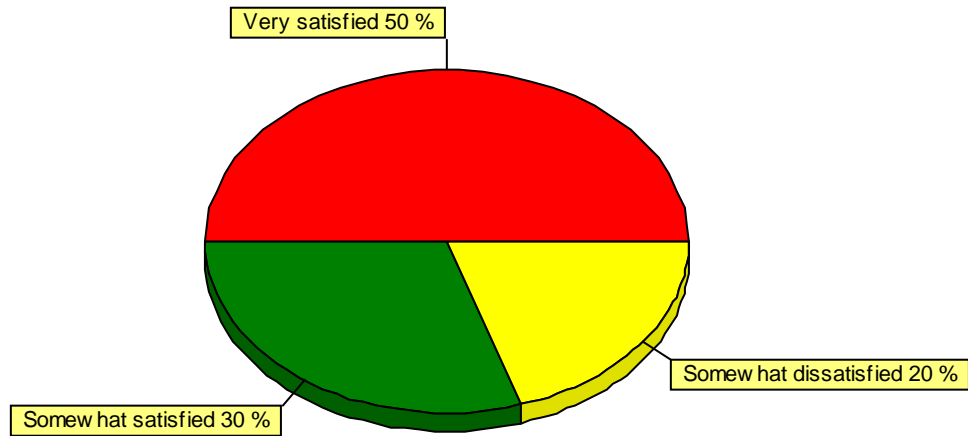
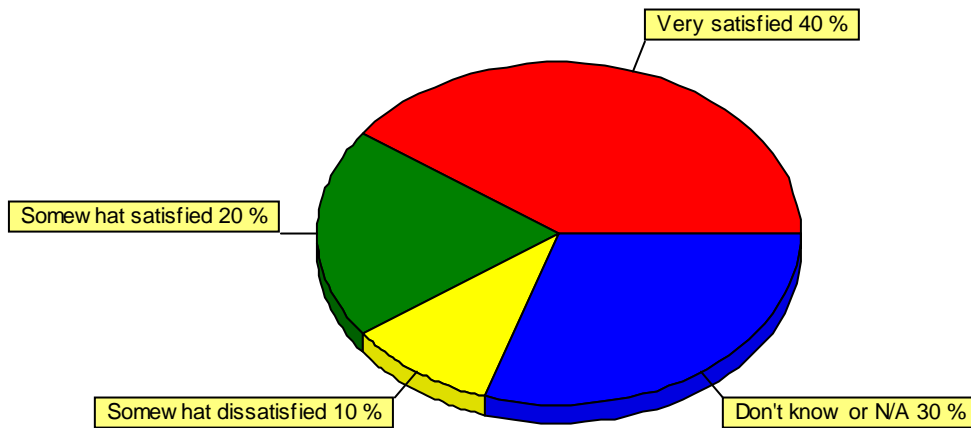


Table 1 Extent of Satisfaction - - Quality of specialized equipment



Pie Charts

Social Sciences Faculty

Table 1 Extent of Satisfaction - - Quality of general instructional equipment

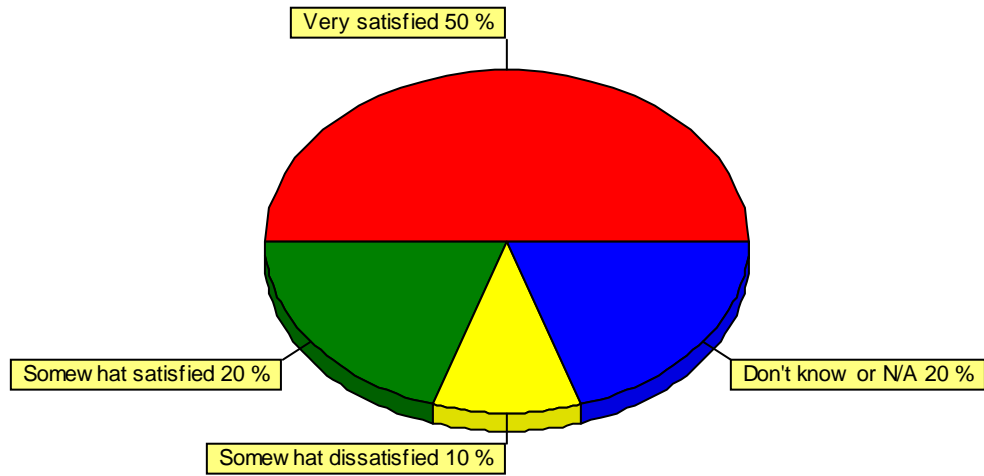
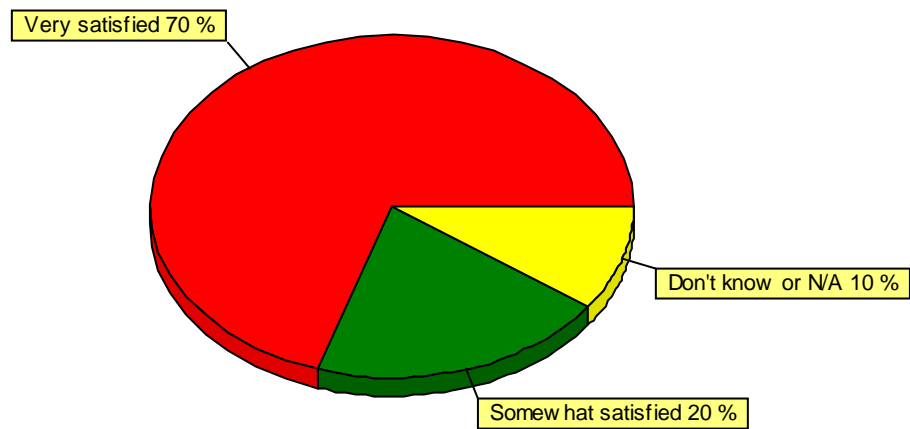


Table 1 Extent of Satisfaction - - Staff support for the program and classes in general



Pie Charts

Social Sciences Faculty

Table 1 Extent of Satisfaction - - Program support/management by personnel at the Costa Mesa Center

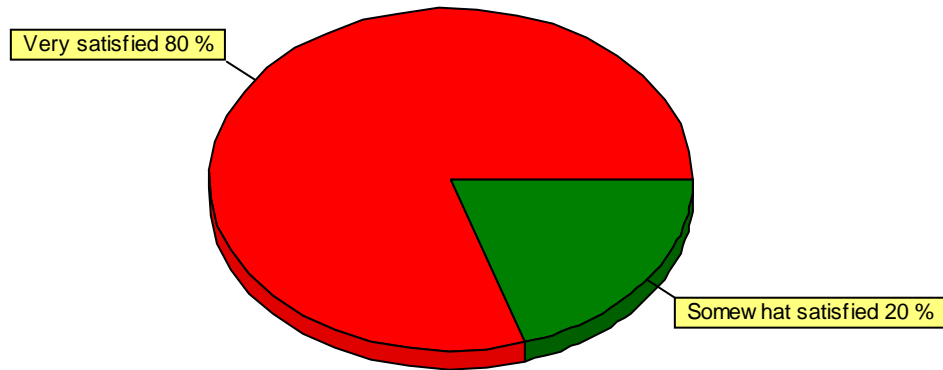
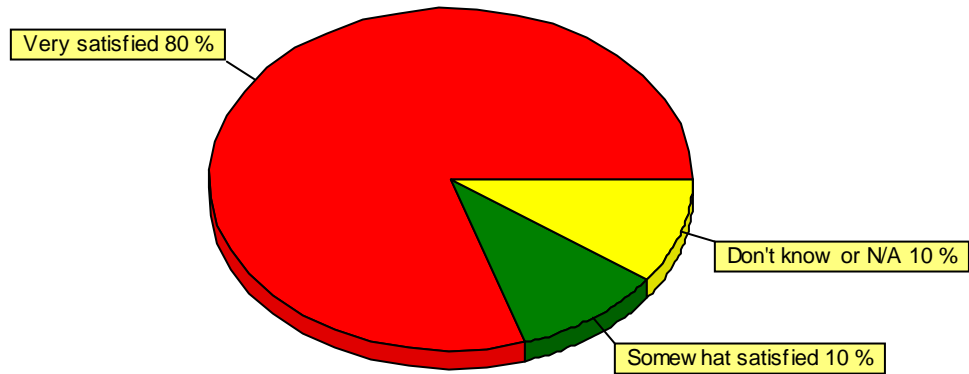


Table 1 Extent of Satisfaction - - Support/services by personnel in Registration (Admissions Office)



Pie Charts

Social Sciences Faculty

Table 1 Extent of Satisfaction - - Support/management by the Department Chair

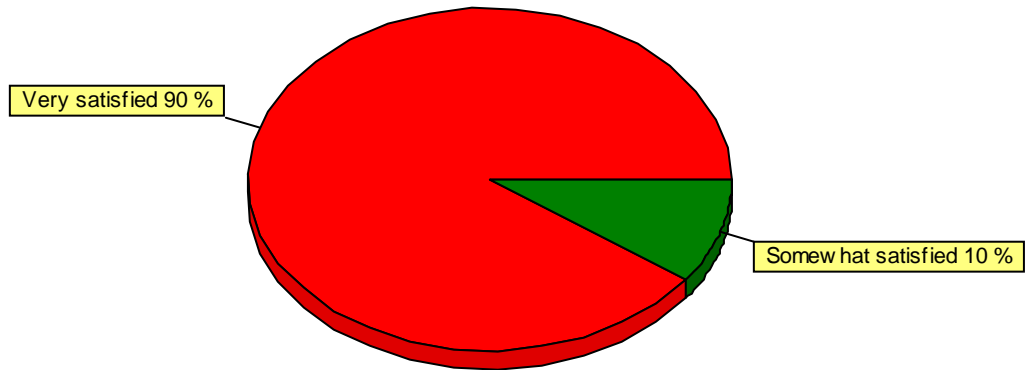
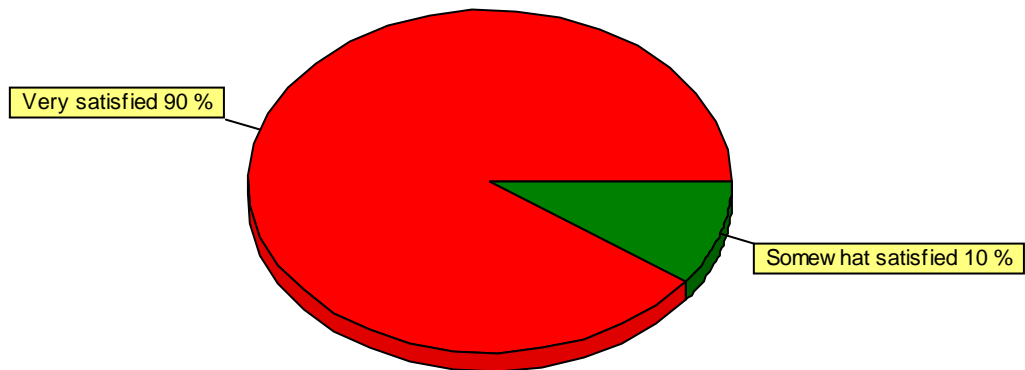


Table 1 Extent of Satisfaction - - Support/management by the Division Dean



Pie Charts

Social Sciences Faculty

Table 1 Extent of Satisfaction - - Support/management by the Distance Learning Dean (if applicable)

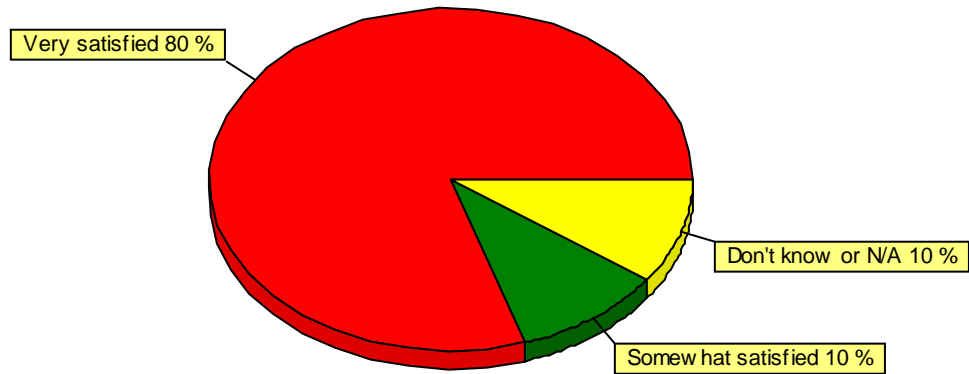
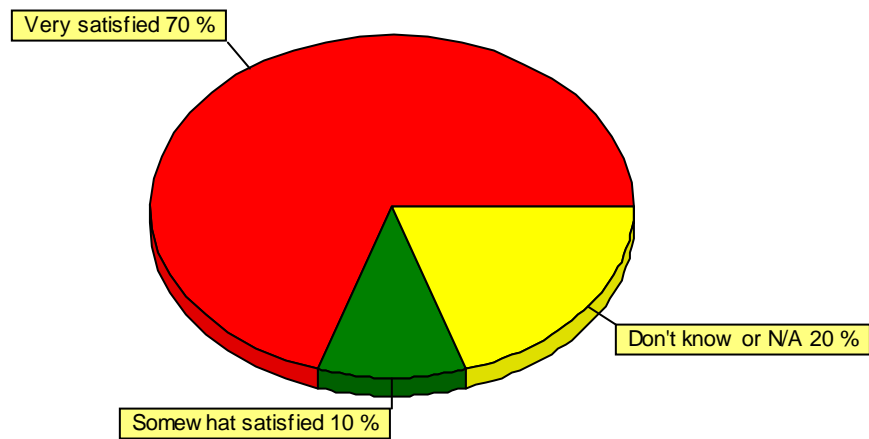


Table 1 Extent of Satisfaction - - Support/services from other college offices



Pie Charts

Social Sciences Faculty

Table 1 Extent of Satisfaction - - Extent to which faculty and staff meet the needs of culturally diverse students

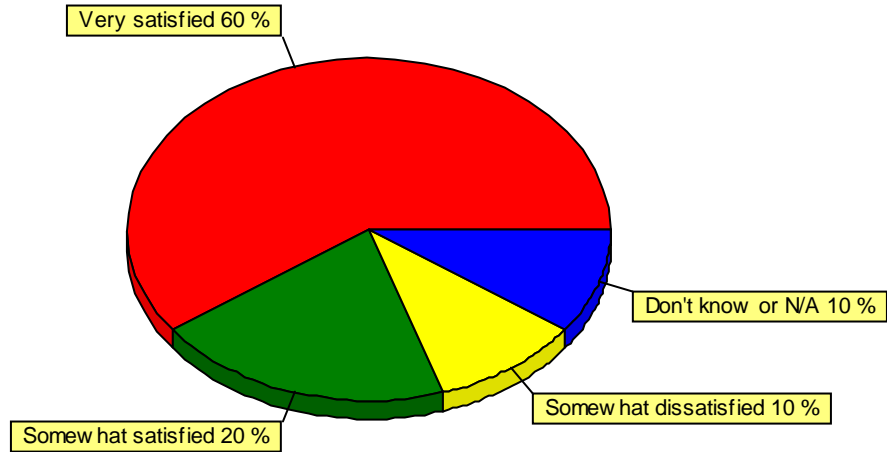
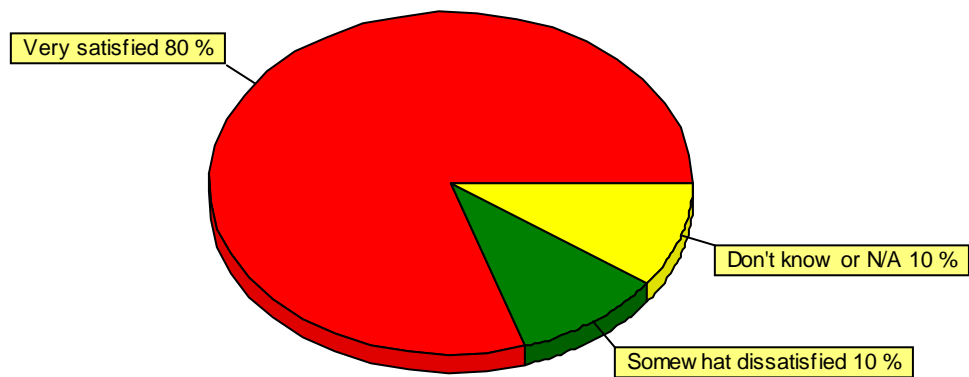


Table 1 Extent of Satisfaction - - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)



Pie Charts

Social Sciences Faculty

Table 1 Extent of Satisfaction - - Overall quality of the program

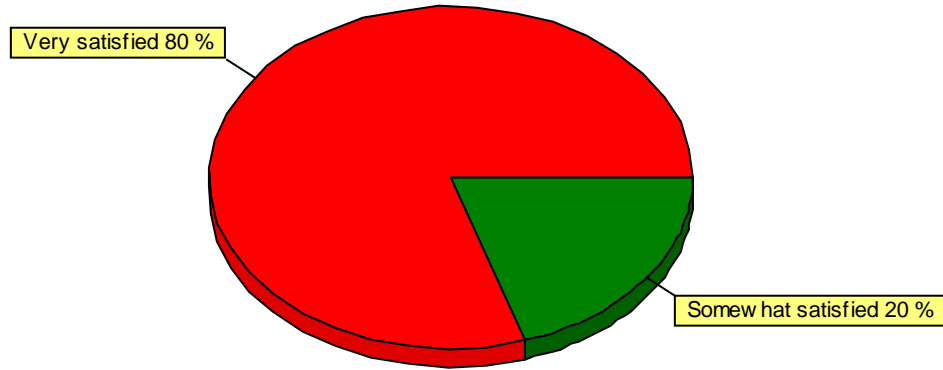
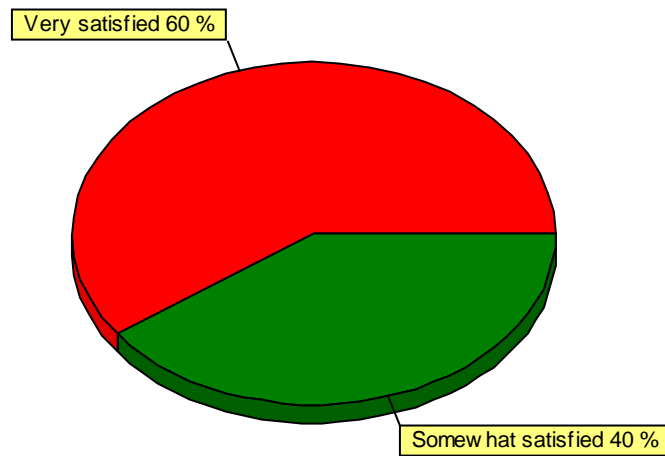


Table 1 Extent of Satisfaction - - Your own success teaching in the program



Pie Charts

Social Sciences Faculty

Table 2 Extent of Agreement - The caliber of the distance learning Social Sciences courses at Coastline is equivalent to or better than the quality of other distance learning courses of which you are aware.

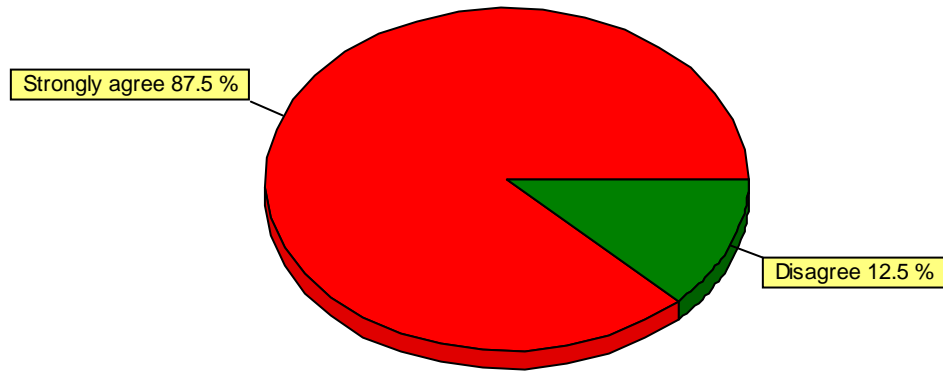
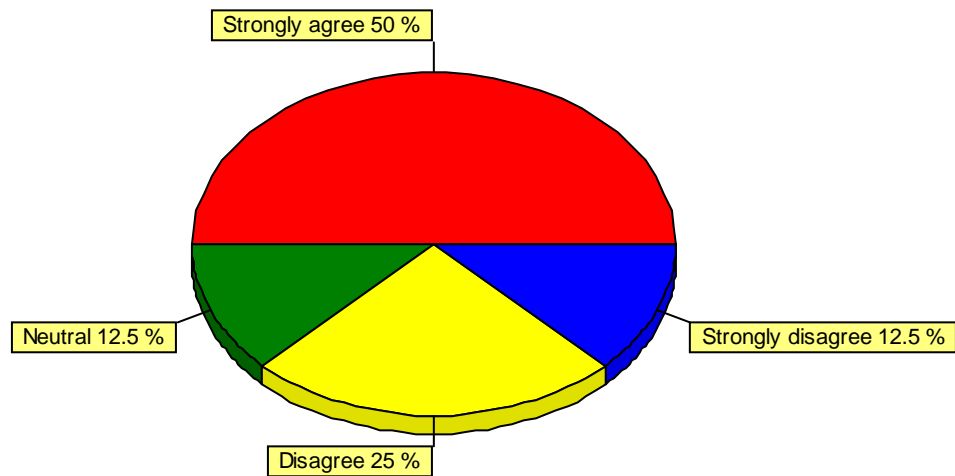


Table 2 Extent of Agreement - I have as much or more interaction with students in my distance learning Social Sciences courses as I do with students in classroom-based courses.



Pie Charts

Social Sciences Faculty

Table 2 Extent of Agreement - I am satisfied with the amount of interaction I have with the instructor and with students in my distance learning Social Sciences class(es).

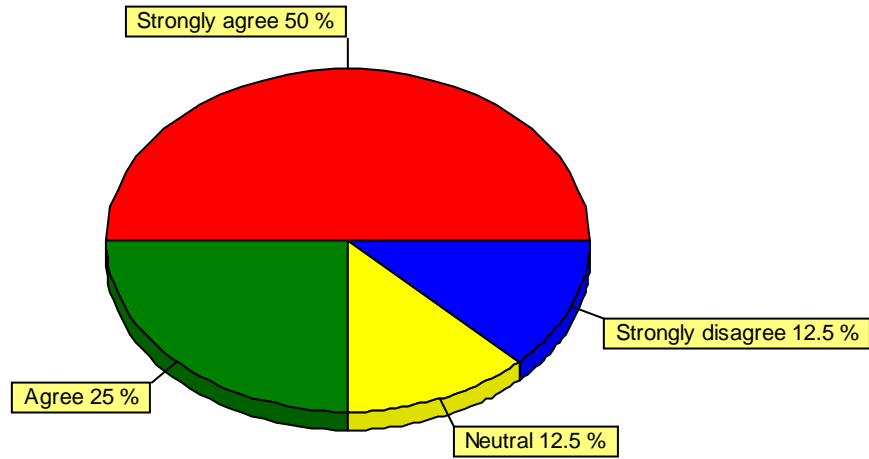
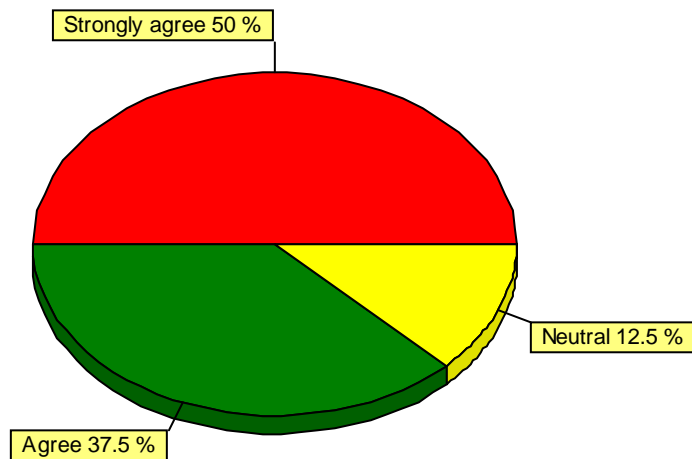


Table 2 Extent of Agreement - The technology used to deliver my distance learning Social Sciences course(s) has been reliable.



Pie Charts

Social Sciences Faculty

Table 2 Extent of Agreement - The support I receive from the Distance Learning Department meets my needs.

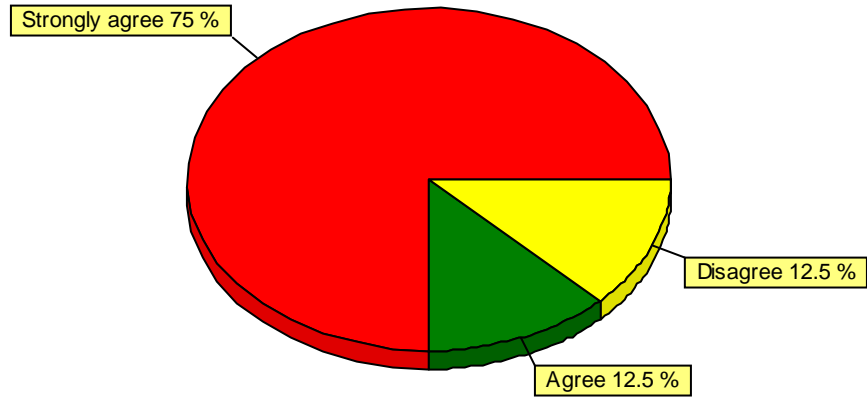
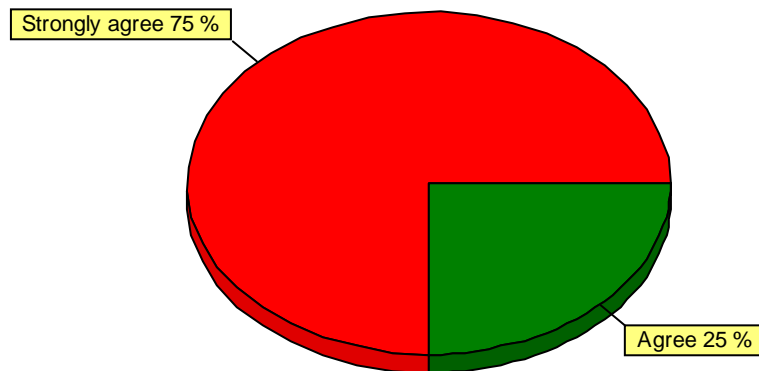


Table 2 Extent of Agreement - The available online library resources at Coastline meet the needs for my course.



Pie Charts

Social Sciences Faculty

Table 3 Importance of Specific SLOs - Identify the factors that influence the development of societies and cultures over time

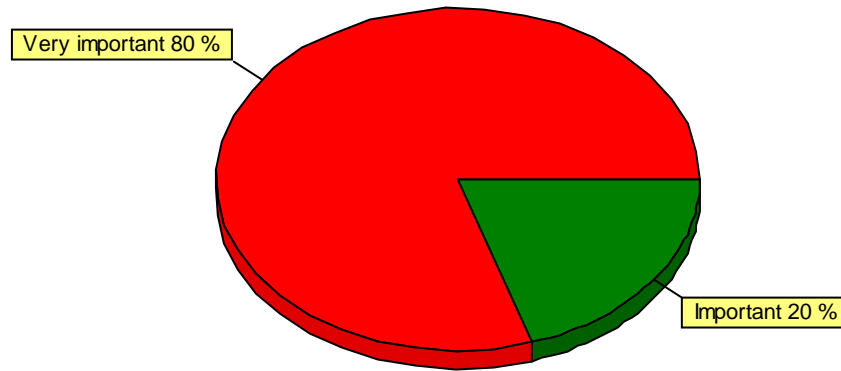
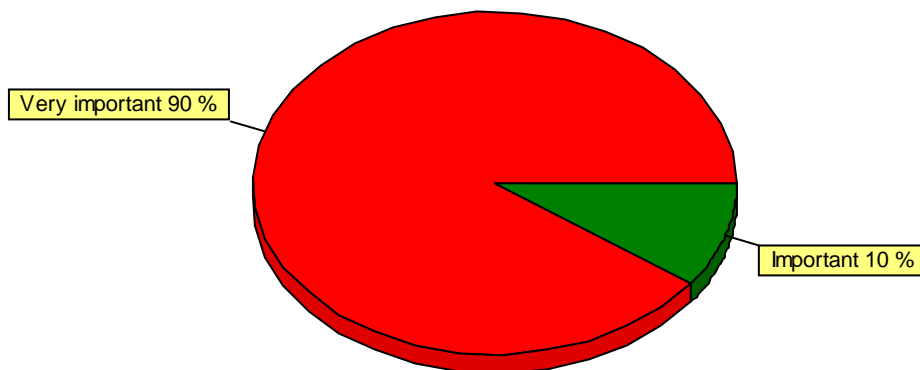


Table 3 Importance of Specific SLOs - Engage in rigorous and systematic thinking about social phenomena



Pie Charts

Social Sciences Faculty

Table 3 Importance of Specific SLOs - Interpret current global events in the context of political, economic, social, cultural, and regional history

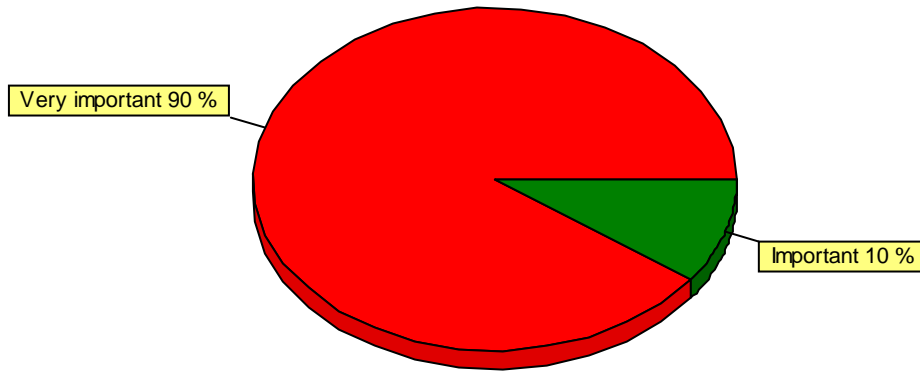
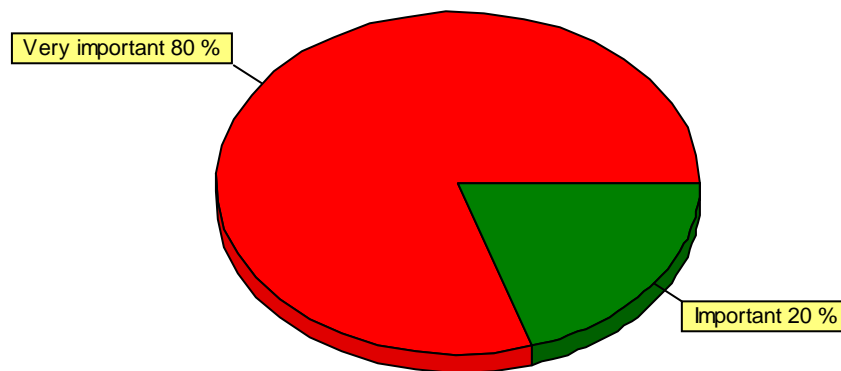


Table 3 Importance of Specific SLOs - Synthesize ideas and information with regard to historical causes, the course of events, and their consequences



Pie Charts

Social Sciences Faculty

Table 3 Importance of Specific SLOs - Analyze human behavior, ideas and institutions for historical and cultural meaning and significance

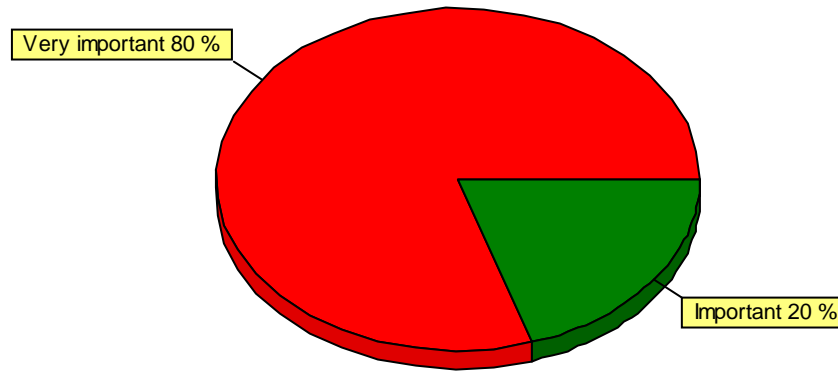
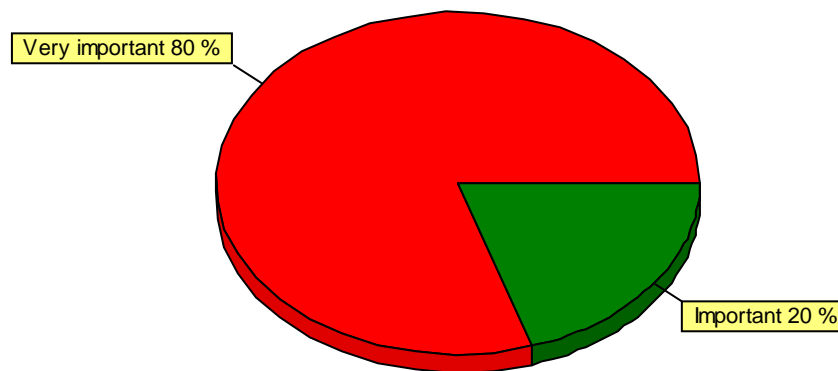


Table 3 Importance of Specific SLOs - Identify the social and cultural influences that shape the perspectives of various ethnic and cultural groups



Pie Charts

Social Sciences Faculty

Table 3 Importance of Specific SLOs - Locate and identify distinctive geographical features of major regions of the world

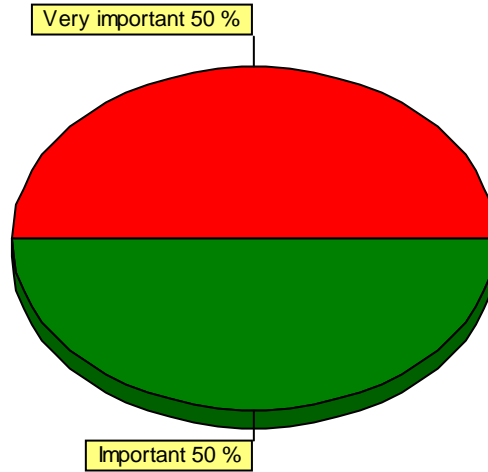
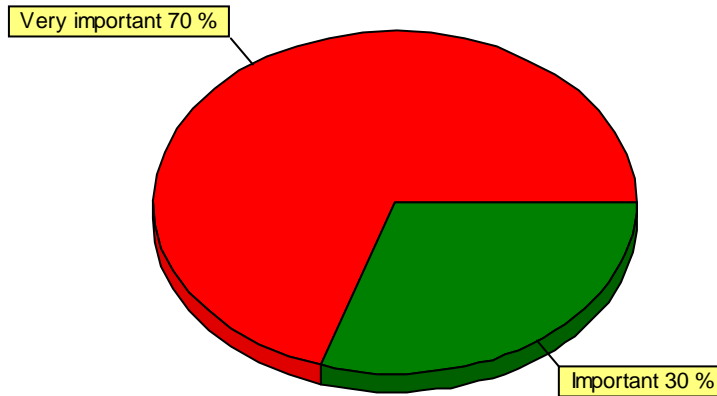


Table 3 Importance of Specific SLOs - Interpret global events from multiple cultural perspectives



Pie Charts

Social Sciences Faculty

Table 3 Importance of Specific SLOs - As a citizen and voter, analyze current events and candidates and reach sound conclusions about the validity of political arguments and positions

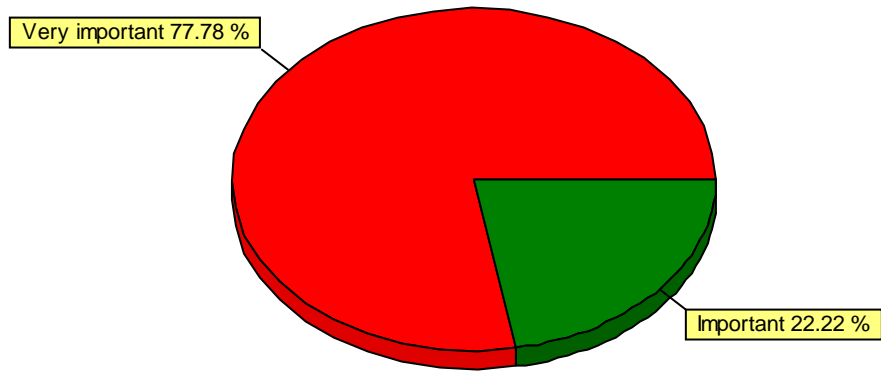
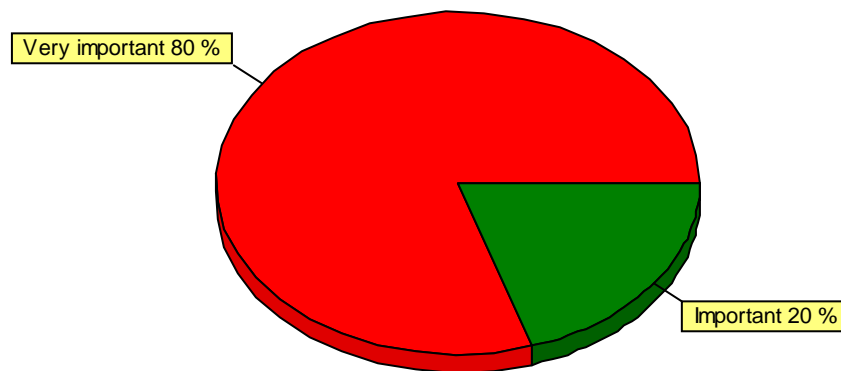


Table 3 Importance of Specific SLOs - Identify social and economic contributions as well as controversies and conflicts that arise from diversity and pluralism in U. S. society



Pie Charts

Social Sciences Faculty

Table 3 Importance of Specific SLOs - Analyze and contextualize cultural and historical events relevant to a region

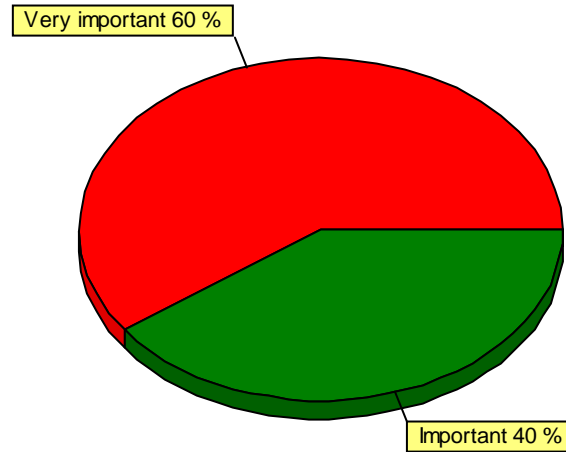
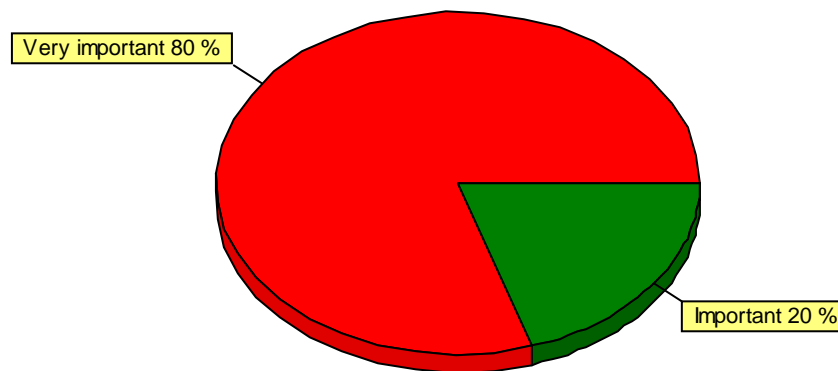


Table 3 Importance of Specific SLOs - Identify factors that affect the economic and political inter-dependence of nations and regions



Pie Charts

Social Sciences Faculty

Table 3 Importance of Specific SLOs - Use appropriate analytic methods to compare cultures, nations, and regions

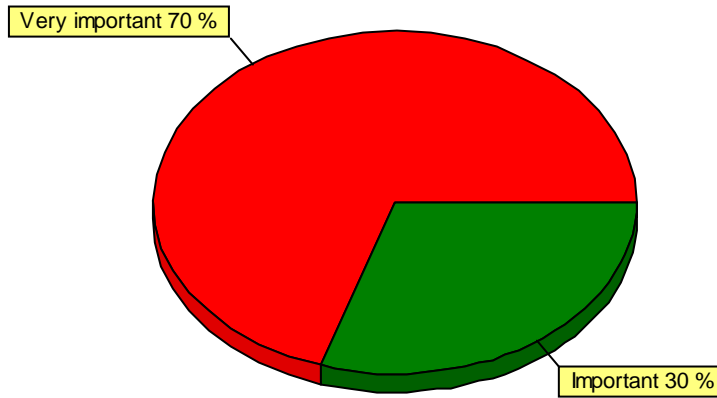
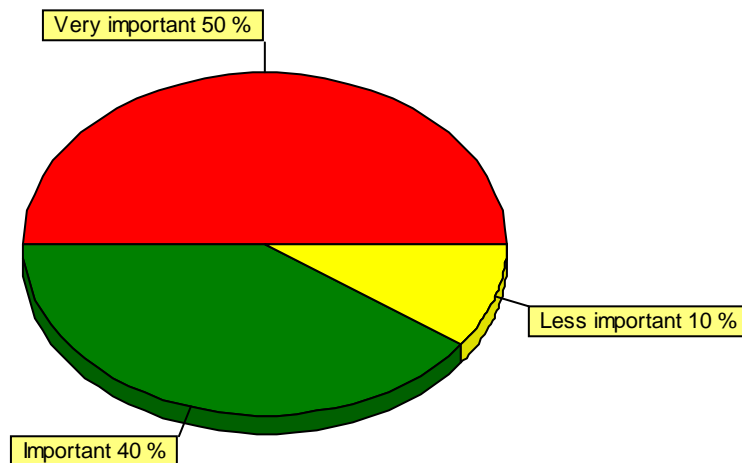


Table 3 Importance of Specific SLOs - Prepare papers and reports that combine numerical data with the written word



Pie Charts

Social Sciences Faculty

Table 3 Importance of Specific SLOs - Analyze the costs and benefits of a global economy with consideration to free market operations, movement of products and people across borders, and variable monetary exchange rates

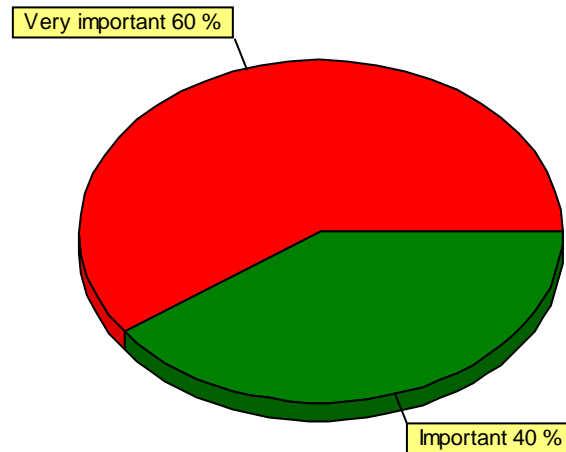
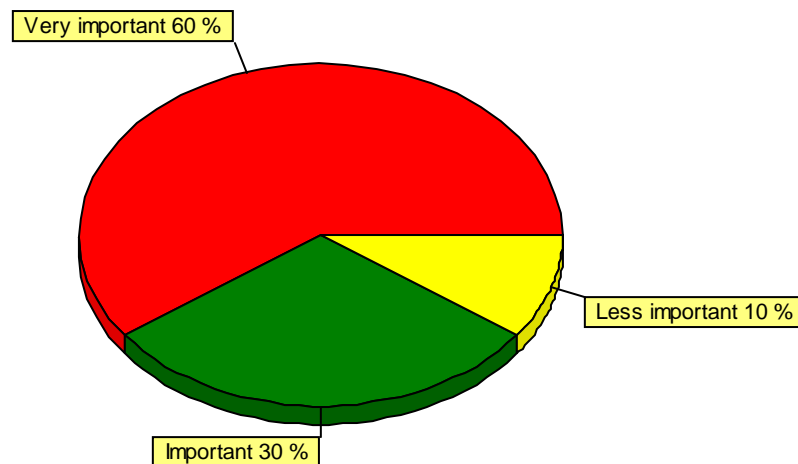


Table 3 Importance of Specific SLOs - Forecast the short and long-term economic impact on individuals, business, and government caused by variations in supply and demand, market conditions, and government/regulatory interventions



Pie Charts

Social Sciences Faculty

Table 4 Methods Used for Assessing Student Learning Outcomes - Participation

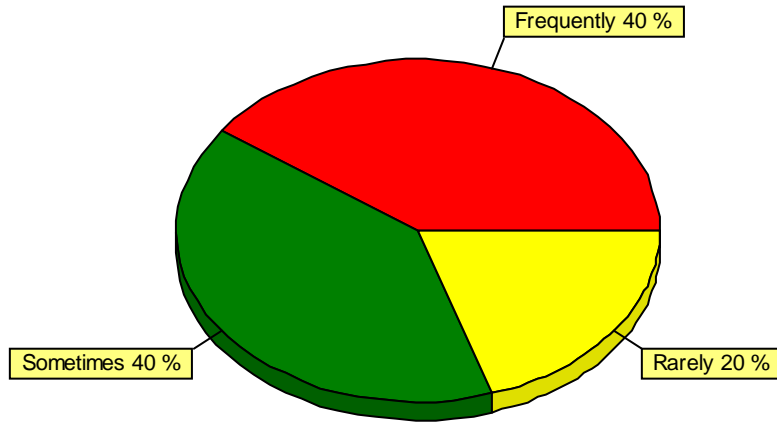
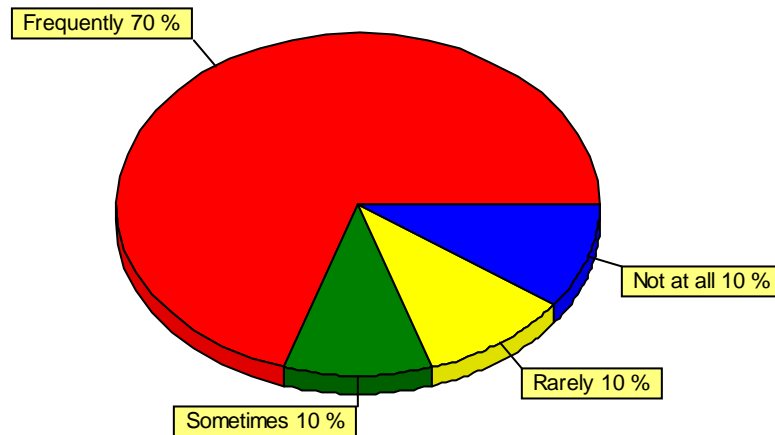


Table 4 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)



Pie Charts

Social Sciences Faculty

Table 4 Methods Used for Assessing Student Learning Outcomes - Essay tests

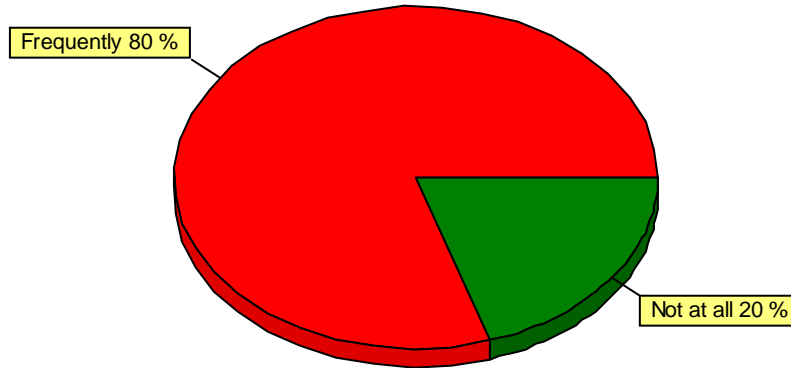
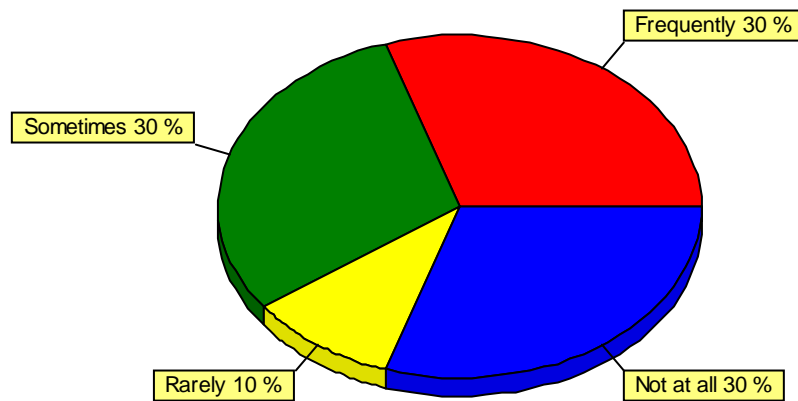


Table 4 Methods Used for Assessing Student Learning Outcomes - Case studies



Pie Charts

Social Sciences Faculty

Table 4 Methods Used for Assessing Student Learning Outcomes - Term projects (by individual)

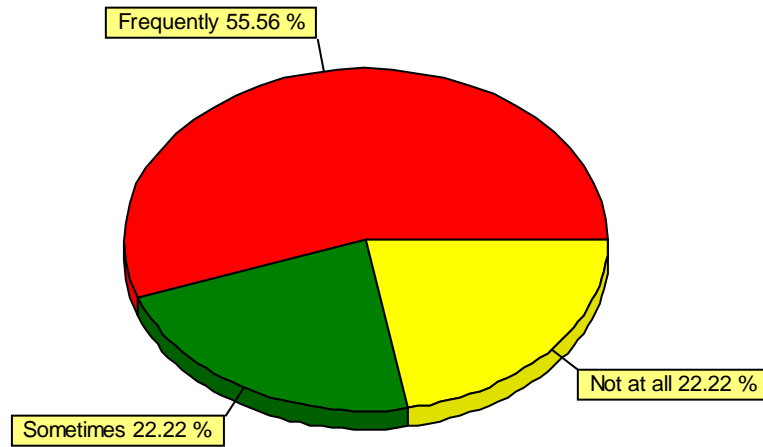
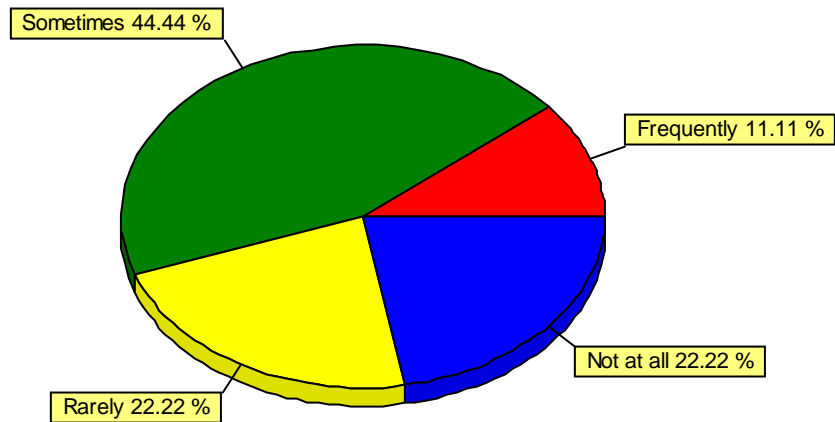


Table 4 Methods Used for Assessing Student Learning Outcomes - Group projects



Pie Charts

Social Sciences Faculty

Table 4 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life

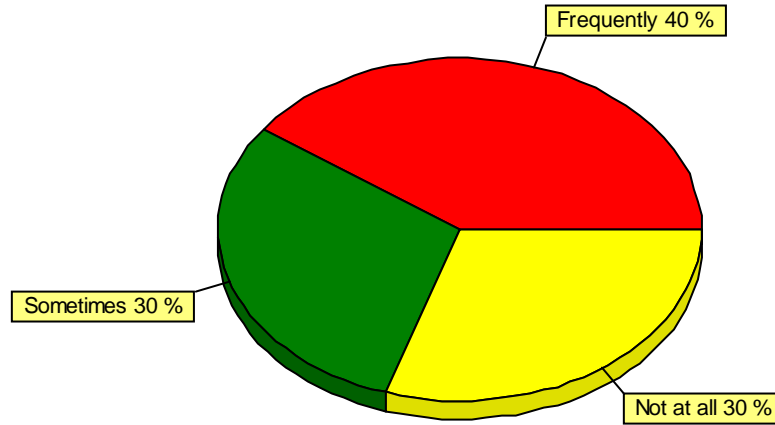
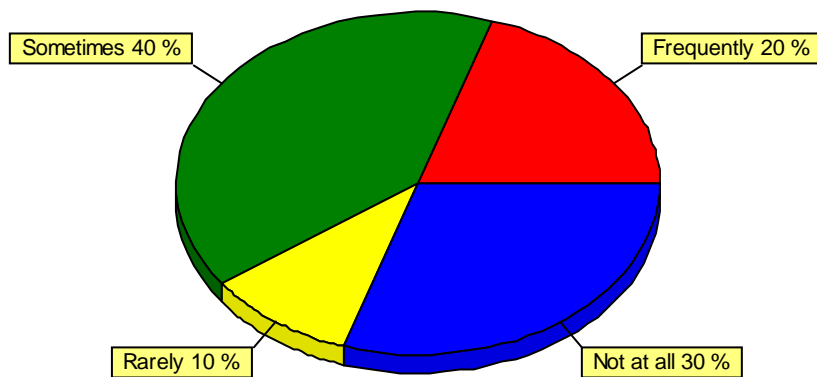


Table 4 Methods Used for Assessing Student Learning Outcomes - Pre-post test of abilities



Pie Charts

Social Sciences Faculty

Table 4 Methods Used for Assessing Student Learning Outcomes - Peer review

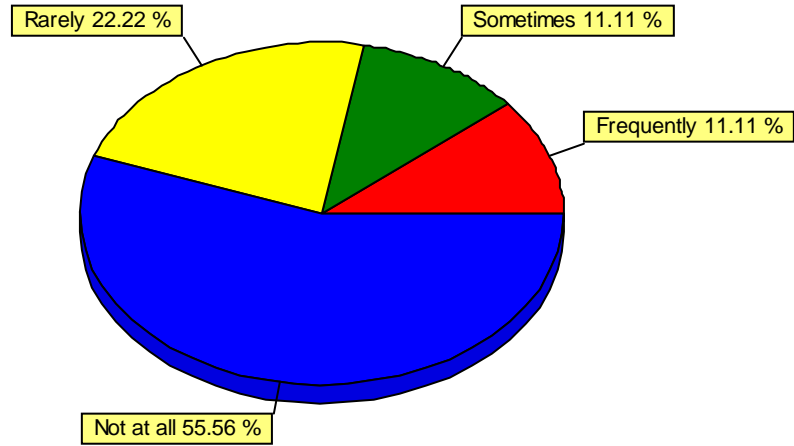
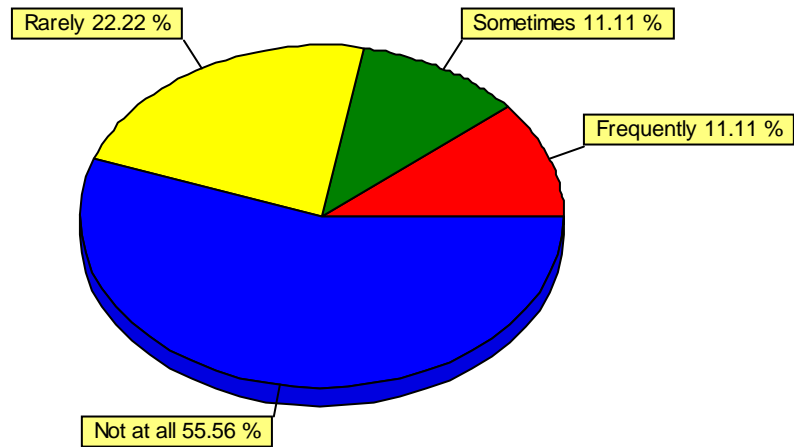


Table 4 Methods Used for Assessing Student Learning Outcomes - Portfolios



Pie Charts

Social Sciences Faculty

Table 5 Scheduling or Delivery Mode Preferences - Full-semester classroom-based courses

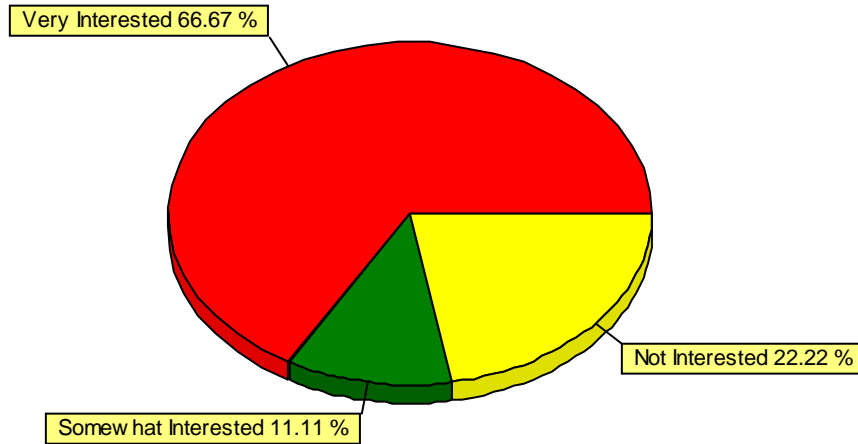
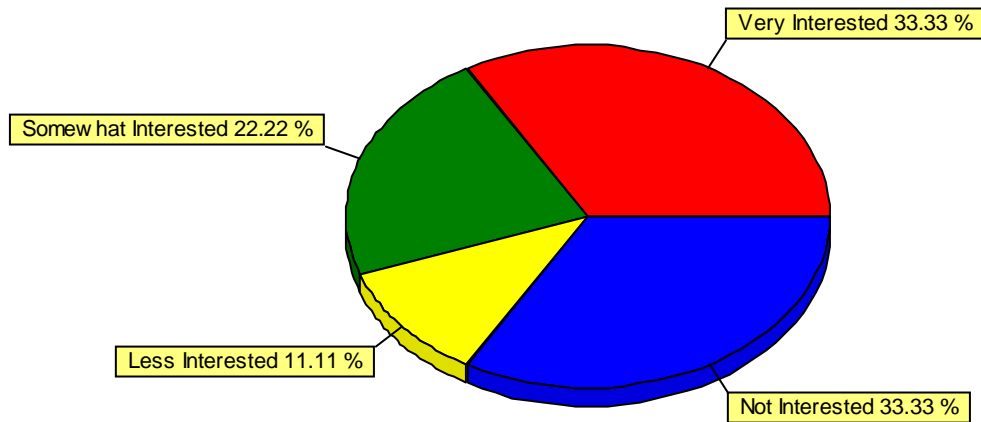


Table 5 Scheduling or Delivery Mode Preferences - Weekend college classroom-based courses



Pie Charts

Social Sciences Faculty

Table 5 Scheduling or Delivery Mode Preferences - Telecourse

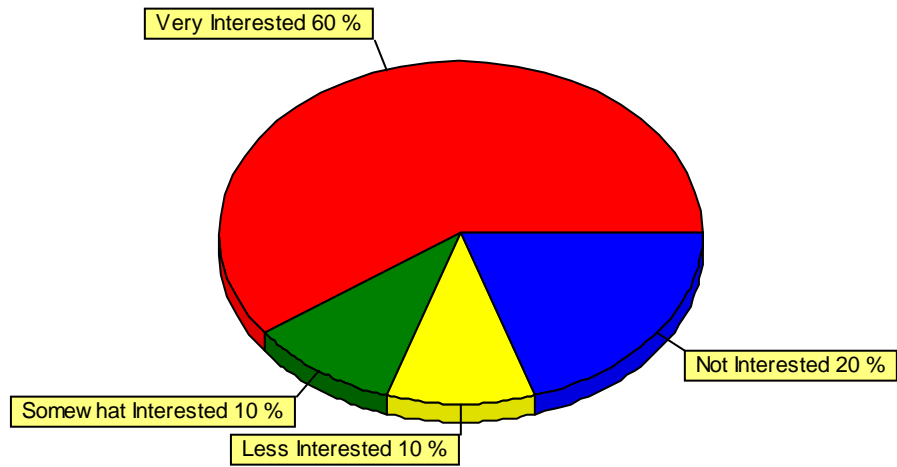
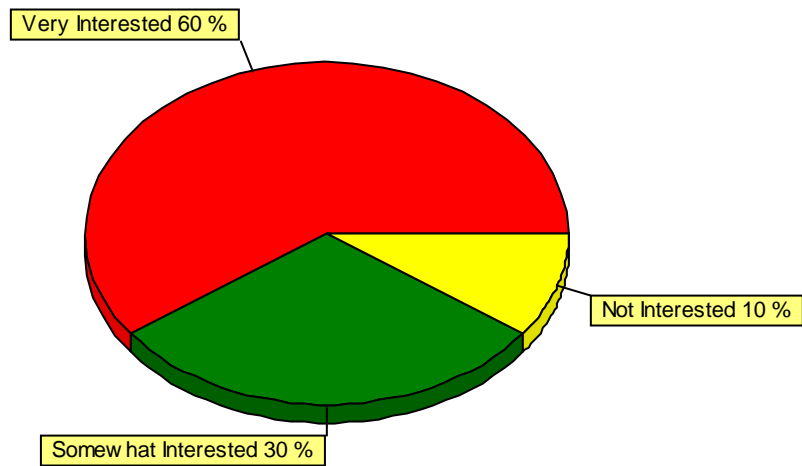


Table 5 Scheduling or Delivery Mode Preferences - WWW/Internet class



Pie Charts

Social Sciences Faculty

Table 5 Scheduling or Delivery Mode Preferences - Course combining Internet and classroom instruction

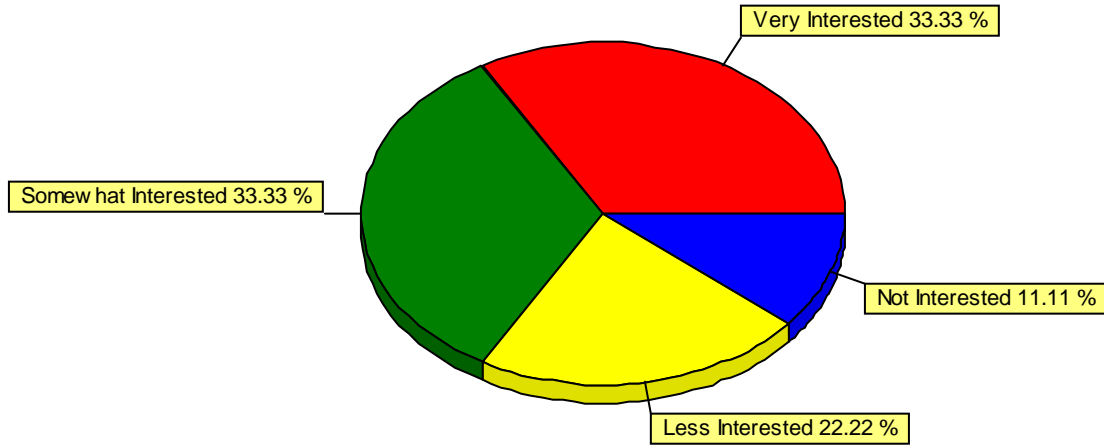


Table of Contents

Social Science Student

Report Name	Page
Count and Percent: Course and Expectations	1
Comments re: Expectations	2
Count and Percent: Location and Gen. Satisfactic	4
Count and Percent: Distance Learning	7
Comments re: Distance Learning	9
Count and Percent: SLOs	13
Comments re: SLOs	16
Count and Percent: Demographics	17
Listing of "other" Responses by Question	19
General Comments	20
Pie Charts	25

Count and Percent: Course and Expectations

Social Sciences Student Survey

	Count	Percent
In which Social Science discipline(s) are you currently taking classes? (Mark all that apply.)	Respondents: 146	
Anthropology	3	2.05 %
Economics	24	16.44 %
History	80	54.79 %
Human Services	16	10.96 %
Political Science	31	21.23 %
Social Science	6	4.11 %
Sociology	10	6.85 %
Other	4	2.74 %

Total Responses 174 100 %

Why are you taking a course(s) in the Social Sciences? (Mark all that apply.)	Respondents: 144	
To satisfy A.A. degree requirements	63	43.75 %
To satisfy general education requirements for transfer	104	72.22 %
To prepare for a new job	14	9.72 %
To improve my skills for my current job	10	6.94 %
To obtain a promotion	3	2.08 %
For personal interest	23	15.97 %
Other	4	2.78 %

Total Responses 221 100 %

To what extent does the content of your current course meet your expectations?	Respondents: 146	
The course is even better than I expected	58	39.73 %
The course is pretty much what I expected	76	52.05 %
The course is not what I expected	12	8.22 %

Total Responses 146 100 %

Comments re: Expectations Social Sciences Student Survey

Question: You indicated that the course is not what you expected. In what ways does the course not meet your expectations?

Knowledge gained makes a course worth taking. This history course teaches note-taking.

Very disorganized course syllabi -- some stated exam reviews not available; tests don't match what's been stated; on a midterm test, 4 or 5 questions were repeated on the exam (in other words, exact questions repeated on another page, what's the purpose of that? If you get all or any of the 4 or 5 wrong, you're doubly penalized and it really goes against the exam score!); discussion boards almost useless, instructors lag in response to questions posted on discussion boards.

I take the internet class, which is basically self-taught. The instructor offered very little support when providing specific areas of focus for the Mid-term. Although the tests is open book, there are 13 chapters and we will only have the opportunity to hear from the instructor twice throughout the year, I don't think it unreasonable for him to help us succeed on such an important exam. The course doesn't seem to focus on whether we understand the political process, but it seems to force us to memorize dates and things of that nature. I don't think to understand the importance of how the Constitution was developed or understand what are rights are, require that we be so pressed to memorize date specific information. It's probably one of the worst courses that I have ever taken and hoping to just get through it.

This is my first online class so I did nt know what to expect at all.

The teachers are not helpful in returning e mails or helping students succeed. There is little to no communication between teachers and students. The course is difficult to understand and the content in the tests is not concurrent to the reading assignments in the books.

I just assumed the quiz's not going to be this detailed

The time frame that you have to do the reading is short. The type of work you have to do is somewhat time consuming in that you spend a lot of reading and getting time to understad what you are reading. There need to be more time for reading and more required exercises that you have to turn in in order to understand what the class is about.

HORRIBLE, I AM TAKING INTERNET CLASSES AND THE INFORMATION AS FAR AS MID TERMS, TEST, TERM PAPERS, IS SO WRONG IT IS RIDICULOUS, AND I HAVE ATTEMPTED TO CONTACT THE TEACHER VIA EMAIL, I GOT A RESPONSE OF I AM REAL BUSY I WILL GET BACK TO YOU SOON, AS OF TODAY NO ONE THE ALL HAVE NOT EMAILED ME BACK TO ANSWER THE QUESTIONS ABOUT THE TEST. ALSO I HAVE FREQUENTLY CHECKED THE MESSAGE BOARD FOR CHANGES, CORRECTIONS AND ANSWERS TO MY QUESTIONS, THERE IS NOTHING THERE OTHER THAN QUESTIONS OF THE SAME NATURE AS THE ONE'S I HAVE, NO ANSWERS.

Didn't expect it to be so intensive as far as workload.

Syllabus was incorrect, so I had to make up missed exam, costing me 2 days pay. Quizes were confusing--too many questions, especially quiz 3, that asked, "all of the following EXCEPT" or were poorly worded. History 185 needs a complete overhaul.

Too hard for a lower division 3-unit course. I'm only taking this course as a prerequisite for other upper division courses and I believe it's harder than my upper division course.

The instructor(s) appear to have extremely high expectations of learners who are on their own without the advantage of live discourse. I think that they ought to make some

Comments re: Expectations Social Sciences Student Survey

Question: You indicated that the course is not what you expected. In what ways does the course not meet your expectations?

allowances for distant learners who are more or less in a vacuum.

Count and Percent: Location and Gen. Satisfaction

Social Sciences Student Survey

	Count	Percent
How many courses have you taken in the Social Sciences at Coastline?	Respondents: 145	
None	9	6.21 %
This is my first	56	38.62 %
2-3	60	41.38 %
4-5	14	9.66 %
6-7	1	0.69 %
8-9	3	2.07 %
10 or more	2	1.38 %
Total Responses	145	100 %

	Count	Percent
How many Coastline Social Sciences courses have you taken through distance learning?	Respondents: 146	
None	39	26.71 %
1 course	41	28.08 %
2 courses	24	16.44 %
3 courses	21	14.38 %
4 courses	6	4.11 %
5 courses	7	4.79 %
6 courses	2	1.37 %
7 courses	2	1.37 %
8 courses	1	0.68 %
10 or more courses	3	2.05 %
Total Responses	146	100 %

	Count	Percent
At which location does your current Social Sciences class(es) meet or in which delivery mode are you taking your current Social Sciences class(es)? (Mark all that apply.)	Respondents: 146	
Coastline Costa Mesa Center	17	11.64 %
Coastline Garden Grove Center	38	26.03 %
Telecourse or cable	22	15.07 %
WWW (Internet class)	92	63.01 %
Other	2	1.37 %
Total Responses	171	100 %

	Count	Percent
Table 1 General Satisfaction - Quality of instruction	Respondents: 146	
Very satisfied	86	58.90 %
Somewhat satisfied	35	23.97 %
Somewhat dissatisfied	10	6.85 %
Very dissatisfied	9	6.16 %
Don't know or N/A	6	4.11 %
Total Responses	146	100 %

	Count	Percent
Table 1 General Satisfaction - Variety of classes	Respondents: 145	
Very satisfied	59	40.69 %
Somewhat satisfied	51	35.17 %
Somewhat dissatisfied	16	11.03 %
Very dissatisfied	6	4.14 %
Don't know or N/A	13	8.97 %
Total Responses	145	100 %

Count and Percent: Location and Gen. Satisfaction Social Sciences Student Survey

	Count	Percent
Table 1 General Satisfaction - Adequacy of instructional facilities	Respondents: 146	
Very satisfied	65	44.52 %
Somewhat satisfied	38	26.03 %
Somewhat dissatisfied	10	6.85 %
Very dissatisfied	4	2.74 %
Don't know or N/A	29	19.86 %
Total Responses	146	100 %

Table 1 General Satisfaction - Quality of specialized equipment	Respondents: 146	
Very satisfied	41	28.08 %
Somewhat satisfied	40	27.40 %
Somewhat dissatisfied	11	7.53 %
Very dissatisfied	4	2.74 %
Don't know or N/A	50	34.25 %
Total Responses	146	100 %

Table 1 General Satisfaction - Quality of general instructional equipment	Respondents: 146	
Very satisfied	49	33.56 %
Somewhat satisfied	41	28.08 %
Somewhat dissatisfied	10	6.85 %
Very dissatisfied	4	2.74 %
Don't know or N/A	42	28.77 %
Total Responses	146	100 %

Table 1 General Satisfaction - Staff support for the program and classes	Respondents: 145	
Very satisfied	80	55.17 %
Somewhat satisfied	37	25.52 %
Somewhat dissatisfied	10	6.90 %
Very dissatisfied	7	4.83 %
Don't know or N/A	11	7.59 %
Total Responses	145	100 %

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students	Respondents: 146	
Very satisfied	65	44.52 %
Somewhat satisfied	28	19.18 %
Somewhat dissatisfied	2	1.37 %
Very dissatisfied	4	2.74 %
Don't know or N/A	47	32.19 %
Total Responses	146	100 %

Count and Percent: Location and Gen. Satisfaction Social Sciences Student Survey

	Count	Percent
Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)	Respondents: 145	
Very satisfied	76	52.41 %
Somewhat satisfied	35	24.14 %
Somewhat dissatisfied	6	4.14 %
Very dissatisfied	6	4.14 %
Don't know or N/A	22	15.17 %
Total Responses	145	100 %

Table 1 General Satisfaction - Overall quality of the program	Respondents: 144	
Very satisfied	83	57.64 %
Somewhat satisfied	43	29.86 %
Somewhat dissatisfied	9	6.25 %
Very dissatisfied	6	4.17 %
Don't know or N/A	3	2.08 %
Total Responses	144	100 %

Table 1 General Satisfaction - Your own success in the program	Respondents: 146	
Very satisfied	79	54.11 %
Somewhat satisfied	52	35.62 %
Somewhat dissatisfied	4	2.74 %
Very dissatisfied	4	2.74 %
Don't know or N/A	7	4.79 %
Total Responses	146	100 %

Count and Percent: Distance Learning Social Sciences Student Survey

	Count	Percent
Table 2 Extent of Agreement - Overall, the caliber of my distance learning Social Sciences course at Coastline is equivalent to or better than the quality of my classroom-based courses.	Respondents:	101
Strongly agree	35	34.65 %
Agree	36	35.64 %
Neutral	19	18.81 %
Disagree	9	8.91 %
Strongly disagree	2	1.98 %
Total Responses	101	100 %

	Count	Percent
Table 2 Extent of Agreement - The caliber of the distance learning Social Sciences courses at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware.	Respondents:	99
Strongly agree	26	26.26 %
Agree	33	33.33 %
Neutral	32	32.32 %
Disagree	6	6.06 %
Strongly disagree	2	2.02 %
Total Responses	99	100 %

	Count	Percent
Table 2 Extent of Agreement - I have as much or more interaction with the instructor in my distance learning Social Sciences courses as I do with instructors in classroom-based courses.	Respondents:	101
Strongly agree	18	17.82 %
Agree	21	20.79 %
Neutral	28	27.72 %
Disagree	26	25.74 %
Strongly disagree	8	7.92 %
Total Responses	101	100 %

	Count	Percent
Table 2 Extent of Agreement - I have as much or more interaction with fellow students in my distance learning Social Sciences courses as I do with students in classroom-based courses.	Respondents:	99
Strongly agree	15	15.15 %
Agree	22	22.22 %
Neutral	28	28.28 %
Disagree	24	24.24 %
Strongly disagree	10	10.10 %
Total Responses	99	100 %

Count and Percent: Distance Learning Social Sciences Student Survey

	Count	Percent
Table 2 Extent of Agreement - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning Social Sciences class(es).		
	Respondents: 101	
Strongly agree	31	30.69 %
Agree	33	32.67 %
Neutral	23	22.77 %
Disagree	9	8.91 %
Strongly disagree	5	4.95 %
Total Responses	101	100 %

	Count	Percent
Table 2 Extent of Agreement - The technology used to deliver my distance learning Social Sciences course(s) has been reliable.		
	Respondents: 100	
Strongly agree	45	45.00 %
Agree	34	34.00 %
Neutral	11	11.00 %
Disagree	6	6.00 %
Strongly disagree	4	4.00 %
Total Responses	100	100 %

	Count	Percent
Table 2 Extent of Agreement - The available online library resources at Coastline meet my needs.		
	Respondents: 101	
Strongly agree	33	32.67 %
Agree	24	23.76 %
Neutral	39	38.61 %
Disagree	2	1.98 %
Strongly disagree	3	2.97 %
Total Responses	101	100 %

Comments re: Distance Learning Social Sciences Student Survey

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements, please explain your concerns.

I have had little or no contact with my instructors. A question that I needed answered by the instructor was not answered, so I contacted the distance learning department to get the answer. I have not interacted with the instructor or other students in the distance learning in the current class; I have not had a need to. I don't feel that I need the interaction from the other students to be successful.

I didn't have that much interaction with my fellow students because it is an online course, but it doesn't bother me at all. If I had wanted to have more interaction I could have joined a study group, but I felt that I was doing well without one.

Online interaction is available, though I rarely feel the need to participate. The class seems more geared toward collecting facts rather than understanding concepts. I think that makes it less challenging for the students and the teacher than in a standard classroom environment.

I would certainly not expect to have the same interaction w/ other students as in a traditional classroom. I have found that both a positive & a negative @ times, but like the convenience of taking classes in my home as I am much older than the usual student.

Course web pages were not up and running at the beginning of the semester. When they came online, they were incomplete and/or outdated (dates from a prior semester).

Inability to submit assignments via e-mail in an internet courses - only mailing in paper copies. Ironic.

I don't believe the issue is whether it is a distance learning or in-class course, my issue is with the quality of support from the instructor.

[****Begin comment****] My instructor has been a significant disappointment. The first question I e-mailed to the instructor was met with instruction to "Look at the CCC website for [course], and read every page." I had already done that and couldn't locate what I needed so I requested help from my instructor.

On 2/26/04 I received a letter of welcome addressed to the entire class, a month into the semester. When the mid-term was approaching, I received this e-mail and was shocked. I had to wonder if some substance assisted in the writing of this communication: "[E-mail edited out]"

I am taking another WWW course, Mathematics 160 and my instructor couldn't be more responsive and helpful. It is most refreshing. If I knew [edited] were teaching another course I'm not convinced I would sign up. [End of comment****]

The instructor does not communicate with us. Questions are regularly asked on the discussion board, yet there is never a reply.

I have more interaction with students and teachers with the onsite classes simply from "being there" and talking as we enter and leave class.

Not a concern, but interaction with staff and other students is obviously greater in a classroom where you see them every meeting. Interaction through distance learning is only when I go looking for it.

Material online is not current. Dates posted for course assignments and midterm are incorrect - leftover from last semester - material not updated. Confusion among students - online interaction is spent on inquiries of due dates and clarification of assignments,

Comments re: Distance Learning Social Sciences Student Survey

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements, please explain your concerns.

rather than on course or textbook content discussion.

Communicating with Instructors and other students via the internet, email, and message boards is very different and not as personal as communicating with them in a classroom or one-on-one setting.

not familiar with the available online library resources.

In a classroom setting I am much more vocal, I'm not sure why, maybe the immediacy as compared to the time lapse between reading a comment and responding to it. I find I'm not quite engaged on the level of interaction, however there's another level, and that is, when you read someones thoughts you are simply trying to understand what they are saying you are not mentally busy preparing a response, as is usually the case when listening to someones comments. So I guess what I'm saying is that there is less communication but the communication that takes place is more thoughtful.

My only other complaint is one I have with all of my classes; there simply isn't enough time to do the in-depth study that I would like.

I do not speak with or know of any other students in my class. The only time I see them is during the mid-term review & test, and during the final review and test. I am NOT dissatisfied; however, am do NOT feel a need to interact with other students in this course. The way the telecourse is laid out is GREAT. I would love to have the ability to have more lecture time on-line or on a DVD by our instructor beyond just the two review sessions. I found the lecture to be really helpful. I would also enjoy weekly lectures where we could have a "chat room" to ask questions. Just a thought! Overall this has been a delightful and extremely interesting course. I am enjoying the whole process immensely.

I really like the Sociology and Psychology instructors, but my Human Services instructor has been unclear with the information that the quizzes cover.

online classes allow students to work and study on their own time thus the interaction between students and teacher is less than if the students are required to go to attend a classroom lecture. Same goes for students, with online classes there isn't many chance for students to meet at one time because everyone has his or her own busy schedule.

At times course websites are not updated and current. I have had to spend extra time to obtain current class information regarding assignments and tests.

As a choice, I don't interact with fellow students in this class. I have not needed to.

I am disappointed with some of the teachers responses to my questions, and this has lead me to not interact frequently.

- Instructor does not response timely or with enough information to questions.
- Instructor seems to have too many students to take care of.
- Interaction is handled mandatory in my HIST 175 WWW class with a Webboard. Very unsatisfying to see 80 students doing mandatory writing online.
- I have to submit assignments sometimes two or three times until they are graded.
- On the other hand I have to submit assignments in printing which should not be necessary in an online course.
- Everything mentioned even worse in my ENGL 100 WWW class!!!

same as the last comment...

Comments re: Distance Learning Social Sciences Student Survey

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements, please explain your concerns.

In another online class--we have to participate in discussion questions provided by the instructor and respond to students statements.

This is my first time and it is not to easy to talk to anyone or get things done.

I have very little interaction with the students and the professor, but hey its an online class. I have as much contact as I need to learn due to the disscussion board.

HORRIBLE, I AM TAKING INTERNET CLASSES AND THE INFORMATION AS FAR AS MID TERMS, TEST, TERM PAPERS, IS SO WRONG IT IS RIDICULOUS, AND I HAVE ATTEMPTED TO CONTACT THE TEACHER VIA EMAIL, I GOT A RESPONSE OF I AM REAL BUSY I WILL GET BACK TO YOU SOON, AS OF TODAY NO ONE THE ALL HAVE NOT EMAILED ME BACK TO ANSWER THE QUESTIONS ABOUT THE TEST. ALSO I HAVE FREQUENTLY CHECKED THE MESSAGE BOARD FOR CHANGES, CORRECTIONS AND ANSWERS TO MY QUESTIONS, THERE IS NOTHING THERE OTHER THAN QUESTIONS OF THE SAME NATURE AS THE ONE'S I HAVE, NO ANSWERS.

I have found that the on-line courses can be confusing at times because the information posted is mixed with outdated course materials and dates/times for assignments. As an example in the Pol Science 100 course, you can go to the cyberhall or discussion area and it is riddled with outdated materials. It seems that there should be only current relevent information pertaining only to the class that is up and running.

There is no way an internet class can match the interactivity of having a professor in front of you.

This is my first on-line course. I am struggling trying to understand the process. I think it is hard in the sense that I am not able to communicate with other students or the teacher face to face due to my professional work and my personal caretaker responsibilities. I am not able to get on the internet until late in the evening. This does not allow me to get into the chat classroom. Overall, I am getting more familiar with the computer and not as nervous and afraid of using it.

If someone would spend some time updating the syllabus and quiz/exams, History 185 would be ok. I am also enrolled in Psychology 100 and have no problems. Some of the information in History 185 is incorrect--I have a BA in History with a 4.0 GPA. This class is for salary points.

I dont have any interaction with other students via distance learning courses.

Political science is a dynamic course of study that is best learned in a traditional classroom setting that encourages discourse between students and faculty. Unfortunately, an internet class is insufficient for grasping this material. At least, this is true for me.

It takes way too long to recieve results from quizzes, I always had to call Distance Learning Technology to get my results posted and every time I called they acted like no one ever had the same problem even though I had spoken to them every week. At the testing, I find out numerous other students are having the same problem. I also take classes at CSUF and their website if highly effecient, I don't know what the difference is between the programs, but the technology at Coastline is frustrating and distracting from the learning process since I spend so much time trying to get results and waiting forever for responcees to posted questions and exams.

The actual content of the class is very interesting and enlightning, but have to pull from too many sites to get all the information. I find that way too much time is spent

Comments re: Distance Learning Social Sciences Student Survey

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements, please explain your concerns.

navigating all around the different sites and areas to achieve constructive use of my time in study. It would be nice to have a syllabus with lecture notes and an outline of the most efficient navigation use even if we have to pay extra. The amount of time and money wasted printing off all the information, lectures, quizzes, study notes, assignment instructions could be improved by providing a syllabus for a cost, it would be well worth it!!!!

I have no concerns. I am content that I don't have much interaction. I am a very independent person, and enjoy just meeting everyone during exams.

Count and Percent: SLOs

Social Sciences Student Survey

	Count	Percent
Table 3 Importance of Specific SLOs - Identify the factors that influence the development of societies and cultures over time		
	Respondents:	141
Very important	79	56.03 %
Important	60	42.55 %
Less important	2	1.42 %
Total Responses	141	100 %

Table 3 Importance of Specific SLOs - Engage in rigorous and systematic thinking about social phenomena		
	Respondents:	139
Very important	53	38.13 %
Important	70	50.36 %
Less important	15	10.79 %
Not important	1	0.72 %
Total Responses	139	100 %

Table 3 Importance of Specific SLOs - Interpret current global events in the context of political, economic, social, cultural, and regional history		
	Respondents:	140
Very important	78	55.71 %
Important	60	42.86 %
Less important	2	1.43 %
Total Responses	140	100 %

Table 3 Importance of Specific SLOs - Synthesize ideas and information with regard to historical causes, the course of events, and their consequences		
	Respondents:	141
Very important	71	50.35 %
Important	67	47.52 %
Less important	3	2.13 %
Total Responses	141	100 %

Table 3 Importance of Specific SLOs - Analyze human behavior, ideas and institutions for historical and cultural meaning and significance		
	Respondents:	138
Very important	74	53.62 %
Important	54	39.13 %
Less important	10	7.25 %
Total Responses	138	100 %

Table 3 Importance of Specific SLOs - Identify the social and cultural influences that shape the perspectives of various ethnic and cultural groups		
	Respondents:	140
Very important	73	52.14 %
Important	57	40.71 %
Less important	9	6.43 %
Not important	1	0.71 %
Total Responses	140	100 %

Count and Percent: SLOs

Social Sciences Student Survey

	Count	Percent
Table 3 Importance of Specific SLOs - Locate and identify distinctive geographical features of major regions of the world		
	Respondents: 141	
Very important	48	34.04 %
Important	67	47.52 %
Less important	26	18.44 %
Total Responses	141	100 %

Table 3 Importance of Specific SLOs - Interpret global events from multiple cultural perspectives		
	Respondents: 141	
Very important	54	38.30 %
Important	66	46.81 %
Less important	18	12.77 %
Not important	3	2.13 %
Total Responses	141	100 %

Table 3 Importance of Specific SLOs - As a citizen and voter, analyze current events and candidates and reach sound conclusions about the validity of political arguments and positions		
	Respondents: 139	
Very important	67	48.20 %
Important	63	45.32 %
Less important	7	5.04 %
Not important	2	1.44 %
Total Responses	139	100 %

Table 3 Importance of Specific SLOs - Identify social and economic contributions as well as controversies and conflicts that arise from diversity and pluralism in U. S. society		
	Respondents: 141	
Very important	59	41.84 %
Important	70	49.65 %
Less important	11	7.80 %
Not important	1	0.71 %
Total Responses	141	100 %

Table 3 Importance of Specific SLOs - Analyze and contextualize cultural and historical events relevant to a region		
	Respondents: 141	
Very important	51	36.17 %
Important	70	49.65 %
Less important	20	14.18 %
Total Responses	141	100 %

Table 3 Importance of Specific SLOs - Identify factors that affect the economic and political inter-dependence of nations and regions		
	Respondents: 138	
Very important	61	44.20 %
Important	69	50.00 %
Less important	8	5.80 %
Total Responses	138	100 %

Count and Percent: SLOs

Social Sciences Student Survey

	Count	Percent
Table 3 Importance of Specific SLOs - Use appropriate analytic methods to compare cultures, nations, and regions		
	Respondents: 138	
Very important	55	39.86 %
Important	63	45.65 %
Less important	19	13.77 %
Not important	1	0.72 %
Total Responses	138	100 %

	Count	Percent
Table 3 Importance of Specific SLOs - Prepare papers and reports that combine numerical data with the written word		
	Respondents: 140	
Very important	44	31.43 %
Important	48	34.29 %
Less important	42	30.00 %
Not important	6	4.29 %
Total Responses	140	100 %

	Count	Percent
Table 3 Importance of Specific SLOs - Analyze the costs and benefits of a global economy with consideration to free market operations, movement of products and people across borders, and variable monetary exchange rates		
	Respondents: 139	
Very important	49	35.25 %
Important	61	43.88 %
Less important	27	19.42 %
Not important	2	1.44 %
Total Responses	139	100 %

	Count	Percent
Table 3 Importance of Specific SLOs - Forecast the short and long-term economic impact on individuals, business, and government caused by variations in supply and demand, market conditions, and government/regulatory interventions		
	Respondents: 141	
Very important	57	40.43 %
Important	67	47.52 %
Less important	17	12.06 %
Total Responses	141	100 %

Comments re: SLOs

Social Sciences Student Survey

Question: Are there other skills or knowledge outcomes that you think are important for individuals completing courses in Social Sciences?

no

There probably are; but, I can't think of any at this time.

I think history is very important. People should be informed about our past. It also keeps us involved in our own history.

To better oneself and by that making the world a better place for us all

socialize with people

cannot think of any

Critical thinking about issues that are not always apparent in how they are presented.

it's interesting and fun to learn a whole new aspect of sciences

Self reflection and self growth.

No.

no, just diligence.

no

No

Anthropology teachings should not be biased the way it displayed culture and the supernatural chapter. Then, completing the course will help students become less judgemental and more tolerant of other cultures and beliefs.

NO COMMENT

No

Knowledge about history can be measured more accurately using essay response than multiple choice response.

I feel that Social Science should teach students to become outstanding citizens by becoming well-informed about government, particularly to become an intelligent voter.

n/a

Whatever you do do it good!

Count and Percent: Demographics

Social Sciences Student Survey

	Count	Percent
Age	Respondents: 146	
Under 18	5	3.42 %
18-30	72	49.32 %
31-45	46	31.51 %
46-60	23	15.75 %
Total Responses	146	100 %
Gender	Respondents: 146	
Male	48	32.88 %
Female	98	67.12 %
Total Responses	146	100 %
Ethnicity	Respondents: 146	
American Indian/Native Alaskan	2	1.37 %
White	81	55.48 %
Black	10	6.85 %
Hispanic	17	11.64 %
Vietnamese	16	10.96 %
Other Asian	3	2.05 %
Decline to State	10	6.85 %
Other	7	4.79 %
Total Responses	146	100 %
Primary Language	Respondents: 146	
English	128	87.67 %
Spanish	2	1.37 %
Vietnamese	9	6.16 %
Other	7	4.79 %
Total Responses	146	100 %
What is your current employment status?	Respondents: 146	
Not working	26	17.81 %
Working as a volunteer (non-paid position)	6	4.11 %
Working 20 hours or less per week	18	12.33 %
Working between 21-30 hours per week	14	9.59 %
Working full-time	82	56.16 %
Total Responses	146	100 %
What is your highest level of education?	Respondents: 143	
Less than high school completion	4	2.80 %
High school diploma	86	60.14 %
Associate in Arts degree	38	26.57 %
Bachelor's degree	12	8.39 %
Master's degree	3	2.10 %
Total Responses	143	100 %

Count and Percent: Demographics

Social Sciences Student Survey

	Count	Percent
Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)	Respondents:	139
Golden West College	19	13.67 %
Irvine Valley College	1	0.72 %
Orange Coast College	14	10.07 %
Santa Ana College	3	2.16 %
Santiago Canyon College	1	0.72 %
Other community college	9	6.47 %
A four-year college or university	37	26.62 %
No: Enrolled only at Coastline	64	46.04 %
Total Responses	148	100 %

Listing of "other" Responses by Question

Social Sciences Student Survey

Question: In which Social Science discipline(s) are you currently taking classes? (Mark all that apply.)

psychology
history of art
Psychology
Biology

Question: Why are you taking a course(s) in the Social Sciences? (Mark all that apply.)

prerequisite for graduate program
BS Gen Ed requirement, CSULB
GE Other College
prereq

Question: At which location does your current Social Sciences class(es) meet or in which delivery mode are you taking your current Social Sciences class(es)? (Mark all that apply.)

Southwestern Longview Private School
Southwestern Longview Private School

Question: Ethnicity

AmericanIndian/White
Mutt
chinese
Indian
native/Scottish/German
mix
Filipino

Question: Primary Language

Mandarin
German
italian
German

General Comments

Social Sciences Student Survey

Question: Are there other courses in the Social Sciences that you would like Coastline to offer?

World History, California History, Women's History, more history, International Politics

Child Development
Middle Eastern History

no

Can't think of any. I have only taken one history course so far. I intend to take the other history course, Economics and possibly Political Science.

More specialized history classes such as the history of World War II or the history of a specific country such as China

NO

yes.

Asian History, European History

no

cannot think of any

?

not really

Sociology, anthropology

Sociology, Anthropology

World History and Sociology-social problems

Political Science 180: philosophy 125

Courses in Theology

No.

world history, psychology

Pschology 100

N/A

Anthofopology: Physical Anthoropology

Maybe a physical/political geophy so students can learn where things, places, countries, etc. are in the world.

U.S. History Survey class

nope.

Larger variety of Human Services, Human Relations, Sociology and Psychology courses

More Native Studies. Afterall, they were here before white man.

soc 100

geography, and Black History.

art history

women in history or other non-white studies... required for cal. state university or

General Comments

Social Sciences Student Survey

Question: Are there other courses in the Social Sciences that you would like Coastline to offer?

university of california

POLITICAL PHILOSOPHY

Geography if www

History 180 or 185

Philosophy?

intermediate /advanced economics

no

World History

Astronomy, Physics, Chemistry (GE Requirements)

human dev./early childhood/family courses

alcohol and drugs, victimology, abn. psychology

These meet my needs.

womens study

sociology 100

Sociology 110

World History

These to me are good enough. Keep up the good work!

no

More Anthropology course in physical and biological. Also, more variety on history courses would be great! For example, history of California, and even in depth classes on certain areas of history.

General Comments

Social Sciences Student Survey

Question: Do you have any comments or suggestions for improving the Social Sciences Program at Coastline?

Holly testing

I am grateful for this program.

I have only taken one course in the Social Sciences area, so I don't feel that I am qualified to offer comments at this time.

I think visualization is very important. I don't feel they contribute to other people that have a hard time learning by just listening.

I am not sure if coastline offers a tutoring program that might help assist the students with mid terms and other exams etc..

no, just that i am very satisfied with the program.

Not for now

no

no

no

Maps for History teachers.

n/a

the social sciences program is wonderful but the instructor too strict on grading paperwork in class. The professor should be little easy about grading students works.

NONE. I am well pleased with the professionalism of the staff and Professors at Coastline, especially the teachers at the History Dept. and my teacher for History 175 weekend college.

In the online Political Science 100 course that I am currently taking I found one problem. We were assigned to read text books and watch video lectures. It wasn't stressed in the beginning of the class if the tests would cover more on the books or the lectures. I focused on the lectures because I was learning a lot from them, but I didn't find one of the books very helpful. It was outdated and unclear, but the midterm exam focused more on the book, which many of my classmates had also agreed was unclear, boring, and confusing. I think that the tests in this class should be focused more on the lectures. They summarized the most important parts of this class in a way that was exciting and easy to understand. Overall, I am enjoying this class.

Why does it take so long until my grades for the quizzes are posted online? I submitted them three times. I think this an aspect on which you have to work!

My only concern so far in the Online Political Science 100 course I am taking this semester is that the midterm review was extremely inappropriate. The instructor did not do a thorough review of what was to be expected on the exam, but instead went over the 2 hour time limit rambling his personal opinions about our government. He also was cracking jokes and using humor that did not specifically offend me, but could most definitely offend quite a few people. It was most frustrating to me because I not only attend Coastline and OCC full time with 15 units, but I also work over 40 hours a week. The week before the review I received an email changing the date and time from a Friday evening to a Monday. I rearranged my school and work schedule to accommodate this change because I feel very strongly about attending the review sessions and almost always find them very helpful. It was upsetting that after I changed my schedule I learned no new information regarding the course or the exam, but rather

General Comments

Social Sciences Student Survey

Question: Do you have any comments or suggestions for improving the Social Sciences Program at Coastline?

had to endure over 2 hours of personal opinions and unnecessary jokes and comments. Hopefully this situation will be addressed so that the final review will be appropriate and the future students will do well on the exams after attending review sessions.

If time allows, the online courses should be edited for spelling, grammar, and clarity.

I'm taking my first class, therefore, I haven't formed an opinion yet.

I appreciate the accomodation of being allowed to make up a midterm exam for my PoliSci class this semester. I was unable to make the scheduled event due to a sudden unavoidable change in my work schedule. Thank you for the flexibility!

Ask the instructor to participate on the discussion board!

N/A

Love the distance learning mode of learning. Offer more classes. Thanks.

nope.

Tell the History Educators, the text has improved on telling the truth of American History. It is mostly viewed by white man's point of view, and so the truth will slowly come out. How about taking the American invasion from a native history point of view. I have learned of native history by travelling to various reservations across the US. Their history tells things a little different. ITs OK to tell the truth about the past.

The course requires significant more time involvement than other courses that are available on campus... the method of teaching is modern and well thought out, however, I spend over 15 hours a week on this course. This is much more than I traditionally spend on a 3 unit course (with a 4.0 gpa).

I appreciate the instructor's timely and helpful responses to emails. This is very helpful.

So far I have had a pleasant experience with all classes I have taken at Coastline, and that includes the Social Sciences Program.

No

Make every course available as online/www option. After 12 years as a full time policeman, I have found it very difficult take classes due to constantly changing shift work, mandatory court, and unavoidable overtime. Without www courses, I probably never would complete my degree(s). The only classes I will even look at, are www.

This is my 5th class on line at coastline. My only suggesstion is that ALL instructors use the "check my grade" software for immediate feedback to the student. I use a proctor, and therefore never have visual contact with the instructor...only be email...and it can be slow.

A regular assessment of class websites, keeping them updated and current.

I am very impressed with the quality of the online classes offered at Coastline. All my needs have been met and the instructor has made sure that information and materials are delivered with promptness. I appriciate how there is an attempt to make everything convenient for a student in an online classroom setting.

Improve technical know-how of instructors in order to reduce technical problems (double assignment submitting...).

more classes online

General Comments

Social Sciences Student Survey

Question: Do you have any comments or suggestions for improving the Social Sciences Program at Coastline?

I am enjoying the class as set up by the instructor.

HORRIBLE, I AM TAKING INTERNET CLASSES AND THE INFORMATION AS FAR AS MID TERMS, TEST, TERM PAPERS, IS SO WRONG IT IS RIDICULOUS, AND I HAVE ATTEMPTED TO CONTACT THE TEACHER VIA EMAIL, I GOT A RESPONSE OF I AM REAL BUSY I WILL GET BACK TO YOU SOON, AS OF TODAY NO ONE THE ALL HAVE NOT EMAILED ME BACK TO ANSWER THE QUESTIONS ABOUT THE TEST. ALSO I HAVE FREQUENTLY CHECKED THE MESSAGE BOARD FOR CHANGES, CORRECTIONS AND ANSWERS TO MY QUESTIONS, THERE IS NOTHING THERE OTHER THAN QUESTIONS OF THE SAME NATURE AS THE ONE'S I HAVE, NO ANSWERS. COMMUNICATION IS KEY, HOW CAN I SUCEED WITHOUT AN EXCELLENT COLLEGE INSTRUCTING ME. [Student's name and phone number edited.]

No

Contract with a new video production. [Edited] is very boring.

I enjoy the discussions on the web-board. At first it really bothered me and seemed like the class was over compensating for not being in a physical classroom (it's an internet course) but I really think that they are useful, students get as much out of the discussion as the put into it.

n/a

No. Thanks for working with us at school!

no

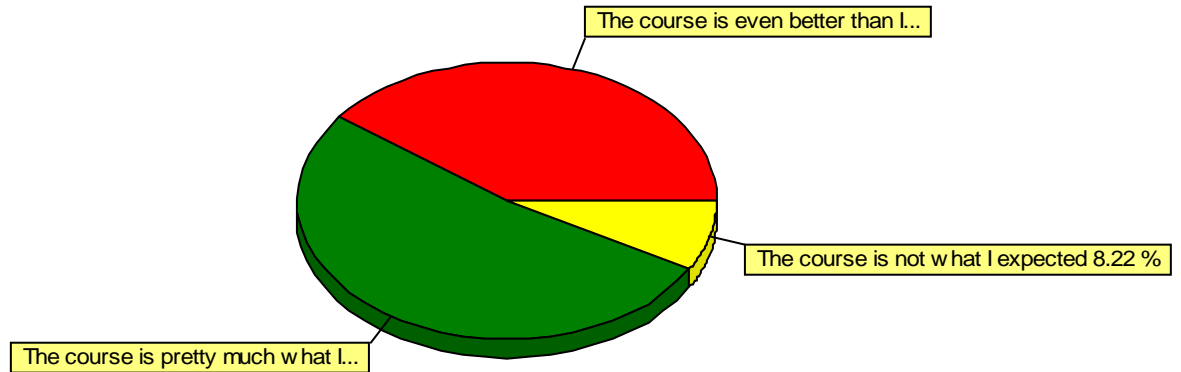
Content of Political Science 100 is extremely interesting and informative. Would love to have the time to truly study all the content. I feel like I can only skim the surface due to the way the internet program is set up. Please improve on this so students can really have access to all the great information being offered.

PLEASE ADD MORE VARIETY OF HISTORY/ANTHROPOLGY COURSES

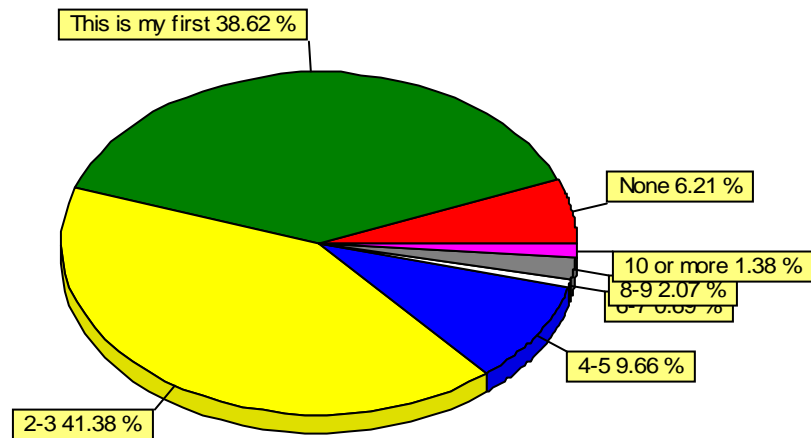
Pie Charts

Social Sciences Student Survey

To what extent does the content of your current course meet your expectations?



How many courses have you taken in the Social Sciences at Coastline?



Pie Charts

Social Sciences Student Survey

How many Coastline Social Sciences courses have you taken through distance learning?

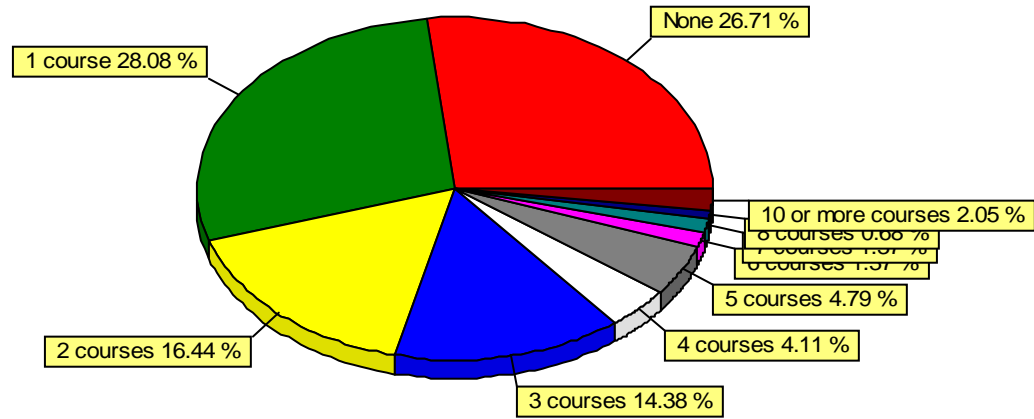
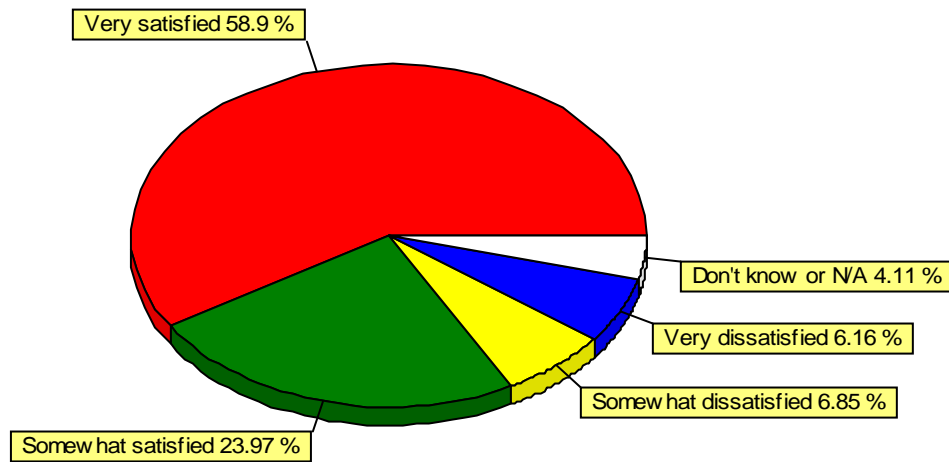


Table 1 General Satisfaction - Quality of instruction



Pie Charts

Social Sciences Student Survey

Table 1 General Satisfaction - Variety of classes

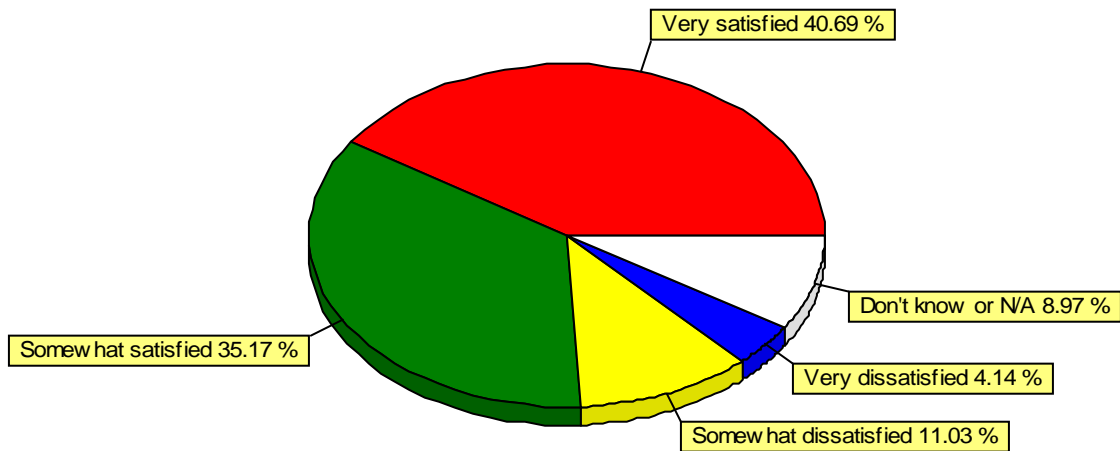
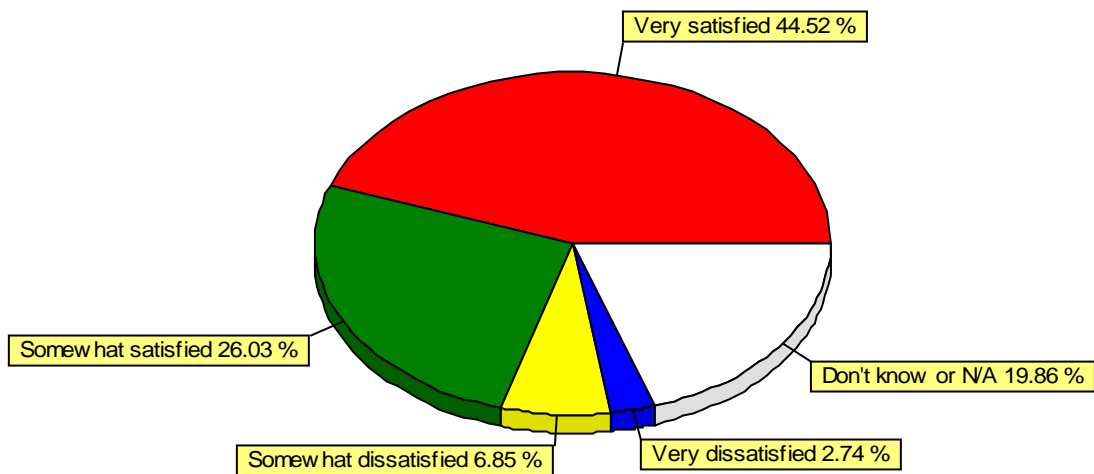


Table 1 General Satisfaction - Adequacy of instructional facilities



Pie Charts

Social Sciences Student Survey

Table 1 General Satisfaction - Quality of specialized equipment

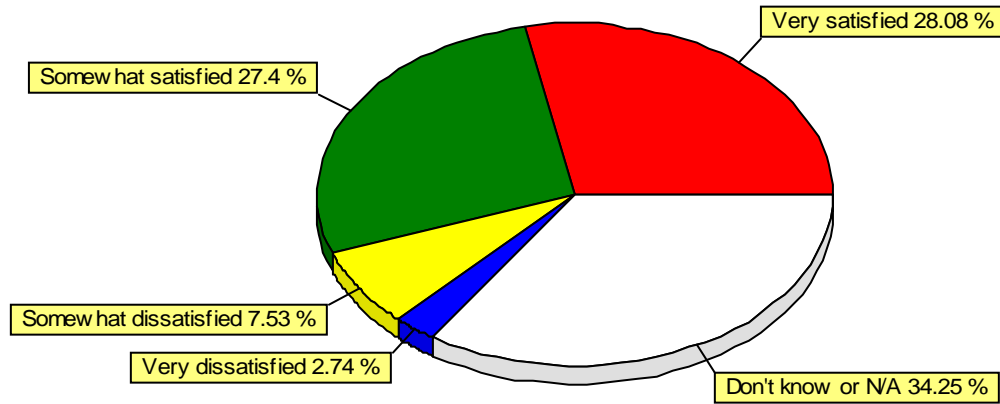
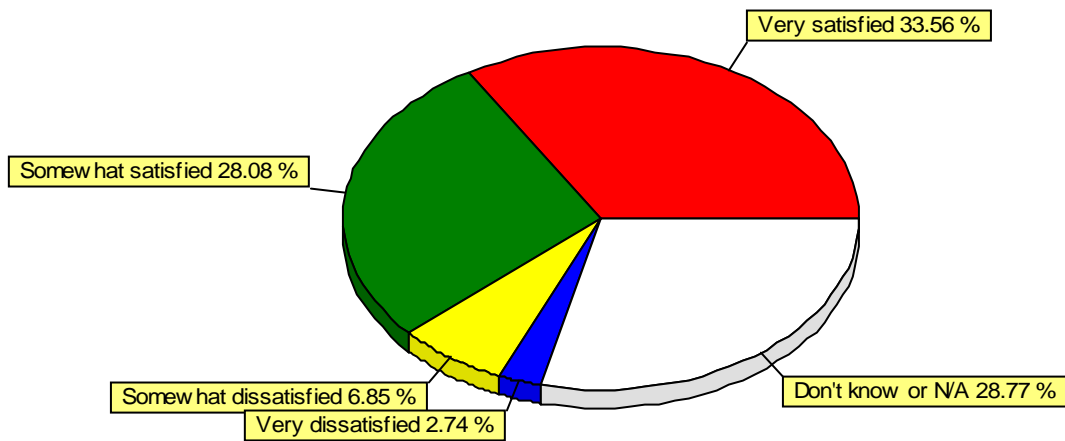


Table 1 General Satisfaction - Quality of general instructional equipment



Pie Charts

Social Sciences Student Survey

Table 1 General Satisfaction - Staff support for the program and classes

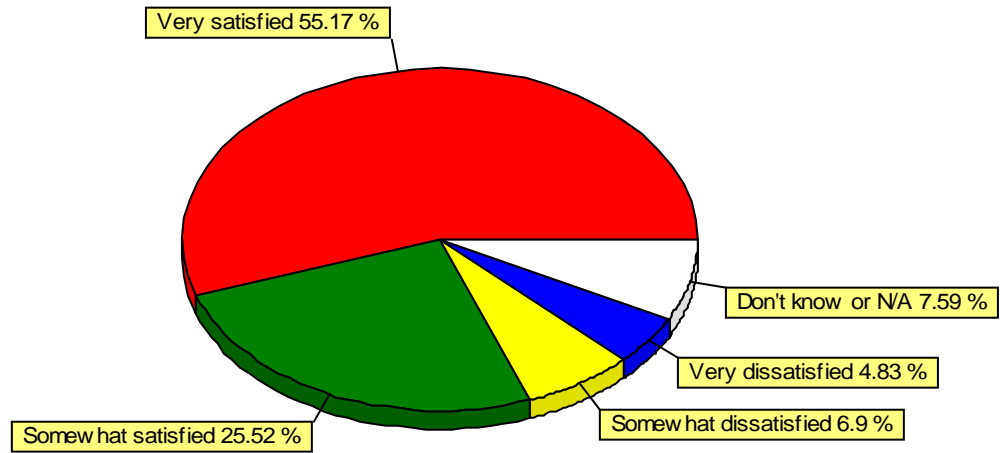
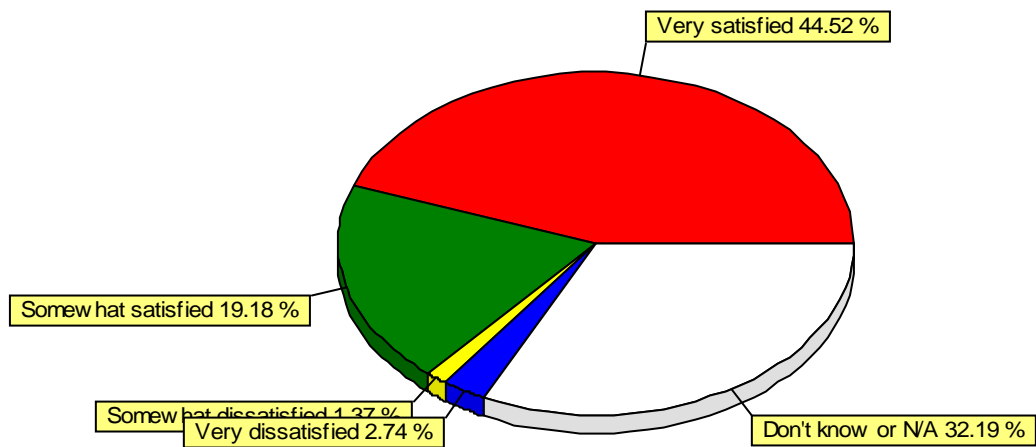


Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students



Pie Charts

Social Sciences Student Survey

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

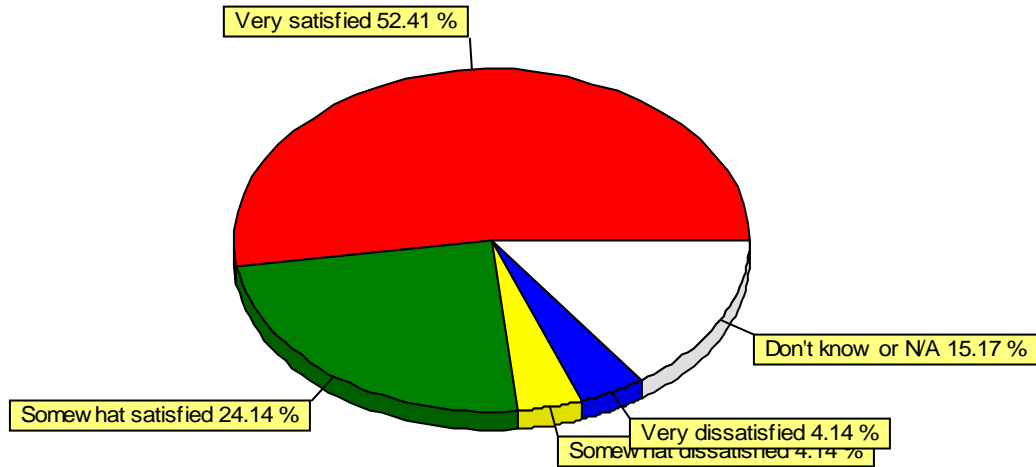
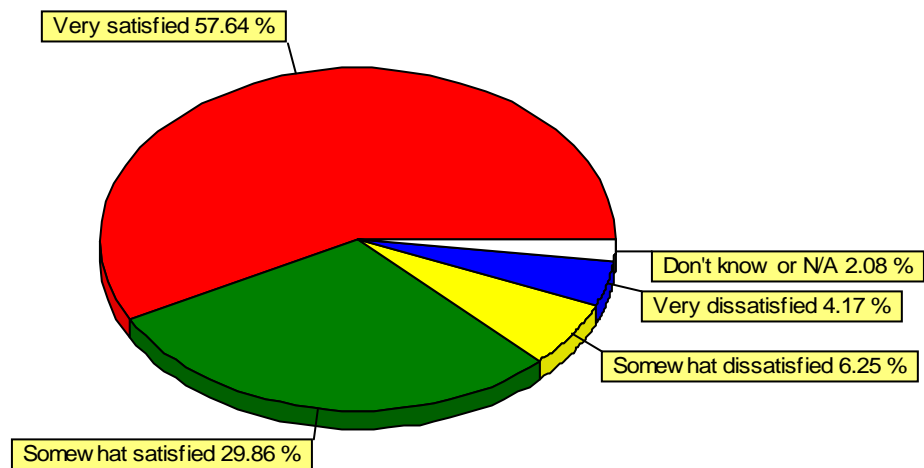


Table 1 General Satisfaction - Overall quality of the program



Pie Charts

Social Sciences Student Survey

Table 1 General Satisfaction - Your own success in the program

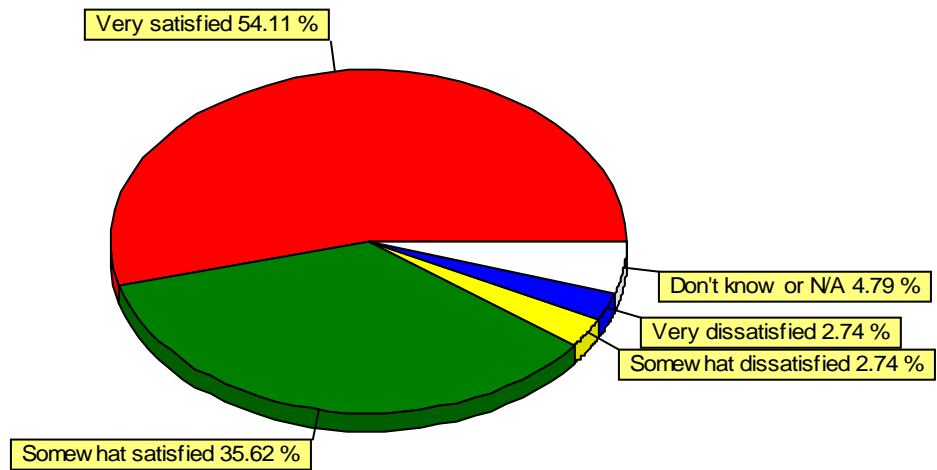
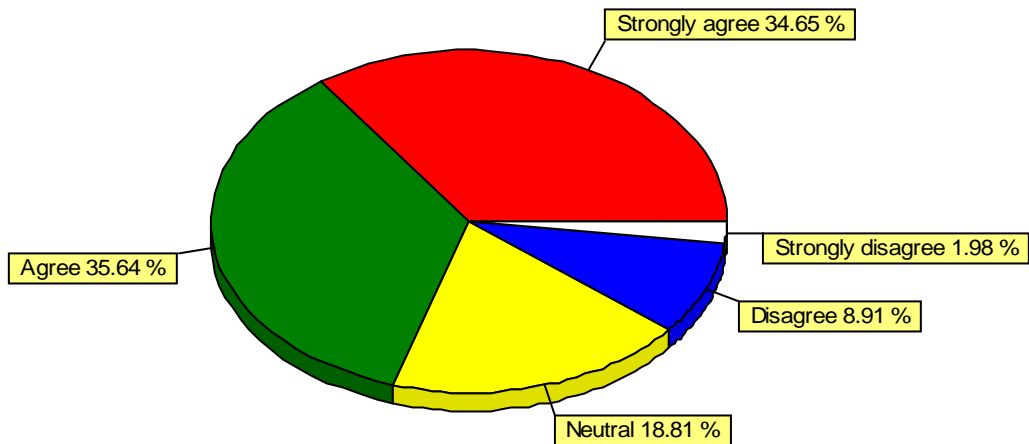


Table 2 Extent of Agreement - Overall, the caliber of my distance learning Social Sciences course at Coastline is equivalent to or better than the quality of my classroom-based courses.



Pie Charts

Social Sciences Student Survey

Table 2 Extent of Agreement - The caliber of the distance learning Social Sciences courses at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware.

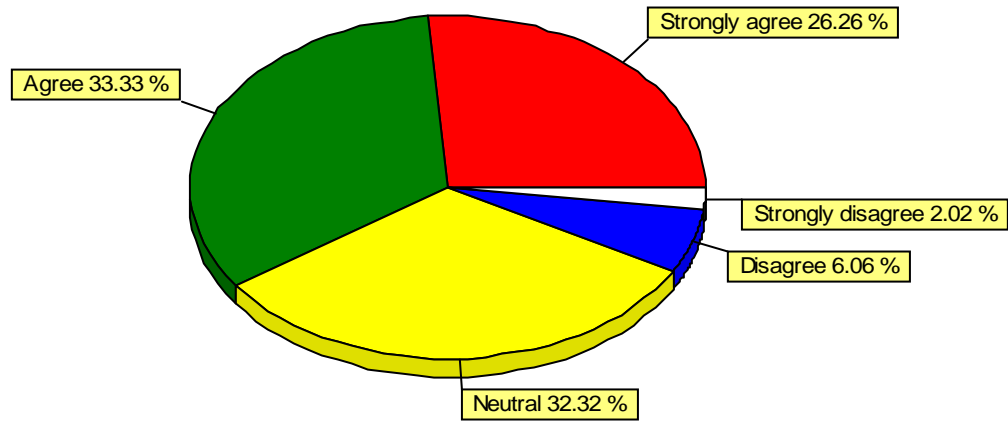
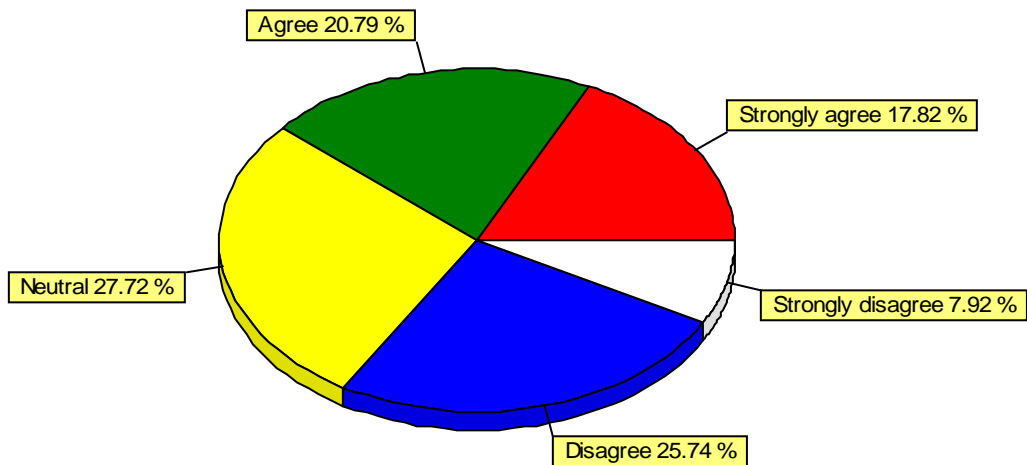


Table 2 Extent of Agreement - I have as much or more interaction with the instructor in my distance learning Social Sciences courses as I do with instructors in classroom-based courses.



Pie Charts

Social Sciences Student Survey

Table 2 Extent of Agreement - I have as much or more interaction with fellow students in my distance learning Social Sciences courses as I do with students in classroom-based courses.

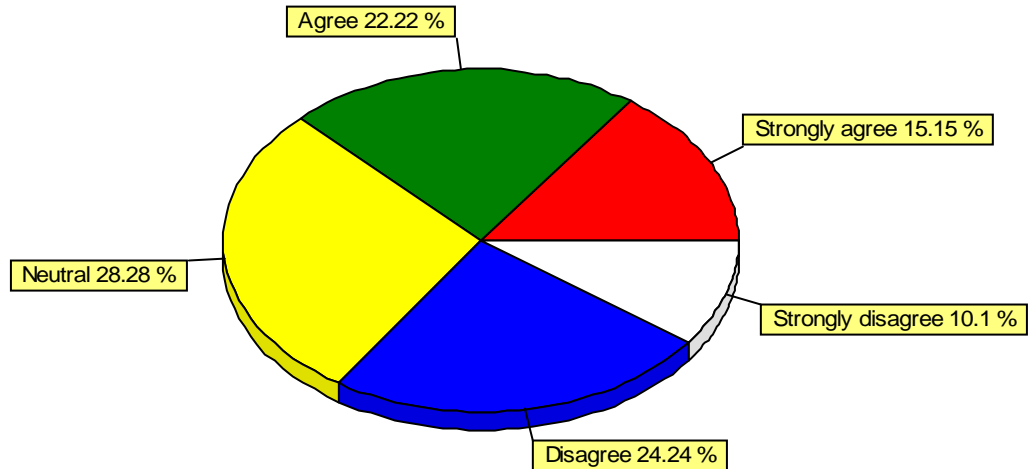
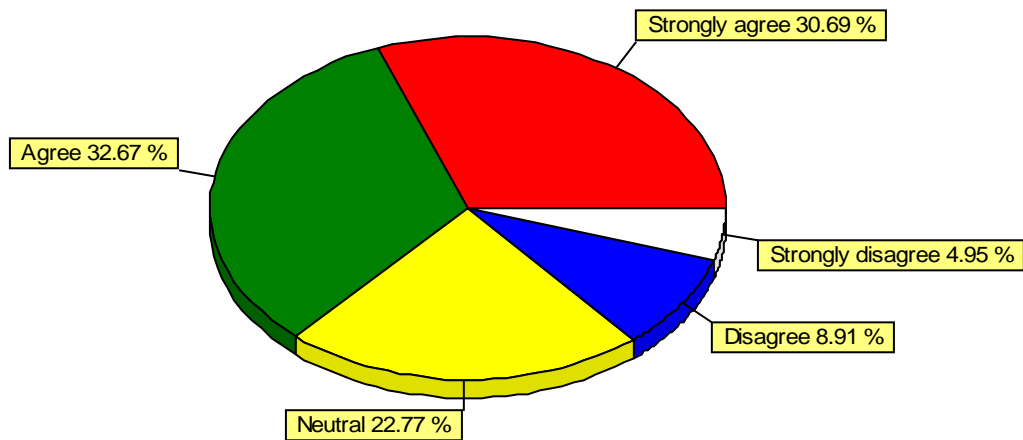


Table 2 Extent of Agreement - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning Social Sciences class(es).



Pie Charts

Social Sciences Student Survey

Table 2 Extent of Agreement - The technology used to deliver my distance learning Social Sciences course(s) has been reliable.

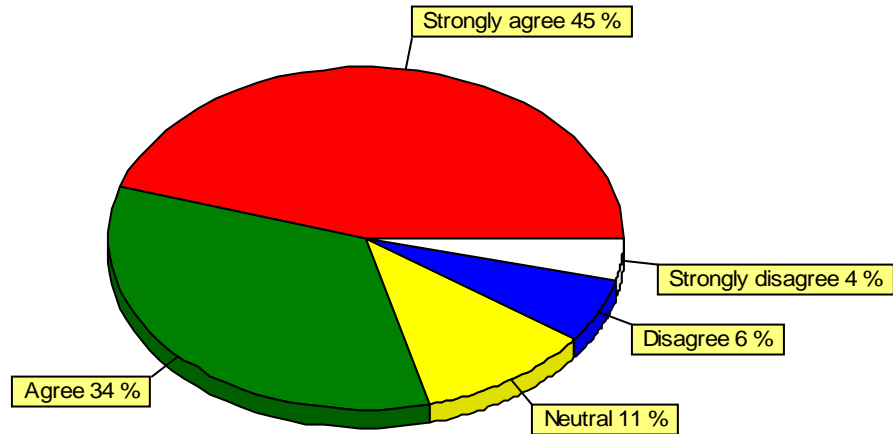
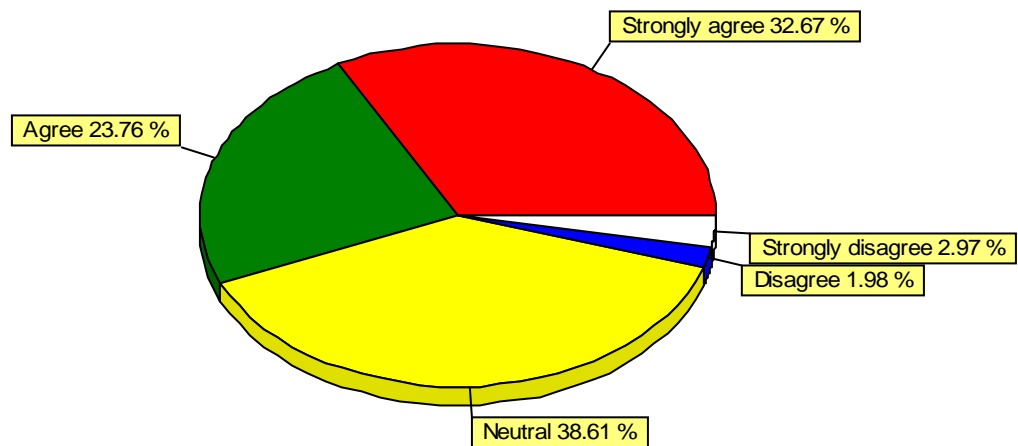


Table 2 Extent of Agreement - The available online library resources at Coastline meet my needs.



Pie Charts

Social Sciences Student Survey

Table 3 Importance of Specific SLOs - Identify the factors that influence the development of societies and cultures over time

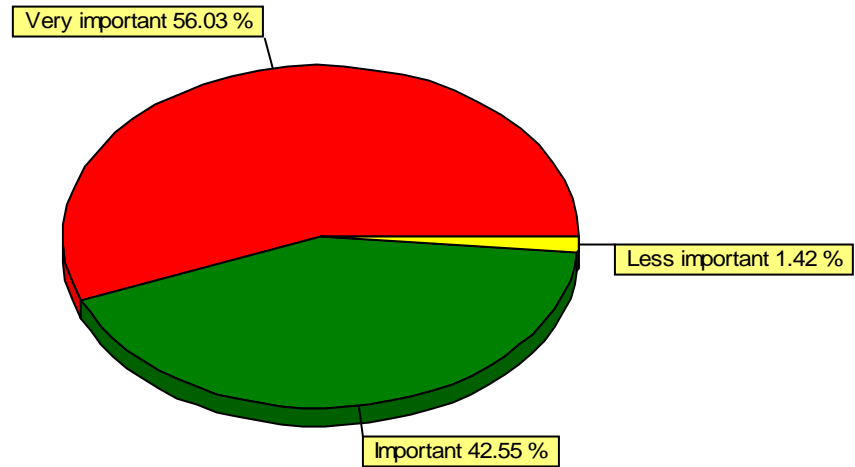
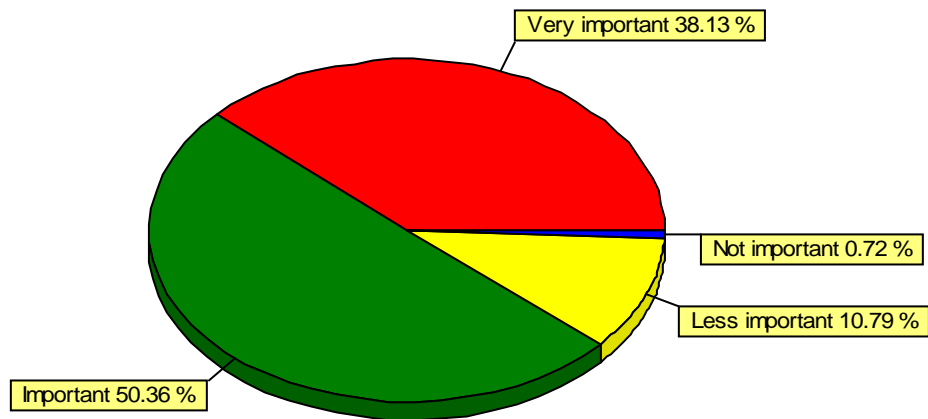


Table 3 Importance of Specific SLOs - Engage in rigorous and systematic thinking about social phenomena



Pie Charts

Social Sciences Student Survey

Table 3 Importance of Specific SLOs - Interpret current global events in the context of political, economic, social, cultural, and regional history

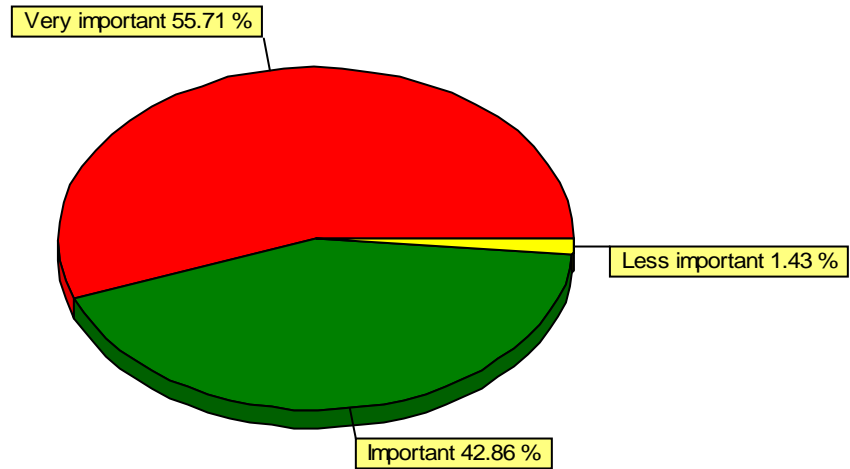
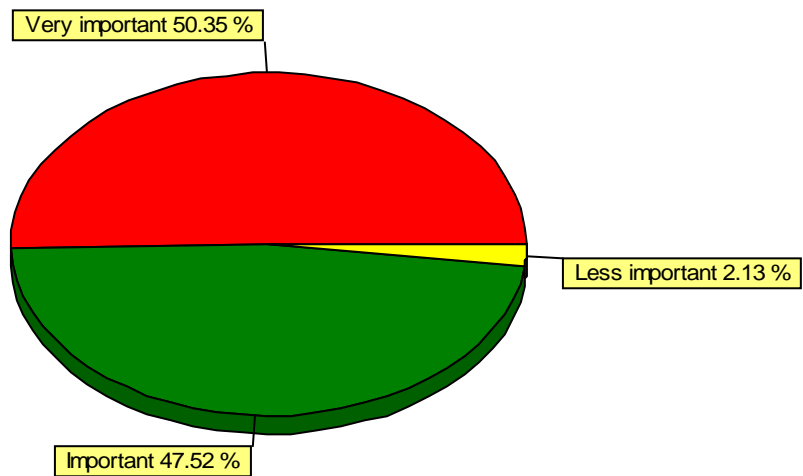


Table 3 Importance of Specific SLOs - Synthesize ideas and information with regard to historical causes, the course of events, and their consequences



Pie Charts

Social Sciences Student Survey

Table 3 Importance of Specific SLOs - Analyze human behavior, ideas and institutions for historical and cultural meaning and significance

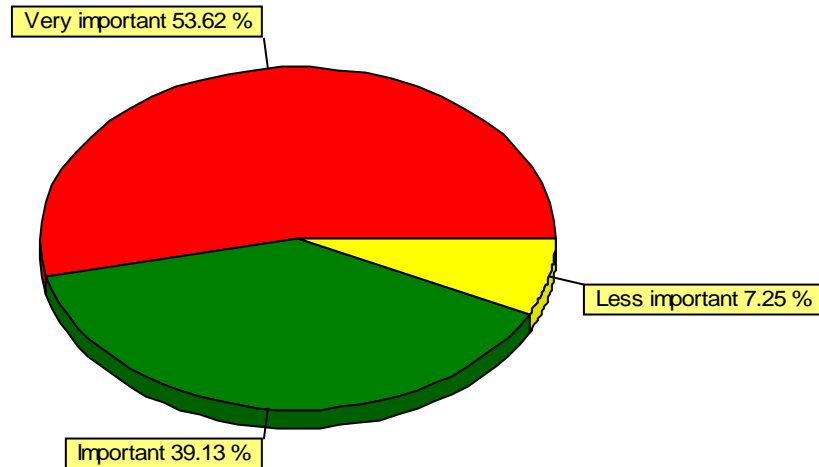
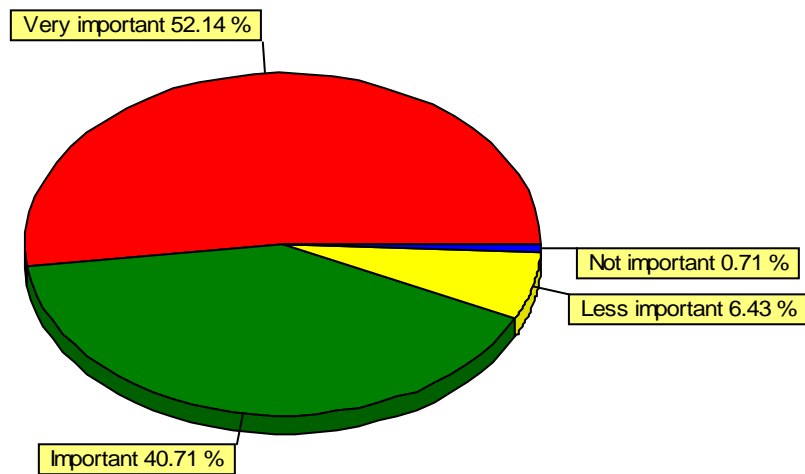


Table 3 Importance of Specific SLOs - Identify the social and cultural influences that shape the perspectives of various ethnic and cultural groups



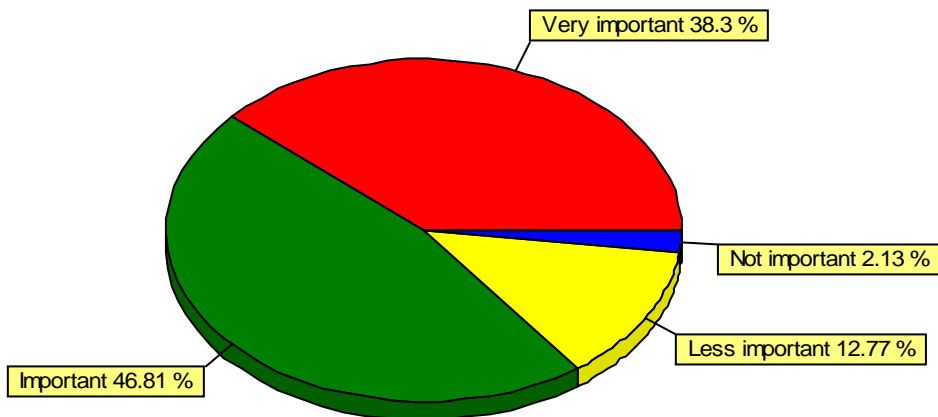
Pie Charts

Social Sciences Student Survey

Table 3 Importance of Specific SLOs - Locate and identify distinctive geographical features of major regions of the world



Table 3 Importance of Specific SLOs - Interpret global events from multiple cultural perspectives



Pie Charts

Social Sciences Student Survey

Table 3 Importance of Specific SLOs - As a citizen and voter, analyze current events and candidates and reach sound conclusions about the validity of political arguments and positions

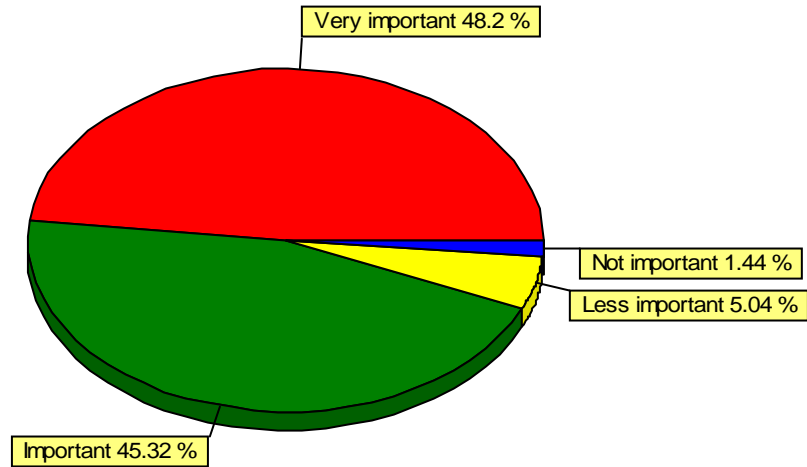
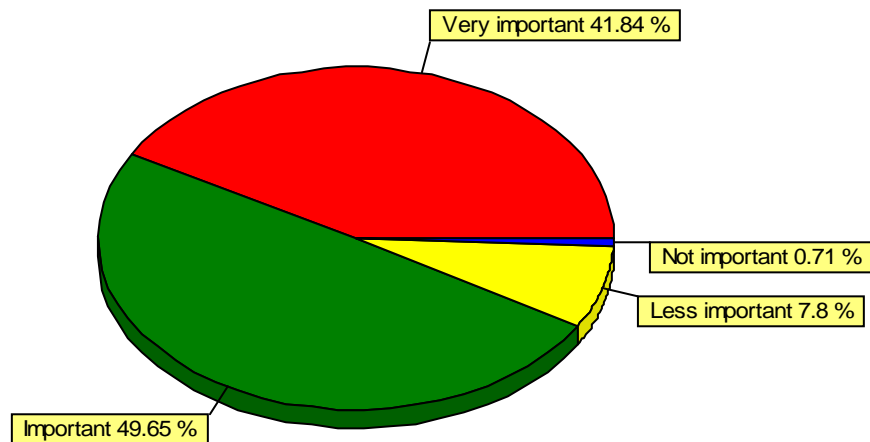


Table 3 Importance of Specific SLOs - Identify social and economic contributions as well as controversies and conflicts that arise from diversity and pluralism in U. S. society



Pie Charts

Social Sciences Student Survey

Table 3 Importance of Specific SLOs - Analyze and contextualize cultural and historical events relevant to a region

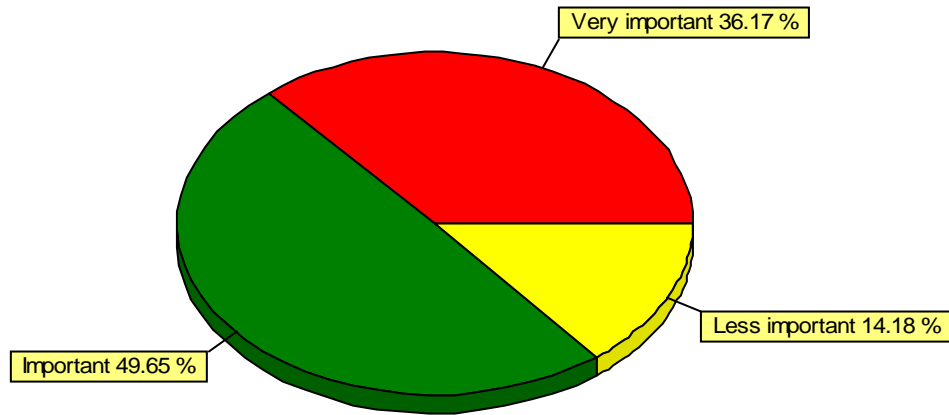
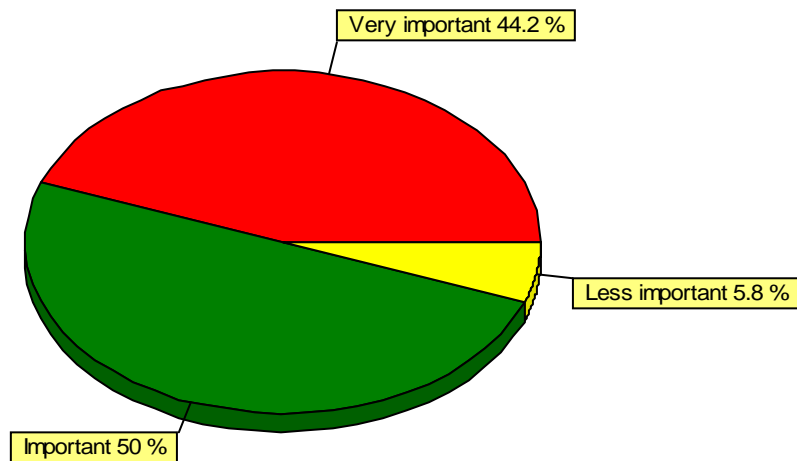


Table 3 Importance of Specific SLOs - Identify factors that affect the economic and political inter-dependence of nations and regions



Pie Charts

Social Sciences Student Survey

Table 3 Importance of Specific SLOs - Use appropriate analytic methods to compare cultures, nations, and regions

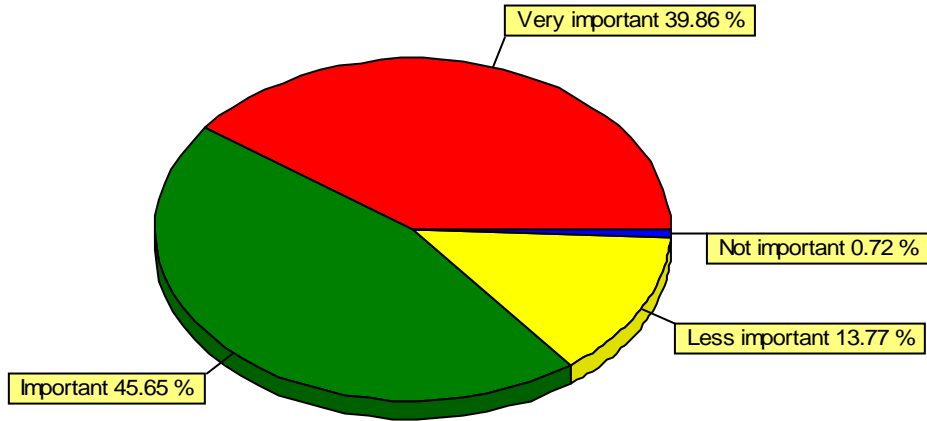
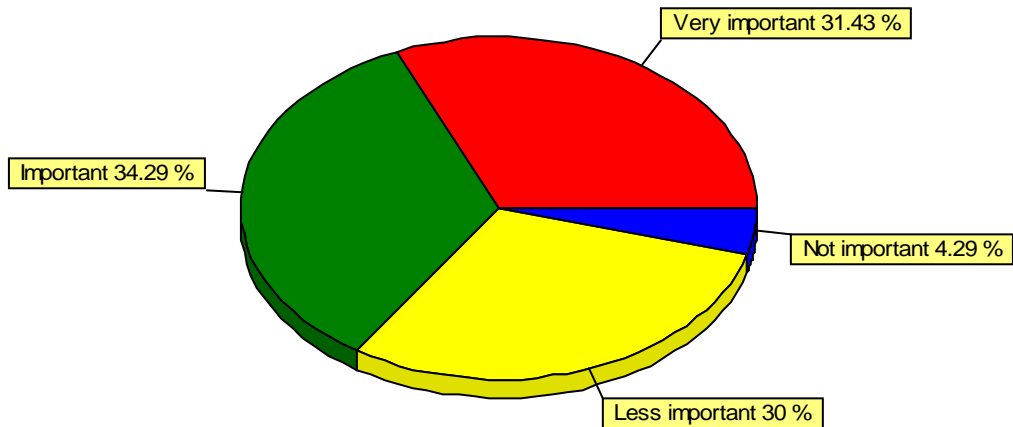


Table 3 Importance of Specific SLOs - Prepare papers and reports that combine numerical data with the written word



Pie Charts

Social Sciences Student Survey

Table 3 Importance of Specific SLOs - Analyze the costs and benefits of a global economy with consideration to free market operations, movement of products and people across borders, and variable monetary exchange rates

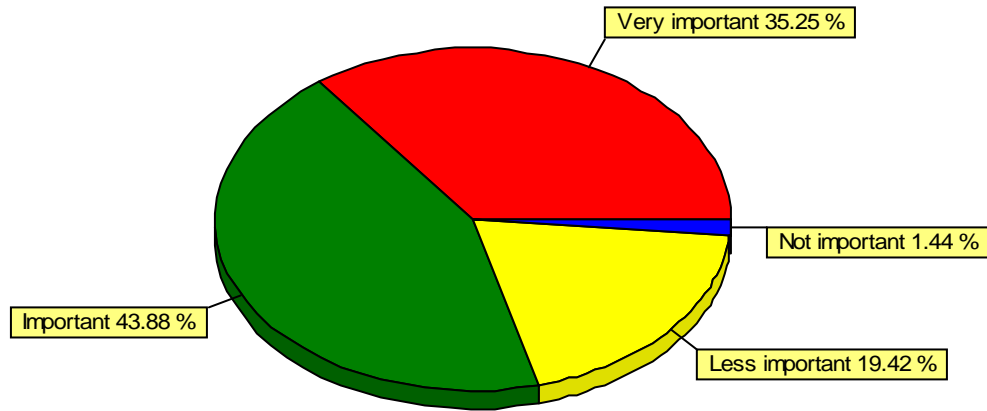
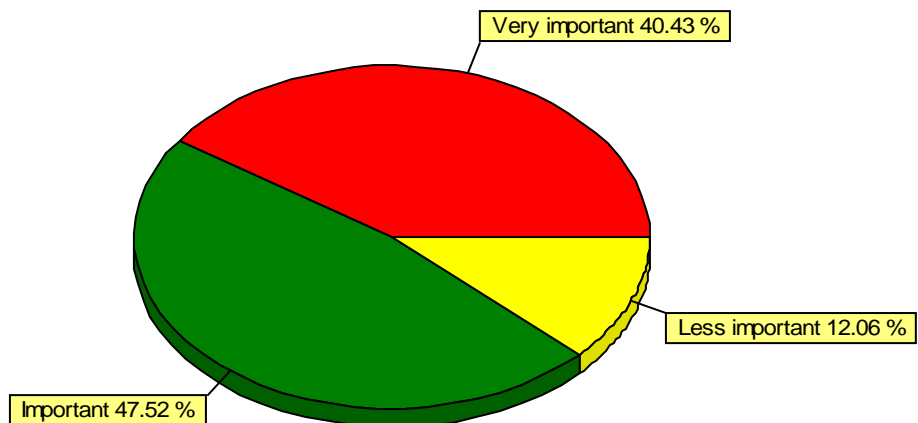


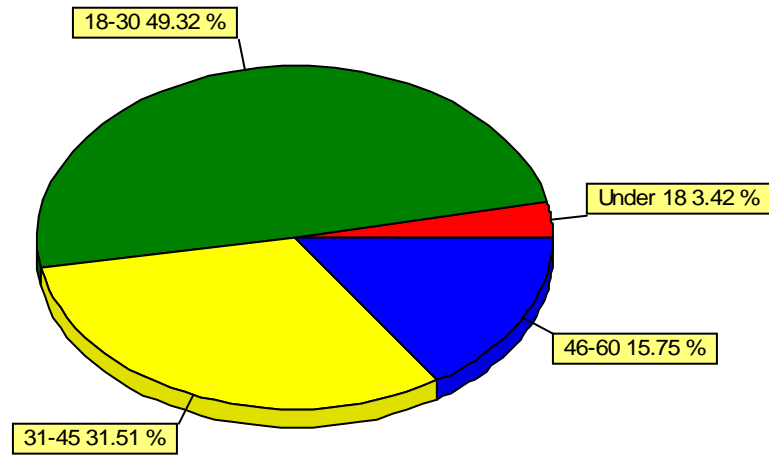
Table 3 Importance of Specific SLOs - Forecast the short and long-term economic impact on individuals, business, and government caused by variations in supply and demand, market conditions, and government/regulatory interventions



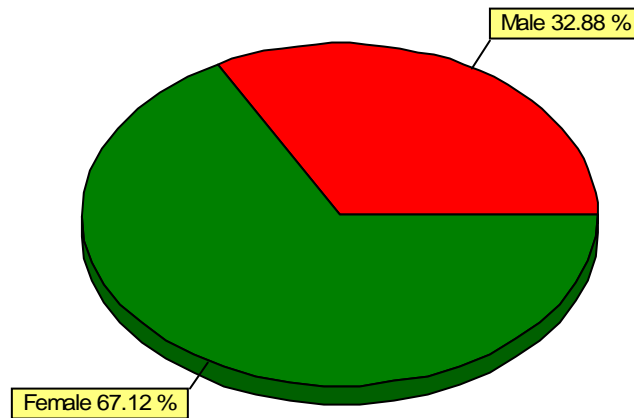
Pie Charts

Social Sciences Student Survey

Age



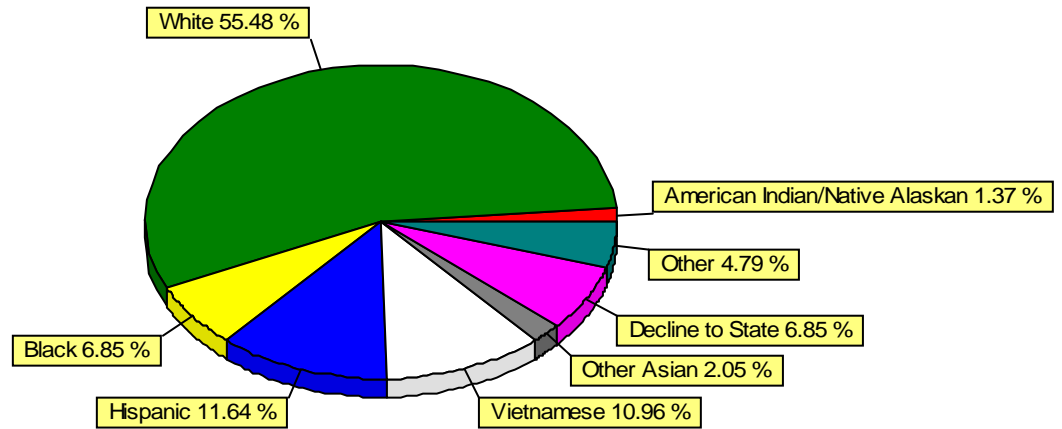
Gender



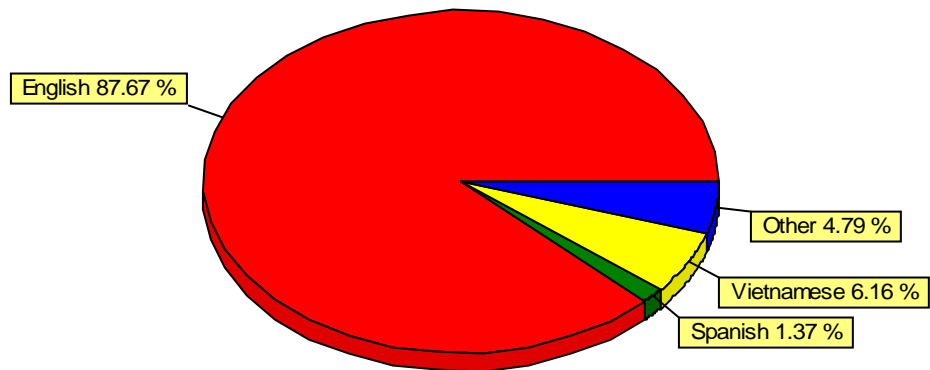
Pie Charts

Social Sciences Student Survey

Ethnicity



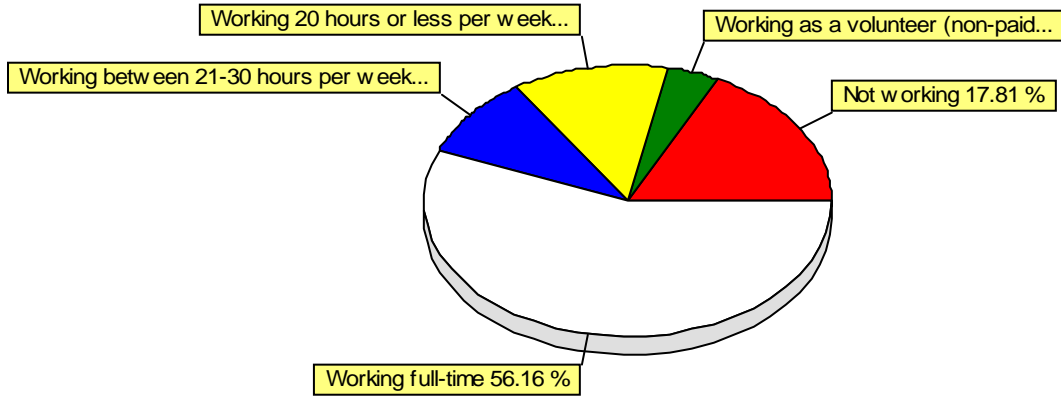
Primary Language



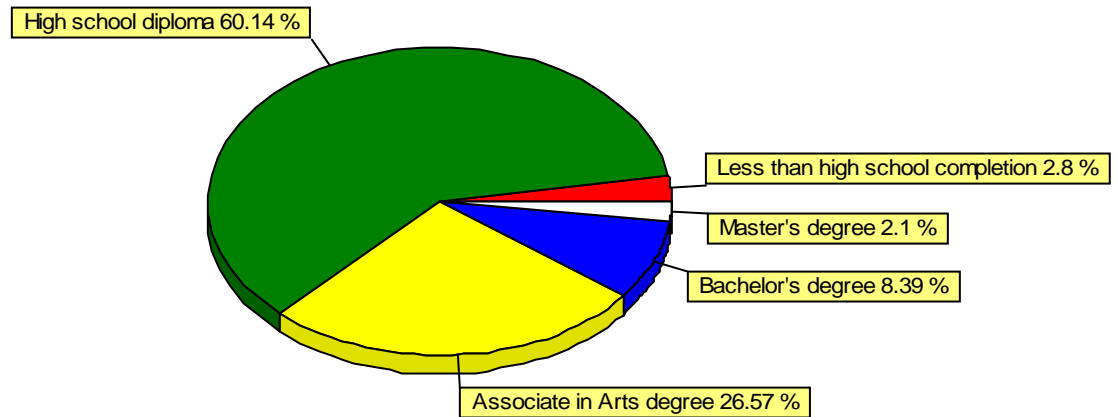
Pie Charts

Social Sciences Student Survey

What is your current employment status?



What is your highest level of education?

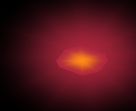


Social Sciences Program Review

Spring 2004

Social Sciences

- Anthropology
- Economics
- History
- Human Services
- Political Science
- Sociology



Purposes of the Social Sciences



- General Education for Transfer or Associate Degree
- Encourage and exemplify a global and multicultural perspective.

Purposes of the Social Sciences



- Challenge students to meet specific student learning outcomes, especially in critical thinking and writing across the curriculum.
- Meet the specific needs of community college students.

Student Enrollment in the Social Sciences



- 10.5% of college enrollment is in the Social Sciences
- Huge shift of students *toward Distance Learning courses*
- Corresponding shift away from site-based courses

Costs of the Social Sciences



- Average cost per course: \$3,765.60.
- Other costs: facilities, support staff, administrative staff.

(1) What is the level of need for Social Sciences?



- Students' primary reasons for taking Social Sciences courses:
 - Satisfy transfer requirements (~71%)
 - Satisfy A.A. requirements (~43%)

Requirements for Social Sciences:



- TRANSFER: nine (9) units required.
 - CSU requires one course in US History and one course in Political Science

Requirements for Social Sciences:



- Associate of Arts Degree: three (3) units of Social Sciences
 - A.A. students who designate Social Sciences as their area of concentration must take eighteen (18) units of Social Sciences.

Requirements for Social Sciences:



- Electives in the Social Sciences
- More and more students are seeking careers in teaching. Teacher education emphasizes the Social Sciences.

Introducing... HUMAN SERVICES!

The need for skilled Human Service employees is critical to the future needs of Orange County. Coastline now has an online certificate program.

(2) Student Learning Outcomes



- How are Student Learning Outcomes (SLOs) identified?
- How are they measured?
- How does the program use SLO information to modify instruction?

Measuring Student Learning Outcomes:



- Essay tests [80% of faculty use this method frequently]
- Objective tests (multiple choice, true/false, short answer, etc.) [70% of faculty use this method frequently]

Measuring Student Learning Outcomes:



- Term Projects
- Participation
- Report of application of knowledge/skill to daily life
- Case studies
- Pre/post test of abilities
- Group projects, peer review, portfolios

Using SLOs to modify instruction:



- Explanation of SLOs at our 2003-4 Department Meetings
- Faculty Attendance at Curriculum Workshop
- Curriculum Revision

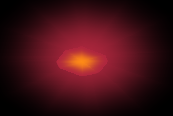
SLOs: Ideals and Realities



- Most faculty members believe that objective testing is the least effective way to measure SLOs.
- Yet, the majority of faculty members use objective testing frequently.

(3) Student Satisfaction

- Quality of Instruction
- Quality of the Program
- Quality of Distance Learning format, compared to site-based format



Conclusions about Student Satisfaction:



- Students report being satisfied with quality of instruction and program whether in Distance Learning or site-based formats.
- Most DL students are “satisfied” with their interaction in DL classes, but they don’t seem to have the same expectations.

Conclusions about Student Satisfaction:



- Most DL students are very satisfied with the reliability of the technology used to deliver DL courses.
- Most students may not know about the online library – and they are not required to use it!

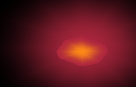
(4) Program Resources



- Site-based Resources: whiteboard, overhead projector, TV/VCR monitor. Some instructors use projection equipment.
- Distance Learning Resources: limited computer access, shared office space.

Surprising Results on Facilities, Equipment, and Technology

- Most students and faculty reported satisfaction about facilities and equipment.
- On the other hand, it does appear that there is further need for updating technology and equipment.



(5) Building Partnerships within our Community

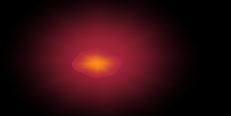


- No systemic partnerships between the *entire* Social Sciences program and businesses or community organizations
- Other partnerships pursued by individual faculty, like ICE-T, Early College High School, visits to local museums and exhibits.

(6) Professional Development



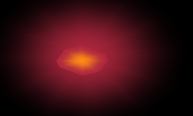
- What are the program's expectations for faculty professional growth?



Faculty Professional Development:



- Faculty meetings
- Discipline-related reading
- Discipline-related workshops and conferences
- Technology-related workshops and reading



Other professional development activities:



- Shared governance on campus
- Membership in professional associations
- Other workshops
- Graduate classes/program
- Other classes
- Professional training

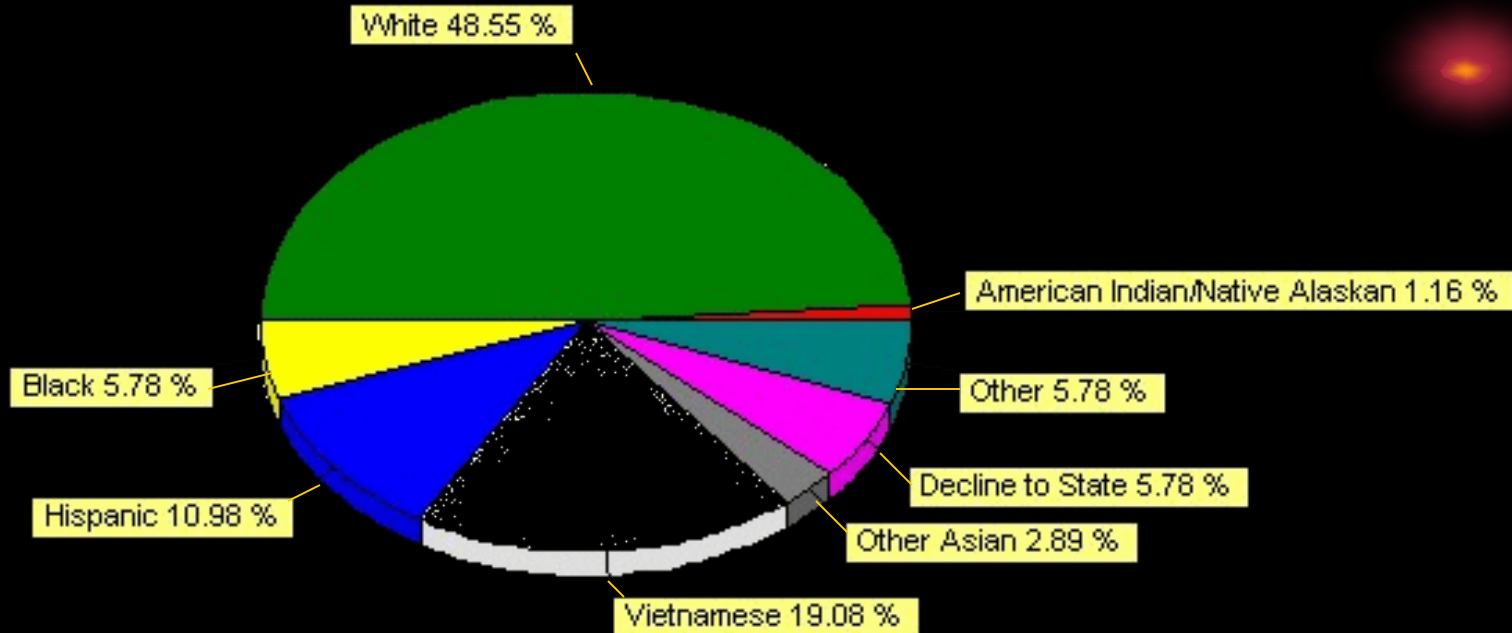
(7) Diversity

- Ethnicity
- Native Language
- Gender
- Age

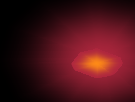
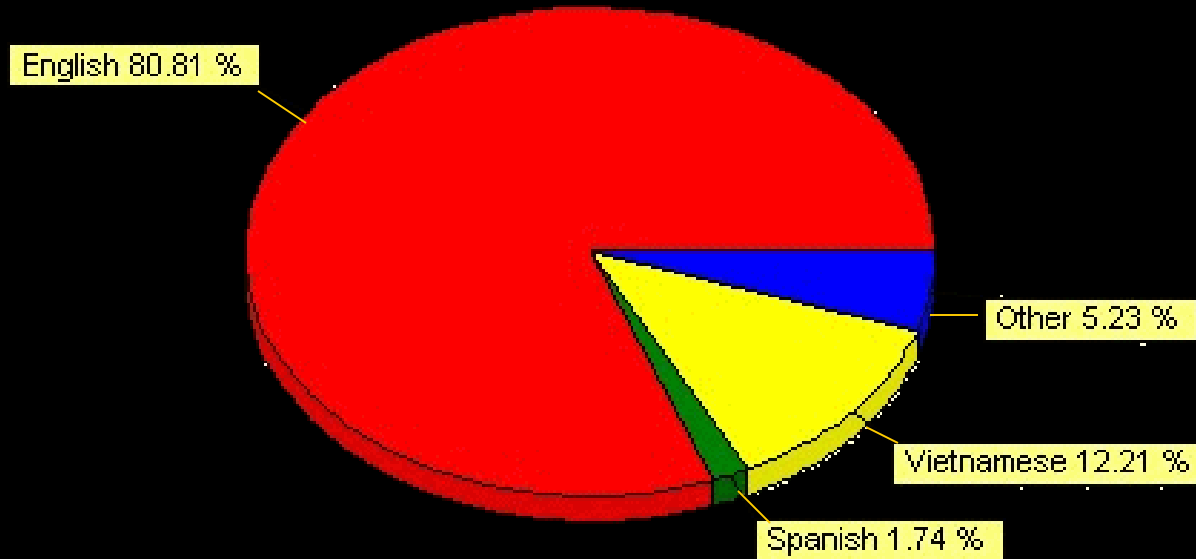
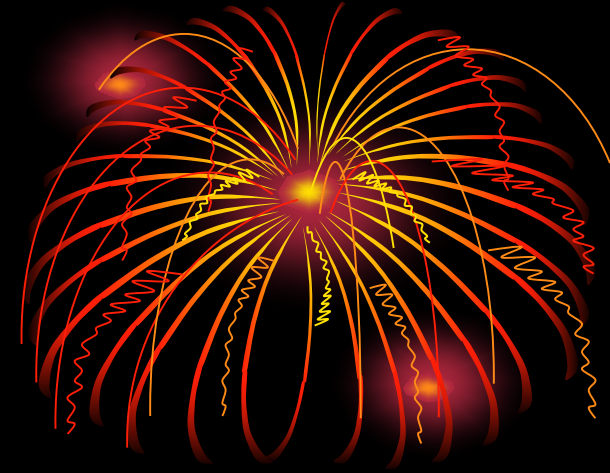
- Students
- Instructional Staff
- Program



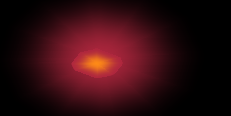
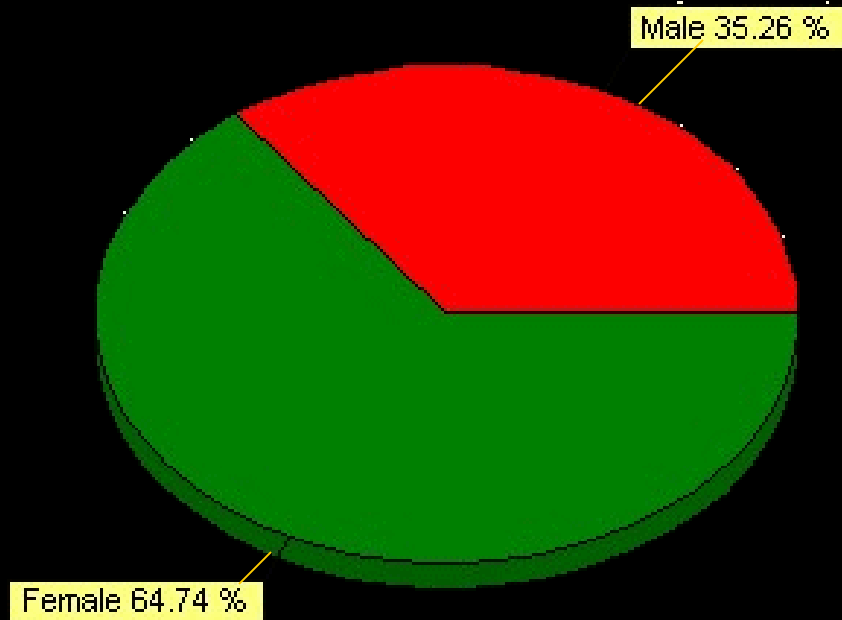
Students' Ethnicity



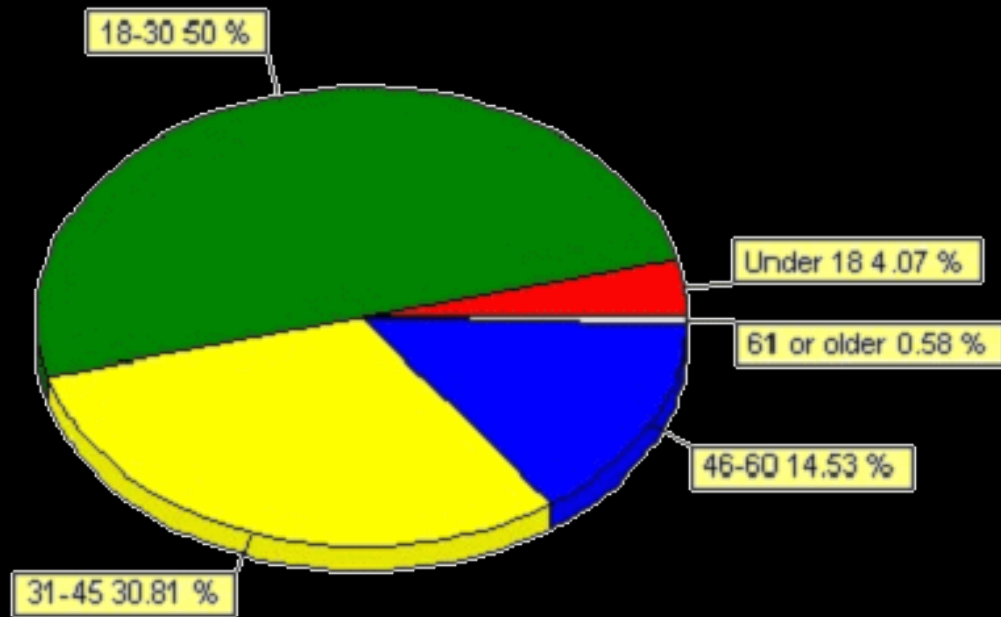
Students' Native Language



Gender of Students



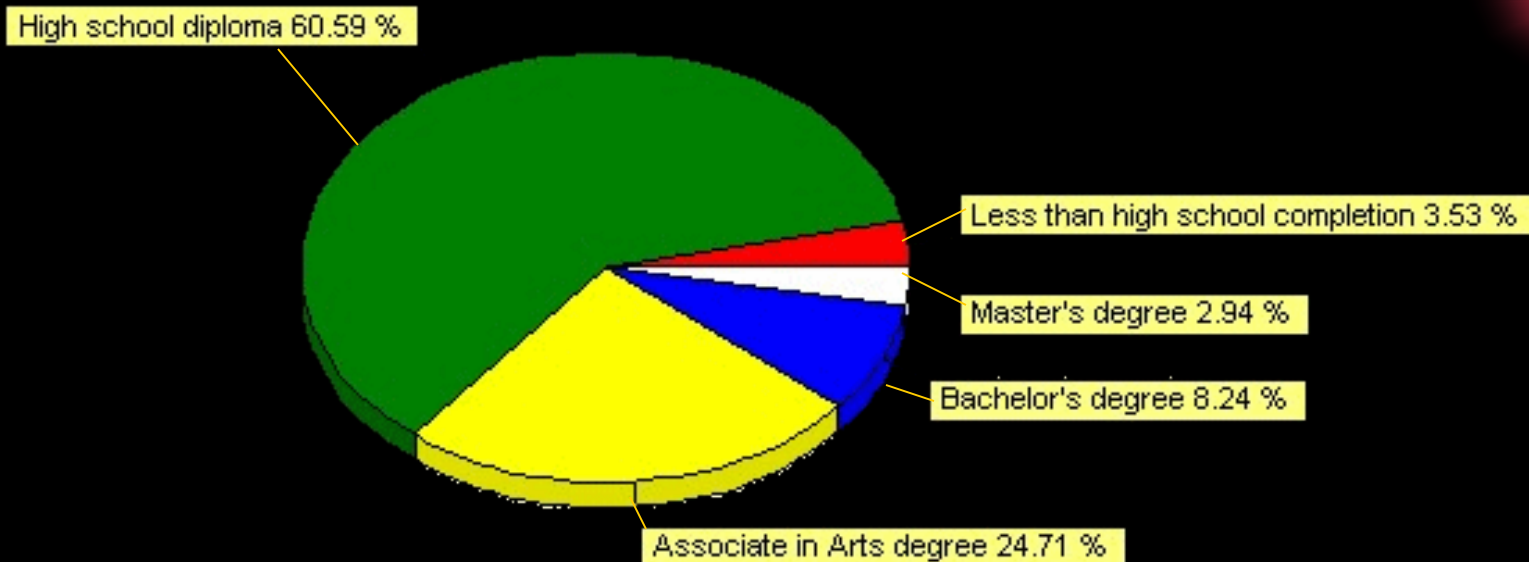
Age of Students



Employment Status of Students



Educational Background of Students



How does the program respond to needs of a diverse student body?



- Flexibility of courses in Social Sciences
 - Distance Learning modalities
 - Site-based night classes
 - Weekend College courses
 - STAR program

Diversity: Opportunities for Social Sciences



- Faculty members express concern about how to balance flexibility with rigor necessary for college-level instruction.
- Reading and writing requirements.

Conclusions, Recommendations, and Goals

Conclusions

- The Social Sciences program is an essential part of education at Coastline.
 - General education through core offerings
 - Human Services online certificate

Conclusions

- We can play a role in the new strategic plans for our college
 - Development of Technology-Mediated Instruction
 - Curriculum that emphasizes a global focus

Recommendations

- We should acquire updated technology and more equipment.
- Faculty members recommend reconsideration of “loading” when considering technology-mediated education.

Recommendations

- Encourage creative ways to build partnerships within the scope of Social Sciences
- Evaluate success and growth of the Human Services online certificate, and assess whether this program can be a model for similar Social Sciences projects

Goals

- 1. Adapt all active courses around SLOs within 2004-5 academic year.
- 2. Upgrade and refine online course delivery, in light of emerging technologies.
- 3. Formalize an articulation agreement with CSU Fullerton's Human Services B.S. program.

Goals

- 4. In the Human Services program, develop electives based on assessment of student and community needs.
- 5. Improve effectiveness of communication and connectedness among faculty and students.
- 6. Devote 2004-5 Social Sciences department meetings to dealing with the recommendations of this program review, as well as the new strategic plan.

Coastline Community College
Program Review 2003-04
Validation Written Report
Social Sciences

1. Has the program adequately addressed the topics delineated in the "Qualitative Questions for Five-Year Program Review" self-study guidelines?

Yes No

If no, note which topics were either omitted or not addressed clearly or substantially enough:

Does the data substantiate the conclusions and recommendations made?

Yes No

If no, note the areas and manner in which data does not match conclusions or recommendations.

2. List the most significant things (issues, trends, concerns, etc.) that are apparent from this report:

A. Distance learning courses represent an increasing percentage of overall enrollments in Social Sciences. Though total program enrollments have only increased about 3% between Fall 1997 and Fall 2003, distance learning enrollments are up 29% for the same period of time, and site-based class enrollments are down 48%.

B. Significant degree to which the department's students (overwhelmingly DL) were not responsive to the online survey to them.

3. Are there any areas which are unclear or any significant points which may have been overlooked?

Yes No

If yes, note these areas or points:

Do the concerns noted above and/or in question number 1 warrant a written response to the Program Review Steering Committee?

Yes No

4. List any (realistic) suggestions the Steering Committee may have for the program based on information in the self-study.
 - A. Expand opportunities for military students to share international experiences. Our military students who are deployed (or have been deployed) in various parts of the world surely have some interesting experiences and perspectives related to socio-political-economic issues. Consider building in some opportunities for military students to share those experiences with "local" DL students. For those military students with Internet access, they could use e-mail or Web postings; for those without Internet access, perhaps they could provide reports, papers, interviews, or other projects at the end of their class that could then be shared with future classes. This would make the Social Sciences learning experience more relevant to the military students and provide an enriched learning experience for "local" DL students. (Note: This recommendation is predicated on the military students' authority to share.)
 - B. Attempt to address language competencies (p. 29-30) by identifying degree-level communication student learning outcomes that should be addressed within the Social Sciences Program. Consider embedding written and oral communication activities and assessments and, perhaps, partnering with English or ESL teachers to address language acquisition needs in a way that would share this student learning responsibility among pertinent departments.
 - C. In your attempts to address student learning outcomes in distance learning classes, consider alternatives to the recommendation to "reconsider the 'loading" for Distance Learning courses" (p. 30) such as identifying a calendar or "cycle" for the review of essential SLOs, targeting only one or two SLOs each semester, and using embedded assessment questions and/or rubrics in each class to measure those targeted SLOs.
 - D. Work with the Distance Learning Department, Research (Jerry Rudmann), and with the online registration task force (John Breihan) to identify technology infrastructure support for improved/increased program communication from DL students; including a "better interpretation of DL students" . . . p.18
 - E. Adopt all of the department's 5-year goal recommendations (p. 32).
 - F. Encourage faculty to work with the librarian (Cheryl Stewart) to develop assignments requiring online library work and to introduce more program students to our supportive online resources and to the skills needed for accessing them.

- G. Publicize the Human Services Program internally and especially to other departments with overlapping potential interests (e.g., Teacher Ed, Special Ed).
 - H. Reflect on the college's new Master Plan goals to identify ways that the Social Sciences Department and faculty can take a leadership role in promoting global orientation within the college curriculum and in developing technology-mediated instruction.
 - I. Continue attempts to identify courses for which there is a site-based demand.
 - J. Continue to investigate the potential for additional certificate programs in the Social Sciences.
 - K. Revisit the prior review's goals that were unachieved to determine which, if any, remain viable.
5. List program accomplishments and ways the program can be commended.
- A. Holly Piscopo, Social Sciences Department Chair, is to be commended for her lead in compiling an excellent and very interesting report.
 - B. Commendations to the program for adding a Human Services Certificate and to the faculty directly involved with that program, including John Doyle, Mikel Garcia, and Connie Boehler.
 - C. The department's sensitivity to students' increased need/desire for DL delivery, and its responsiveness with new curriculum offerings.
 - D. The department's overall efforts to support student educational needs as exemplified in the department 5 foundation goals. (p. 2).
 - E. Participation in the ICE-T project to encourage and enable cross-border student learning and collaboration.
 - F. Sense of responsibility that faculty members feel in valuing both academic rigor and second-language learner needs and abilities.