

SOCIAL SCIENCES PROGRAM REVIEW 2009

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SOCIAL SCIENCES PROGRAM REVIEW

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SOCIAL SCIENCES PROGRAM REVIEW

Executive Summary

Overall enrollment trends remain positive with the program has expanding its FTEs from 195 in Fall 2004, to 257 FTEs as of Spring 2008. This growth is in line with the overall growth of the college, with the Social Sciences program consistently representing approximately ten percent of the college's total FTEs. Approximately 90% of our enrollments are in distance learning courses.

Over the past five years the program has undergone a number of changes. We have expanded our course offerings and adapted to new technologies, such as the Seaport and MyCCC systems. At the same time, thanks to our outstanding faculty, we've enjoyed high student satisfaction and success rates.

There are a number of issues that need to be addressed. We are working on completing curriculum revisions and establishing program and course level SLOs for all our disciplines. We also recognize the need to continually improve the quality of our courses, included an enhanced use of technology and a greater emphasis upon working with students to develop basic academic and language skills.

Our new five-year goals are as follows:

1. Create a department website to facilitate program marketing and to establish a student community.
2. Complete the identification and mapping of course, program, and degree-level SLOs and implement an effective assessment cycle.
3. Complete revision of all Social Sciences curriculum.
4. Continue to identify key areas of student demand and expand course offerings to meet those needs.
5. Explore alternative ways to create student and faculty communities through the use of traditional and virtual resources.
6. Enhance the use of technology through the use of rich media and interactive communication methods.
7. Better accommodate students speaking English as a second language.
8. Improve student success rates by increased emphasis on development of basic skills.
9. Increase the student population in on-site courses by identifying high-demand classes and improving teaching and course delivery methods



SOCIAL SCIENCES PROGRAM REVIEW

Program Review Process

The program review for 2009 was headed by Dan Johnson, chair of the Social Sciences program, assisted by a team of faculty members, including Mikel Hogan (Anthropology and Human Services), Jennifer Bailly (Economics), Pete Snetsinger (Geography, History, and Political Science), Mike Petri (Political Science), and Mari Anne Go (Sociology).

The formal review process began in Fall 2008 with the department beginning to evaluate and update the existing curriculum. At that time Pat Arlington forwarded potential student and faculty surveys to the department's attention. These surveys were reviewed by the faculty, additional questions suggested, and data collection begun. Drafting of sections not reliant upon statistical data was begun.

Overall response to the surveys was limited. Only six of the department's twenty-seven current faculty filled out the form, a response rate of 22%. Similarly, only 85 students filled out survey forms. In fall 2008 the program seated over 2,500 students, so this reflects a response rate of approximately 3%. It's not clear whether this reflects problems in delivering the survey or other factors, such as a saturation of students and faculty with surveys, or the large percentage of incarcerated students taking our classes. In future program reviews this is a critical issue that must be addressed.

Some additional data was also collected. A comprehensive spreadsheet of social sciences courses currently listed in the college catalog was developed to track the curriculum review process. The online database for the state chancellor's office was consulted to compile comparative data on retention and success rates. Faculty were also asked to provide further information on professional development and instructors teaching History, Human Services, and Sociology courses were requested to submit completed SLOs evaluation forms for their Fall 2008 classes to demonstrate how they were tracking and utilizing learning outcomes. These disciplines were targeted because their course and program SLOs have been completely revised and mapped to college level outcomes.

The process of revising the SLOs for these disciplines was accomplished during the 2008-2009 school year. For Human Services and Sociology the initial draft was developed by Dr. Gayle Berggren of the Psychology department and Pat Arlington, the college's Instructional Researcher, and then reviewed by faculty and the department chair. A similar process was followed in the creation of the SLOs matrix for History, with Dan Johnson taking the lead on developing the initial draft. Revision of the course and program level SLOs for the remaining disciplines (Anthropology, Economics, Geography, and Political Science) will be completed by Spring 2010.

During the Spring 2009 department meeting the faculty participated in further discussion of the curriculum. Progress on updating curriculum by the program and individual faculty was reviewed and it was decided to retire two history courses which are no longer current. We also discussed the program

goals set forth in the 2004 report and the extent to which the department had achieved these goals. Faculty contributed to establishing new self-review goals for the current review.

Once statistical data became available, a rough draft of the report was developed by the department chair and circulated to the program review team. Suggested revisions and wording changes were added to the draft and the final copy forwarded to Pat Arlington.

Description

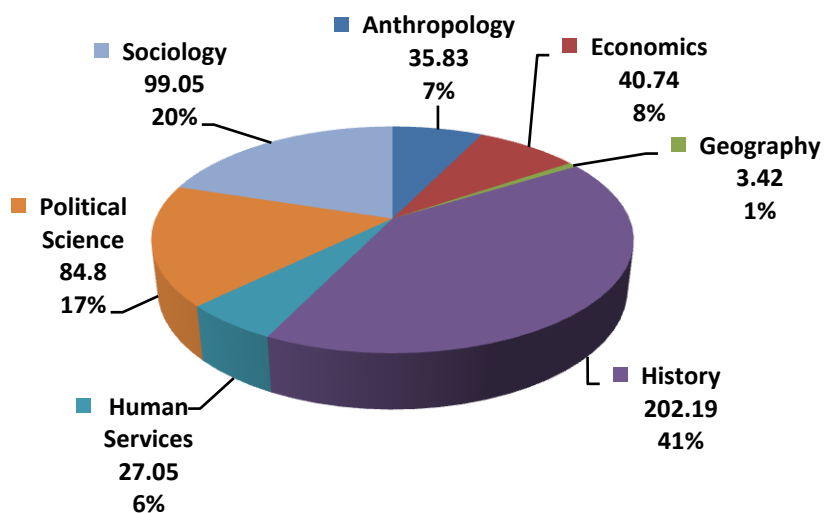
Overview

The Social Sciences department at Coastline Community College encompasses the following disciplines:

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

The largest discipline within the overall program is History, followed by Sociology and Political Science. The following chart illustrates the comparative scope of each of these disciplines within the overall program. This does not include non-credit courses taught for the Emeritus program and military classes.

FTES by Discipline for 2007-08



The Social Sciences are a vital component of the liberal arts curriculum for the college. We offer classes which enable students to fulfill general education requirements for the A.A. degree or for transfer to a

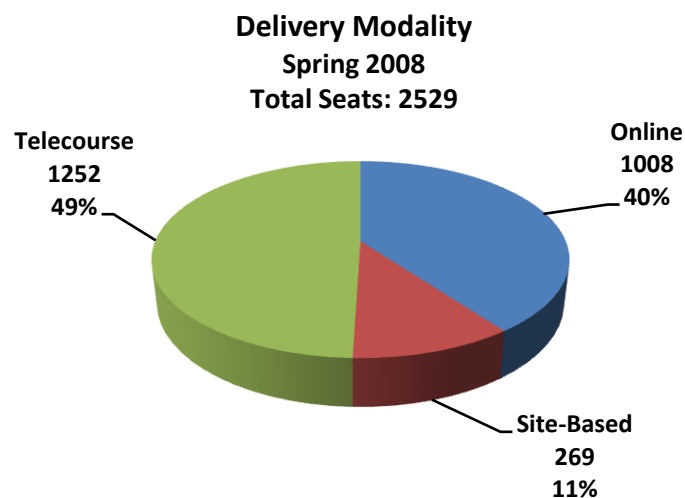
four-year college. At the same time, the disciplines within our department play an important role in helping students achieve the college's core degree level outcomes, including the ability to:

- Understand and act upon their ethical civic, environmental, and social responsibilities
- Apply critical thinking and analysis skills
- Develop an understanding and respect for cultural and global diversity
- Competently evaluate information
- Use effective communication and interpersonal skills

In addition, elements of our program relate directly to helping students achieve vocational goals. This refers particularly to our Human Services program, which offers both a major and a certificate of accomplishment.

The Social Sciences department currently has one full-time faculty member, one full-time faculty members whose primary responsibilities lie with other programs, and twenty-four part-time instructors. There are also a number of instructors who teach non-credit courses for the Emeritus Program.

Overall enrollment in Social Sciences classes has grown steadily over the years, from 156 FTEs in Spring 1998 to 257 FTEs in Spring 2008. Program FTEs have consistently represented approximately ten percent of the college total. At the same time, there has been a significant shift towards the delivery of classes in distance learning formats. In the spring of 1998 thirty percent of Social Science classes were offered in an onsite format. Today only eleven percent are taught in live classroom settings.



Certificate and Degree Requirements

The Social Sciences Program offers a Certificate of Accomplishment in Human Services; A.A. majors in Economics, History, Human Services, and Sociology; and A.A. Areas of Emphasis in American Studies and Social and Behavioral Sciences.

Human Services Certificate of Accomplishment

The Human Services certificate, which can be completed entirely online, enables students to work in the expanding field of human services, a growing profession in response to the human needs and problems in the 21st century. The certificate program provides a general background for work with families, children and adults and offers the student a pathway to pursue an associate or bachelor level degree. Individuals with a certificate can enhance their professional helping skills, offering them greater work opportunities as social-service technicians, case management aides, mental health technicians, gerontology aides, special-education teacher aides, and residential managers. Additionally, police officers, firefighters, military counselors, and others dealing with the public will benefit from the program training. The certificate exposes the student to the most current thinking in the field, hands-on experience, and community networking.

REQUIRED COURSES Units

HS C100 Introduction to Human Services 3.0

HS/COUNS C101 Helping Theories and Applications 3.0

HS/COUNS C102 Crisis Intervention 3.0

HS C272 Field Practicum 2.0

To be selected from the Program Electives below: 3.0-6.0

Total units 14.0-17.0

PROGRAM ELECTIVES

HEALTH C100 Health Education 3.0

HS C103 Stress Management 1.5

HS C104 Treatment Issues in Substance Abuse 3.0

GERON C130 Techniques of Working with Frail Elderly 3.0

PSYCH C100 Introduction to Psychology 3.0

PSYCH C115 Child Growth and development 3.0

PSYCH C170 Psychology of Aging 3.0

SOCIO C100 Introduction to Sociology 3.0

SOCIO C110 Marriage and Family 3.0

SOCIO C120 Introduction to Gerontology 3.0

COUN C105 Succeeding in College 3.0

ADDITIONAL ELECTIVES

ANTHRO C150 World Cultures 3.0

COUNS C100 Career/Life Planning 3.0

GERON C120 Professional Issues in Gerontology 3.0

Please see Appendix A for a complete listing of A.A. major and area of emphasis requirements.

Curriculum Review

During the 2004 Program Review the first self-review goal established was to:

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

Unfortunately, only a few courses were actually updated at that time. Since 2004 a handful of classes have been added to the catalog or revised to bring them to current standards. We are presently engaged in reviewing all the curriculum and hope to have it fully completed by Spring 2010.

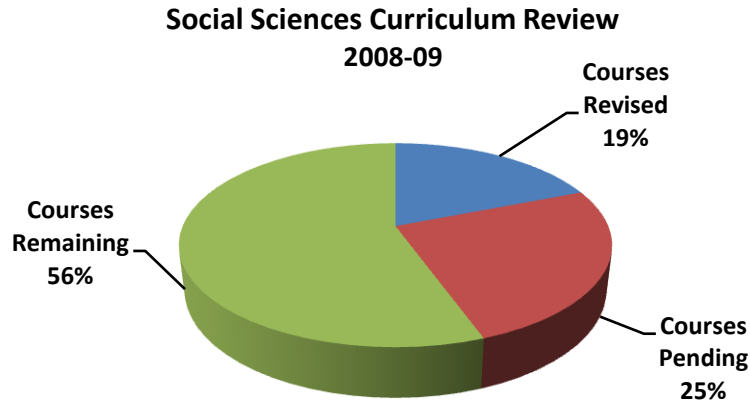
The first step in the systematic revamping of the curriculum was accomplished last year (2007-2008) with the creation of course and program level outcomes for History, Human Services, and Sociology. These disciplines were also mapped to college level outcomes and work begun on determining how SLOs would be assessed, reported, and utilized. The process of creating the SLOs matrixes in these disciplines was initiated by Pat Arlington, aided by Gayle Berggren from the Psychology Department and Dan Johnson, Chair of the Social Sciences Department. Dr. Berggren and Dr. Johnson researched and developed rough drafts which were then submitted to the faculty for review and approval.

During the 2007-2008 school year the department also participated in the creation of discipline specific majors for the college and the revision of certificate programs. As a result of these efforts the college now offers A.A. degrees with a major in Economics, History, Human Services, and Sociology, as well as degrees with an Area of Emphasis in American Studies and the Social and Behavioral Sciences. The Human Services Certificate was revised as a Certificate of Accomplishment with twelve units.

At the beginning of the current school year (2008-2009) the department began the process of comprehensively updating curriculum. Certain courses were selected to receive priority attention, based upon the following factors:

- Courses in disciplines where SLOs had already been revised (History, Human Services, and Sociology)
- Courses that were actively being taught
- Courses that are being offered for credit

During the fall 2008 department meeting faculty were asked to work on course revisions within their disciplines. As of this report fourteen courses have been prepared for submission to the Curriculum committee for review at its March and April 2009 meetings along with some minor revisions to the Human Services certificate and the Sociology major. An additional two courses were targeted for retirement from the catalog.



The remaining curriculum will be revised between now and Spring 2010. During that time course outlines will be modernized and the course and program level SLOs for Anthropology, Economics, Geography, and Political Science will be developed and mapped to college level outcomes.

One area of the Social Sciences curriculum will require particular attention. The college catalog currently lists seventeen Geography classes, but only two of these are currently being taught, and only one of these for credit. The department needs to evaluate whether we wish to retain these courses and work on developing the Geography program, or whether most of them should simply be retired. This will involve consultation with the Emeritus program, which currently utilizes the Geography C400 course, and with the Military program, to determine if they would be interested in running any of these classes.

We also anticipate that we will continue to add courses to the college catalog as the need arises. Our ongoing curriculum review process will identify areas of student interest and evaluate the feasibility of new class offerings. Presently we are working on being able to expand our Anthropology program through the addition of a Physical Anthropology class that we hope to offer both as a telecourse and online.

Social Science Curriculum Review

Department	Course No.	Course Title	Last Revised	Program SLOs?	Active Course?	Reviewed by Curric. Committee
Anthropology						
	100	Cultural Anthropology	1999	No	Yes	
	120	Intro to Archaeology	1988	No	No	
	150	World Cultures	2008	No	Yes	
Economics						
	100	Problems and Issues	1988	No	No	4/10/2009
	180	Principles of Economics (Macro)	1999	No	Yes	
	185	Principles of Economics (Micro)	2004	No	Yes	
Geography						
		World Geography	1987	No	No	

Department	Course No.	Course Title	Last Revised	Program SLOs?	Active Course?	Reviewed by Curric. Committee
	50AD					
	100	Introduction to Geography	1987	No	Yes	
	109	Geography of the United States	1988	No	No	
	110	Cultural Geography	1987	No	No	
	120	Physical Geography	1987	No	No	
	125	Meteorology	1987	No	No	
	130	California Geography	1989	No	No	
	132	Central America & Caribbean	1987	No	No	
	133	South America	1987	No	No	
	134	Australia, New Zealand & the South Pacific	1987	No	No	
	135	Orient and Southeast Asia	1987	No	No	
	136	Middle East and Southern Asia	1987	No	No	
	137	Africa	1987	No	No	
	138	Western Europe	1987	No	No	
	139	Soviet Union and Eastern Europe	1987	No	No	
	400	Regional Geography	1998	No	Yes	
History						
	108	History of Science and Technology	1988	Yes	No	4/10/2009
	115	Latin American History and Culture		Yes	No	
	120	Women in American History	2007	Yes	Yes	
	122	Latino History and Culture	1988	Yes	Yes	
	124	Vietnamese-American History and Culture	2007	Yes	Yes	
	125	Modern Iraqi History and Culture	2008	Yes	Yes	
	128	History of Modern China	2004	Yes	No	
	130	Historical Survey of Ethnic Groups in America	1987	Yes	No	
	132	History of Britain and Ireland I	2008	Yes	No	
	135	History of Britain and Ireland II	2008	Yes	No	
	140	Great Americans	2004	Yes	No	4/10/2009
	145	American West	2004	Yes	No	3/6/2009
	146	History of Mexico	2007	Yes	No	
	150	History of California	2007	Yes	Yes	
	160	World Civilization to 1500	2003	Yes	Yes	3/6/2009
	165	World History from 1500	2003	Yes	Yes	3/6/2009
	170	U.S. History to 1876	2004	Yes	Yes	3/6/2009
	175	U.S. History Since 1876	2004	Yes	Yes	3/6/2009
	180	Western Civilization to 1550	2001	Yes	Yes	3/6/2009
	185	Western Civilization Since 1550	2001	Yes	Yes	3/6/2009
Human Services						

Department	Course No.	Course Title	Last Revised	Program SLOs?	Active Course?	Reviewed by Curric. Committee
	100	Introduction of Human Services	2001	Yes	Yes	4/10/2009
	101	Helping Theories & Intervention Skills	2003	Yes	Yes	4/10/2009
	102	Intro to Crisis Intervention	2003	Yes	Yes	4/10/2009
	103	Intro to Stress Management	2003	Yes	No	
	104	Treatment Issues in Substance Abuse	2004	Yes	Yes	
	115	Youth Mentoring	2007	Yes	No	
	272	Field Practicum	2003	Yes	No	
	273	Practicum (Field Placement)	2004	Yes	Yes	
Political Science						
	100	American Government	2004	No	Yes	
	110	Current Issues	2008	No	Yes	
	120	Shaping Public Policy	1987	No	No	
	130	Comparative Gov't and Politics	1987	No	No	
	140	Politics of the Middle East	2008	No	Yes	
Social Science						
	50AD	Exploring the World	1990	No	No	
	101	Biculturalism & Bilingualism in the U.S.	1988	No	No	
	115	Perspectives on Peace Studies	1988	No	No	
	400	Social Studies	2001	No	Yes	
Sociology						
	100	Introduction to Sociology	2001	Yes	Yes	4/10/2009
	110	Marriage and Family	2001	Yes	Yes	4/10/2009
	120	Gerontology		Yes	Yes	3/6/2009
	130	Globalization and Social Change	2008	Yes	Yes	
		Total Social Sciences Courses	63			
		Courses Revised	12			
		Courses Pending before Curr. Comm.	16			

Need

The overwhelming majority of our students take social sciences courses to fulfill General Education requirements either for an A.A. or for transfer to a four-year school (see survey results below). Coastline Community College currently offers six A.A. degree options which relate to the Social Sciences: majors in Economics, History, Human Services, Sociology, and areas of emphasis in American Studies or the

Social and Behavioral Sciences. Over the past decade Social Sciences classes have accounted for ten to twelve percent of the College's total FTES, indicating a strong and steady demand for courses in these disciplines.

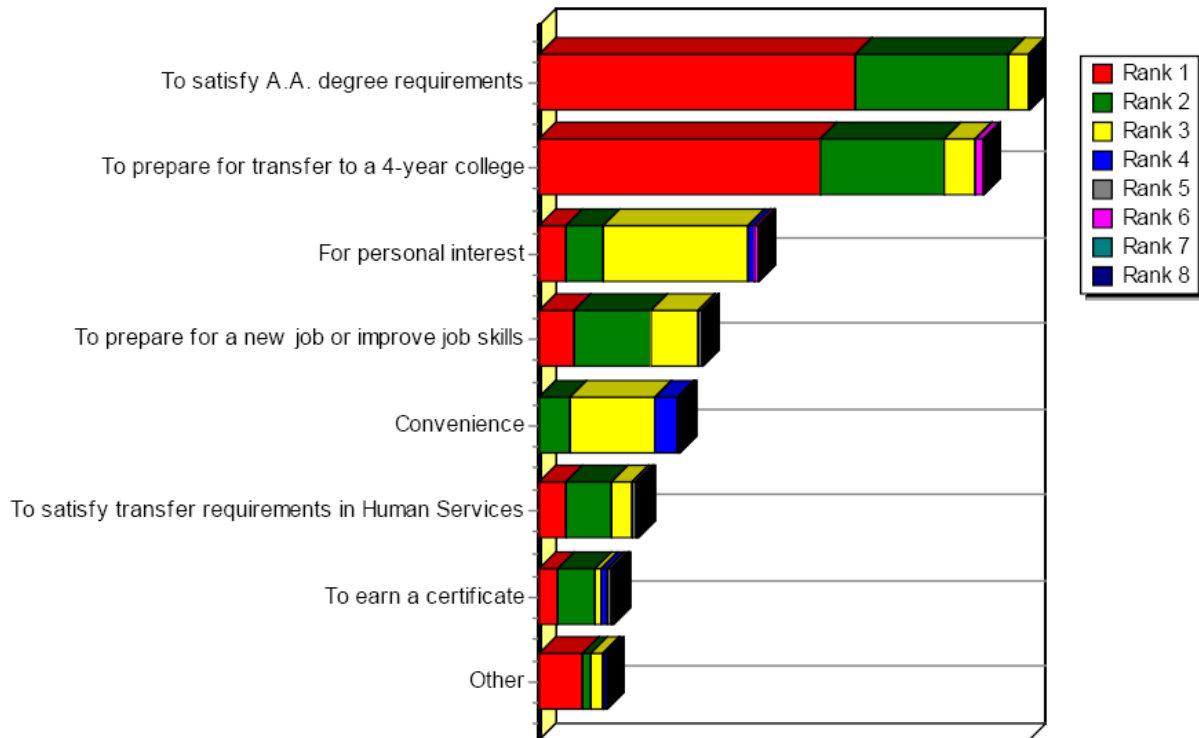
Given current economic conditions in the state and the budgetary problems being experienced by four-year institutions, it's clear that the demand for our services will continue to grow. Both the University of California and State University system are being swamped by soaring student populations which they are unable to accommodate because of the physical constraints of their campus infrastructure and reduced funding. Because of our relatively low cost and highly developed ability to deliver instruction through distance learning modalities, the Social Sciences program at Coastline is well positioned to help meet this demand. It's likely that we will not only see increased enrollment of students making community college their first step on the path towards a four-year degree, but also more and more students who are regularly enrolled in four-year institutions seeking classes with us for reasons of cost, convenience, and availability.

Aside from students taking our courses to fulfill G.E. requirements, a significant minority are involved in our Human Services program, seeking to obtain a Certificate or fulfill requirements to transfer to a Human Services program at a four year school, particularly CSU Fullerton. As of this year the college also offers an A.A. major in this discipline.

The future holds bright prospects for students specializing in this area. According to the federal Bureau of Labor Statistics' most recent Occupational Outlook Handbook, "[t]he number of social and human service assistants is projected to grow by nearly 34 percent between 2006 and 2016, which is much faster than the average for all occupations." This growth will be fueled by an increase in the nation's elderly population and changes in the country's social welfare system, including a greater emphasis upon rehabilitation rather than prison as a response to issues such as substance abuse.¹ Undoubtedly the real world expansion in these professions will translate to increased demand for human services courses here at Coastline.

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2008-09 Edition*, Social and Human Service Assistants, on the Internet at <http://www.bls.gov/oco/ocos059.htm> (visited February 22, 2009).

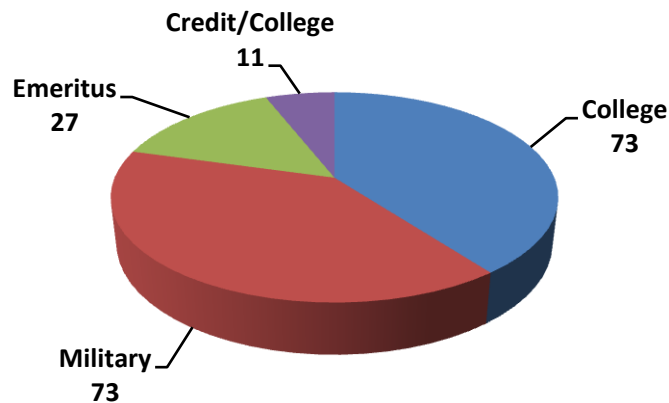
Reasons students are taking Social Sciences classes at Coastline (n = 85)



The Social Sciences department plays an important role in Coastline’s military program. During the 2008-2009 term (excluding summer) seventy-three Social Science classes were scheduled for this program, constituting nineteen percent of their total offerings. Human Services classes are particularly popular amongst military students since many of them are seeking post-military careers in law enforcement. In the past few years the Social Sciences department has also worked closely with the military section to meet particular needs, including developing History and Political Science courses dealing with the Middle East and facilitating the development of a new inter-disciplinary program to serve the Air Force.

The Emeritus Program offers two non-credit Social Sciences courses which have proven to be very popular: Social Science C400 (Social Studies) and Geography C400 (Regional Geography). For the 2008-2009 term they scheduled twenty-seven sections of these classes. It’s worth noting that this represents ninety-six percent of all the sections offered by Coastline in these specific disciplines. We have been consulting with the Emeritus Program on revising these classes and on whether there are additional courses that could be offered to meet the needs of their constituencies.

Social Sciences Courses Offered 2008-09



The Social Sciences have also been a component of the college's Credits for College program. Classes in Anthropology, History, Political Science, and Sociology have been scheduled to be taught onsite on various local high school campuses and, as of 2008-2009, online as well. These have included courses designed to serve the interests of specific demographic constituencies, such as classes dealing the history of Latinos and Vietnamese-Americans. It should be noted that this has proven to be a problem area with a large number of classes being cancelled. We anticipate further discussion with the Credits for College program on how we can better serve the needs of high school students and improve retention and success rates.

Resources

The Social Sciences Program does not use any specialized equipment or facilities. The classroom resources provided by the college at the Le Jao, Garden Grove, and Costa Mesa centers are generally sufficient for our purposes. There are some limitations at the Costa Mesa with regard to access to classroom data projectors and internet access, but these are not severe problems and it's anticipated that the replacement of the current facility with a new structure to be established in Newport Beach will address any issues.

The Social Sciences program has successfully transitioned to using the new technologies deployed by the college. This includes our proprietary Course Management System (Seaport), and MyCCC, through which faculty manage course enrollment and issue final grades. Thanks to faculty diligence in undertaking training we've had relatively few issues in adopting these systems or in dealing with ongoing innovations, such as the introduction of the new testing tool for Seaport (SQUID) in Fall 2008.

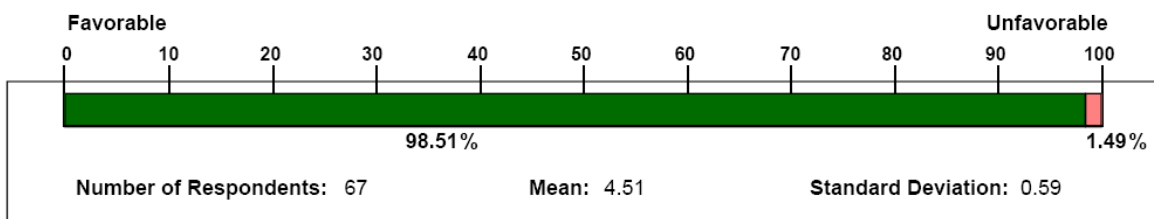
Our instructors also utilize additional technical resources. Several, for instance, integrate streaming video and audio into their online courses. Some of this is derived from sites such as YouTube or Annenberg Media's Learners.org, and in other cases the individual instructors have created their own content. Some faculty members utilize Turnitin.com as a method for electronically managing the submission of written work. This system provides not only an efficient electronic drop box, but checks

for plagiarism problems and enables instructors to quickly provide feedback to students on their papers. The college provides all faculty access to Turnitin.com, and it's hoped that in the future we will be able to integrate it directly into Seaport.

Overall, the technical support and resources provided by the college meet the needs of the department. There are areas where we would like to see improvements, such as some fine tuning of Seaport, but we anticipate that these issues will be addressed over time. We would also like to see the college offer more support in terms of providing faculty with software which can be used to enhance our courses, such as improved audio and video content for online courses.

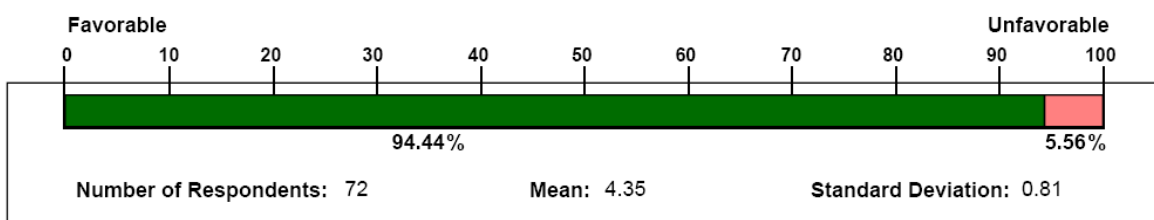
Responses from the faculty and student surveys indicate high levels of satisfaction with instructional facilities. Less than 1.5% of all students who responded to the survey indicated any degree of dissatisfaction.

General Satisfaction - Adequacy of instructional facilities

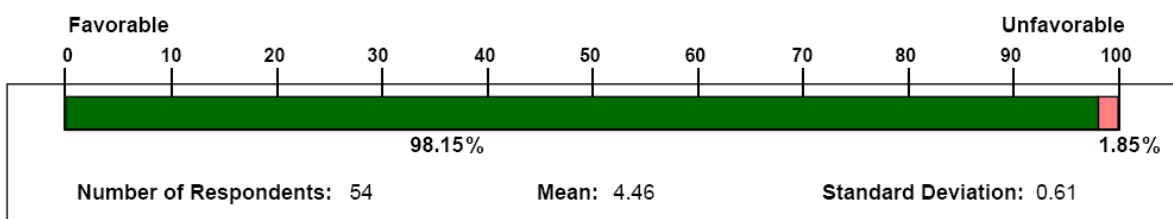


Most students are taking social sciences classes through distance learning (89% based on Spring 2008 enrollments). Student respondents to the Program Review survey indicated a high level of satisfaction with the reliability of the technology and with the availability of technical support.

Distance Learning - Reliability of the technology used to deliver the course



Distance Learning - Availability of technical support, if needed



Not included in the above data are responses from incarcerated students, who account for a large percentage of the program's telecourse students. Based on a survey in early 2008 of a sampling of incarcerated students in all disciplines, though, it appears that their biggest resource-related issues are getting regular access to course videos and timely, meaningful feedback on quizzes and exams.

In terms of staffing for the department, we currently have twenty-seven instructors who teach regular and military Social Science courses at Coastline, with some additional faculty teaching in the non-credit Emeritus program.

The breakdown of faculty members teaching credit classes per discipline is as follows:

Discipline	# of Faculty*
Anthropology	2
Economics	4
Geography	1
History	8
Human Services	4
Political Science	4
Sociology	7
	27**

*Excludes non-credit Emeritus

**Some faculty teach in more than one discipline

We have been very successful in recruiting highly qualified instructors to teach in our program. It would be desirable to add at least one more full-time faculty member to the program, but given current budgetary constraints it's not anticipated that this will happen in the near future.

Partnerships

Because our program is largely non-vocational our contacts with external business, professional, or community organizations are somewhat limited. We currently do not require the services of any advisory committees. The Human Services program does have an articulation agreement with CSU Fullerton, and instructors in many Human Services classes extensively utilize contacts within service-providing institutions as part of their courses. Our department also participates in a number of programs which require coordination with external entities. The Credits for College program, for instance, partners with local school districts, while the contract education wing of the college provides classes for the military. In recent years we have worked with the state's prison system to provide telecourses for incarcerated students.

Professional Development

The Social Sciences program supports professional development by encouraging instructors to participate in a wide range of activities. It is expected that all faculty members remain current with the developments within their particular disciplines and that have a solid grasp of the technologies employed by Coastline Community College.

Our faculty members have played key roles in developing and participating in professional development activities for the college. Specific areas include the following:

Summer Institute: Several of our faculty members have been very active in planning the college’s annual summer training institute and participating in sessions as moderators or presenters. In an informal e-mail survey twelve of our twenty-seven instructors indicated that they had attended one or more Summer Institutes.

Technology Committee Brown Bag Lunches: In 2007-2008 Dan Johnson (History) was the coordinator for this program and did a presentation on the use of Camtasia to develop streaming media. Presently Richard Boddie (Political Science) is the coordinator of this program and is scheduled to make a presentation on creating videos for the classroom.

MyCCC/Seaport Training Initiative: Five of our faculty members served as Mentors, aiding faculty to complete training on these systems. Eighty-eight percent of the Social Sciences faculty active in the 2007/2008 school year participated in this program and took one or more classes.

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)		
	Respondents: 6	
CCC General Faculty Meeting	5	83.33 %
Discipline-related workshops	2	33.33 %
Coastline Summer Technology Institute	2	33.33 %
Other technology-related workshops	2	33.33 %
Student learning outcomes workshops/training	2	33.33 %
Membership in professional associations	2	33.33 %
Professional conferences	3	50.00 %
Other classes	1	16.67 %
Professional training	1	16.67 %
Discipline-related reading	1	16.67 %
Technology-related reading	2	33.33 %
Total Responses	23	100 %

Because of the low response rate on the faculty survey, faculty were also queried via e-mail on their professional activities. A large number reported significant professional development activity outside of the college, including attendance at educational and discipline specific conferences, presentation of papers and significant academic publications.

Quantitative Elements

Course Data

Enrollments in social science classes for the primary terms of 2007-08 were 25% higher than enrollments in 2002-03, and now represent approximately 10% of the college's credit enrollment in apportionment-generating classes. Attrition in the program peaked at 25.1% in Spring 2004, was at its lowest during a three-semester period spanning Fall 2006 through Fall 2007, and showed an increase to 20.4% in Spring 2008. The reason for the increase is unclear, and the program will be watching this closely to determine if the increased attrition is the result of recordkeeping changes related to Banner implementation or if some instructional factors are at play. History classes account for about 41% of the program's enrollments, with Sociology and Political Science representing 17% and 19%, respectively.

Eighty-nine percent of the program's enrollments come from distance learning. This continues a trend towards declining onsite enrollments observed in the previous program review, although the decline is less marked than previously. We are continuing to explore ways to stabilize or expand enrollments in our onsite classes.

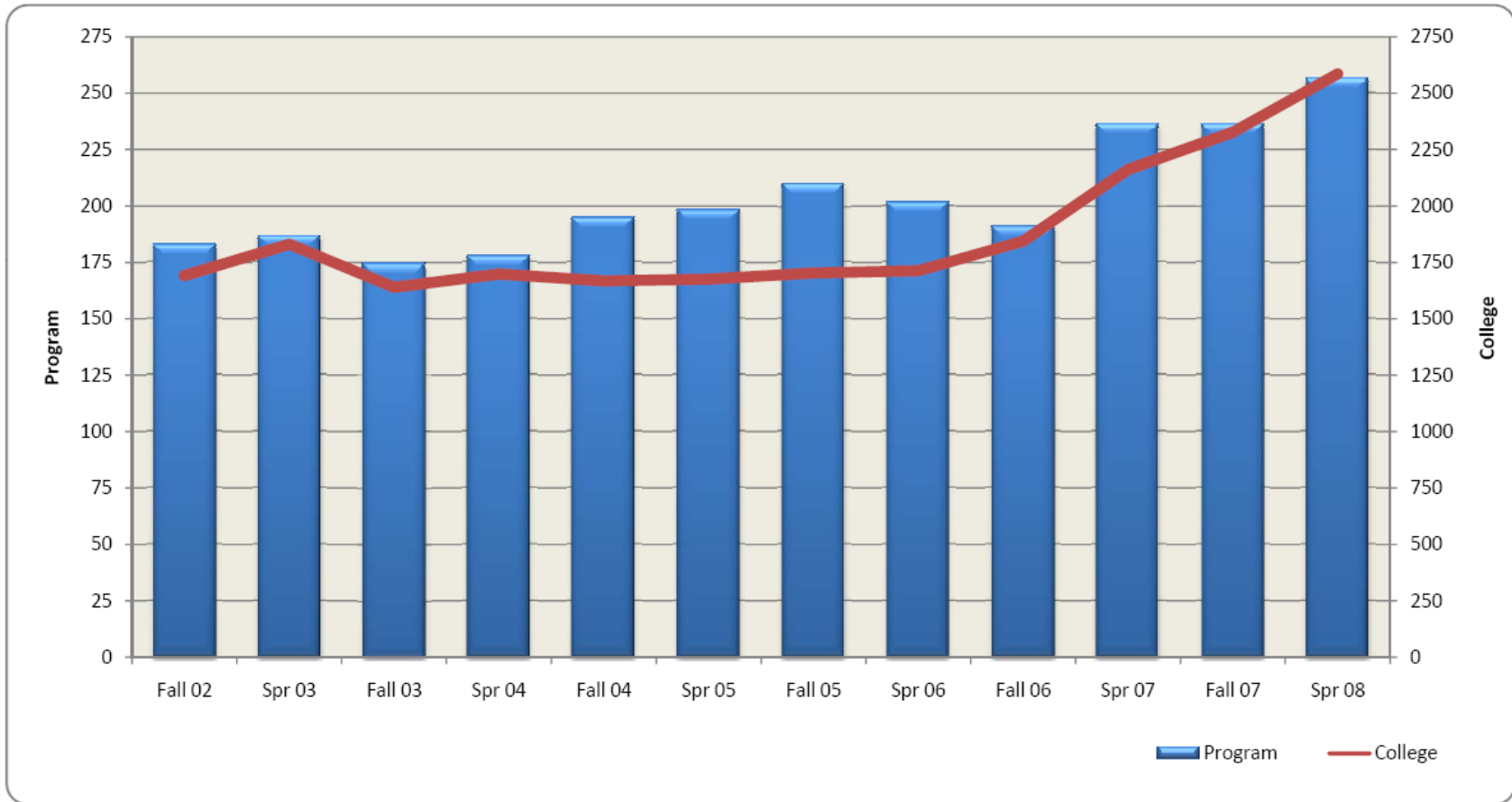
Program statistics also reflect a fairly consistent attrition rate of around 20%, which is a bit higher than what we see as a college as whole. In part this may reflect the higher percentage of our classes offered in a distance learning format, which does tend to have higher attrition rates.

**Social Sciences Program
Six-Year Summary of Enrollment and FTES**

PROGRAM AND	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
COLLEGE DATA	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08
FTES												
Program	182.91	186.64	174.29	177.70	194.62	198.19	209.88	201.62	191.15	236.41	236.42	256.65
College	1691.80	1830.23	1639.79	1698.93	1668.38	1675.88	1703.25	1713.42	1844.86	2161.42	2327.36	2585.61
Program as % of College	10.8%	10.2%	10.6%	10.5%	11.7%	11.8%	12.3%	11.8%	10.4%	10.9%	10.2%	9.9%
Program Sections												
Total Sections Scheduled	34	30	26	23	32	30	32	31	36	38	45	44
Sections Cancelled	6	6	3	0	3	3	3	5	7	5	8	10
Sections (adjusted for cancelled)	28	24	23	23	29	27	29	26	29	33	37	34
Avg. Enroll. All Classes	66	78	77	77	68	72	69	76	65	71	63	74
Seat Count at Census												
Program	1839	1860	1773	1770	1967	1957	2001	1982	1898	2328	2340	2529
College	16043	17053	15500	16243	15776	15699	15927	16188	17220	20458	21461	23434
Program as % of College	11.5%	10.9%	11.4%	10.9%	12.5%	12.5%	12.6%	12.2%	11.0%	11.4%	10.9%	10.8%
Seat Count at Semester End												
Program	1418	1417	1410	1325	1579	1529	1589	1581	1532	1957	1939	2013
College	13193	13895	12673	12998	12915	12964	12829	13239	14418	17334	18534	19552
Program as % of College	10.7%	10.2%	11.1%	10.2%	12.2%	11.8%	12.4%	11.9%	10.6%	11.3%	10.5%	10.3%
Attrition (Cens. To End Seats)												
Program	22.9%	23.8%	20.5%	25.1%	19.7%	21.9%	20.6%	20.2%	19.3%	15.9%	17.1%	20.4%
College	17.8%	18.5%	18.2%	20.0%	18.1%	17.4%	19.5%	18.2%	16.3%	15.3%	13.6%	16.6%

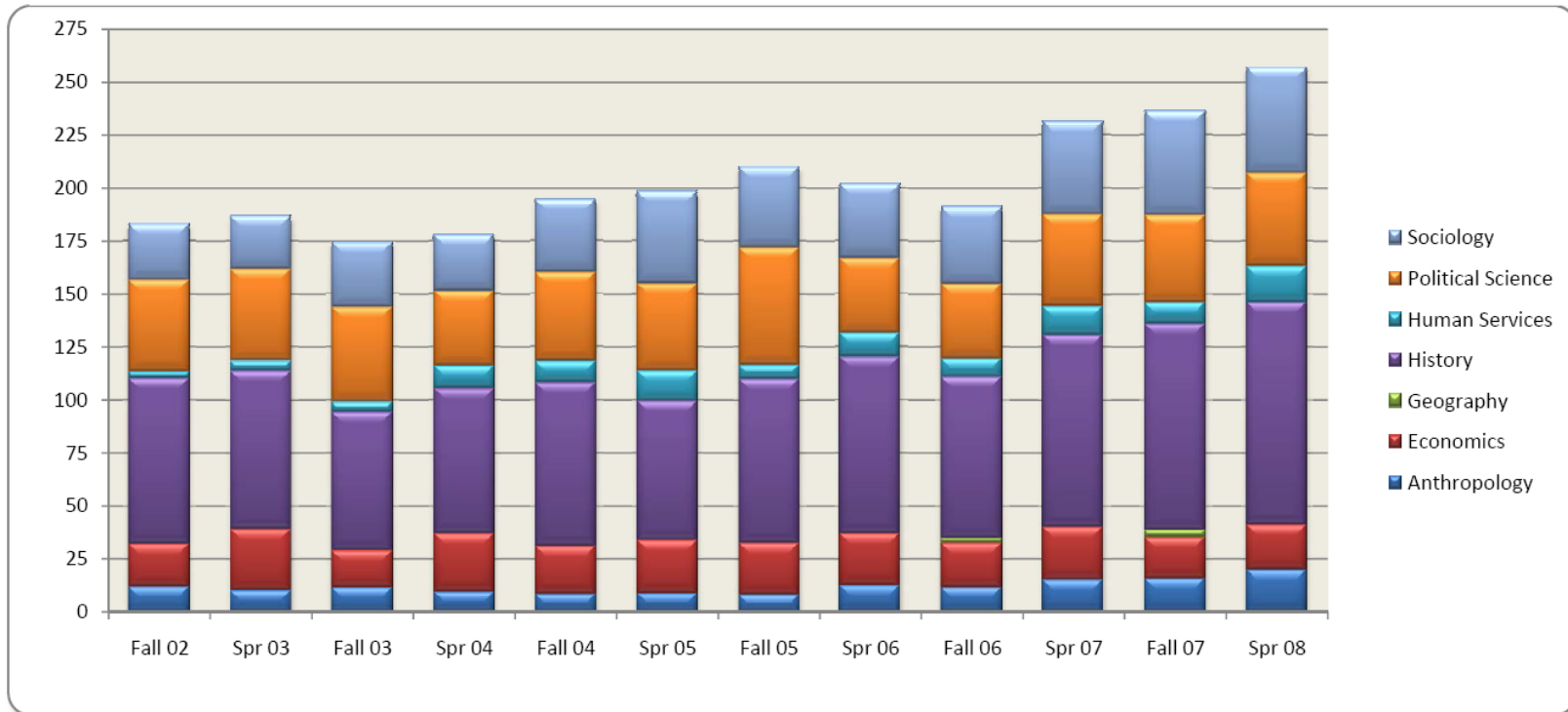
Social Sciences Program Six-Year Summary of Enrollment and FTES

FTES	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08
Program	182.91	186.64	174.29	177.70	194.62	198.19	209.88	201.62	191.15	236.41	236.42	256.65
College	1691.80	1830.23	1639.79	1698.93	1668.38	1675.88	1703.25	1713.42	1844.86	2161.42	2327.36	2585.61
Program as % of College	10.8%	10.2%	10.6%	10.5%	11.7%	11.8%	12.3%	11.8%	10.4%	10.9%	10.2%	9.9%



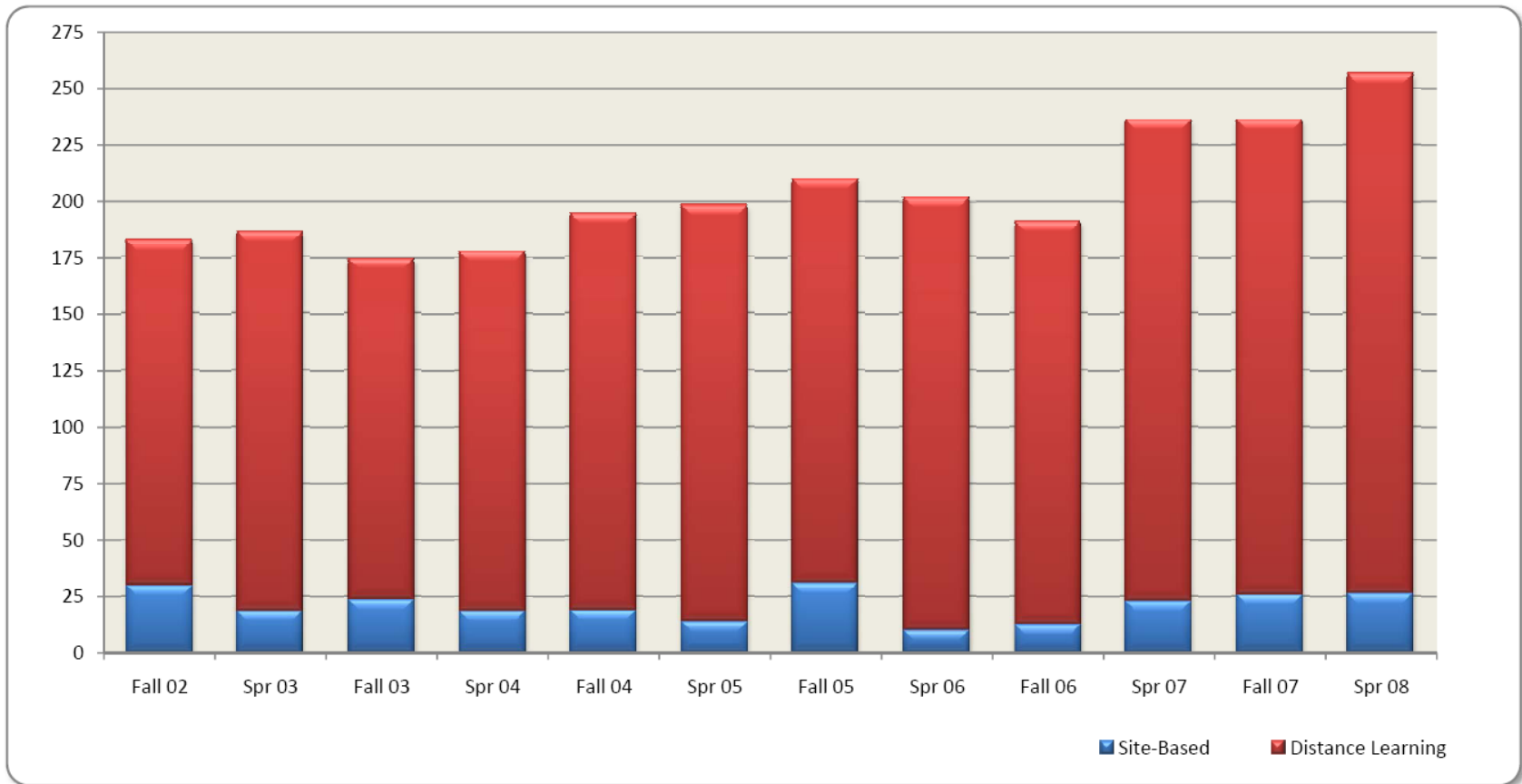
Social Sciences Program Comparison of Disciplines

FTES	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08
Anthropology	11.83	10.08	11.52	9.57	8.64	8.95	8.02	12.55	11.79	15.03	15.84	19.99
Economics	20.21	29.07	17.47	27.55	22.48	24.88	24.68	24.53	20.91	25.08	19.52	21.22
Geography	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.18	0.00	3.42	0.00
History	78.10	74.40	65.27	68.15	76.96	65.52	77.01	83.23	76.02	90.65	97.21	104.98
Human Services	3.29	4.83	4.73	10.80	10.08	14.37	6.69	11.25	8.74	13.65	9.98	17.07
Political Science	43.24	43.47	44.55	35.21	41.80	41.07	55.43	35.21	35.10	43.15	41.19	43.61
Sociology	26.23	24.79	30.75	26.43	34.66	43.41	38.06	34.87	36.41	43.86	49.27	49.78
Total	182.91	186.64	174.29	177.70	194.62	198.19	209.88	201.62	191.15	231.41	236.42	256.65



Social Sciences Program Comparison of Site-Based and Distance Learning FTES

FTES	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08
Site-Based	29.76	18.68	23.60	18.48	19.04	14.01	30.81	10.17	12.48	23.01	25.77	26.35
Distance Learning	153.15	167.97	150.69	159.23	175.58	184.18	179.07	191.45	178.66	213.39	210.65	230.29
Total	182.91	186.64	174.29	177.70	194.62	198.19	209.88	201.62	191.15	236.41	236.42	256.65



In addition to apportionment-generating classes, the health, nutrition, and physical education classes are offered in the Military Program. In Fall 2003, the classes enrolled 480 students. After a peak of 1,556 in Spring 2007, enrollments declined somewhat and were at 1,320 in Fall 2008. In addition to the regular fall and spring terms, the Military Program has, in the past two years, been enrolling between 500-600 students in Social Science classes in the summer.

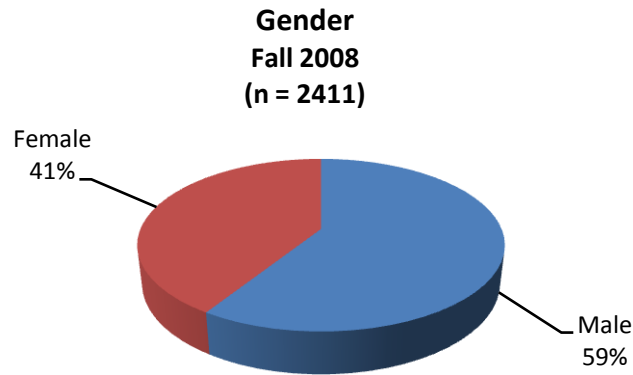
Military Program Enrollments in the Social Sciences

	Fall 2003	Spr 2004	Fall 2004	Spr 2005	Fall 2005	Spr 2006	Fall 2006	Spr 2007	Fall 2007	Spr 2008	Fall 2008
Seat Count	338	500	730	908	1166	1406	1450	1556	1131	1168	1320
Equivalent Number of Full-Time Students	34.766	51.429	75.087	93.394	119.938	144.617	149.143	160.045	116.335	120.137	135.771

Student Elements

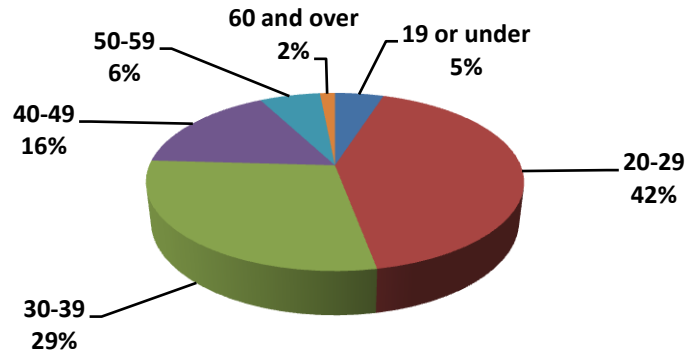
Analysis of enrollment data for Fall 2008 shows significant diversity among students who are taking courses in the Social Sciences.

Fifty-nine percent of enrolled students were male, compared to 41% female.



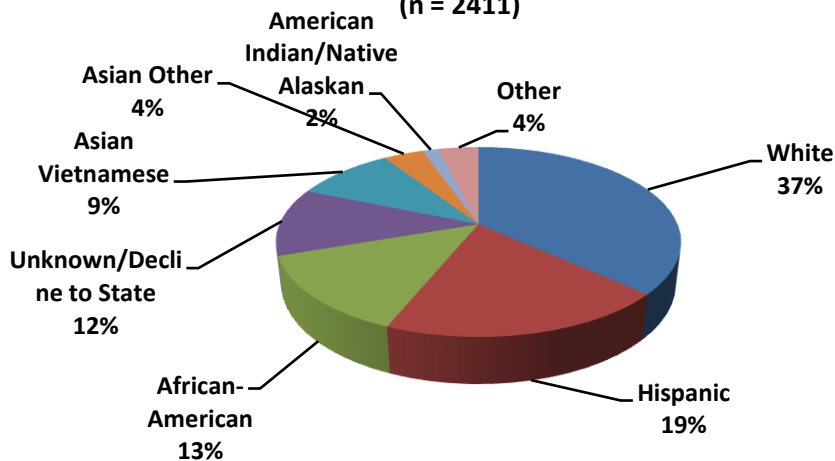
Forty-seven percent of all students were below the age of 30, 29% were between 30 and 39, and 34% were 40 or older. Clearly many of our students come to us with significant life experience, a factor we need to keep in mind while designing and implementing our courses. It's generally true that students do better when allowed more power and control over the educational process, but this is particularly true among adult learners who are often more confident and used to running their own lives.

**Age
Fall 2008
(n = 2411)**



The student population is quite ethnically diverse. Even discounting those whose ethnicity was not known, more than half of all students were non-white, with Hispanic students representing 19% of the total; African-Americans, 13%; and Vietnamese 9%. This diversity offers both challenges and opportunities for us. Opportunities in terms of enriching the experience of all students through contact with multiple cultures and points of view; challenges in that care must be taken to accommodate varied cultural preferences and different competencies in English.

**Ethnicity
Fall 2008
(n = 2411)**



Survey responses indicate that most students (71%) are working half to full-time. More than one-fourth of all survey respondents, however, reported that they are not working in paid positions. The fact that such a large percentage of our students work as well as go to school must be a factor in shaping how we design our courses. The tasks we require of our students should be challenging and of appropriately high academic standards, but we also need to ensure that the workload is reasonable and instructors need to

demonstrate a degree of flexibility and compassion in accommodating students who are seeking to balance school, work, and family.

What is your current employment status?		Respondents: 83	
Not working outside the home	18	21.69 %	
Working as a volunteer (non-paid position)	4	4.82 %	
Working 20 hours or less per week	2	2.41 %	
Working between 21-30 hours per week	9	10.84 %	
Working full-time	50	60.24 %	
Total Responses	83	100 %	

Almost 80% of the survey respondents indicated that they do not yet have a college degree, and 72% of the respondents said that they are only enrolled at Coastline.

What is your highest level of education?		Respondents: 84	
High school diploma	67	79.76 %	
Associate in Arts degree	11	13.10 %	
Bachelor's degree	5	5.95 %	
Master's degree	1	1.19 %	
Total Responses	84	100 %	

Cost Data

Instructional costs for 2007-08 totaled \$581,944.

Social Science Disciplines	Banner Org Code	Full-Time	Part-Time		Total Benefits	Total Expenses
			Summer	Fall & Spring		
Anthropology	801413		-	24,299	2,657	\$26,956
Economics	801412		13,410	38,491	5,944	\$57,845
Geography	801405	84,021	-	-	20,526	\$104,547
History	801406	78,271	23,672	104,368	31,035	\$237,346
Human Services	801407		5,760	30,309	3,700	\$39,769
Political Science	801411		10,968	52,626	5,739	\$69,333
Sociology	801409		10,334	32,760	3,055	\$46,148
		\$162,292	\$50,734	\$220,063	\$64,055	\$581,944

In 2007-08, revenue from apportionment based on FTES generated by the program was 4.7 times greater than the cost of instructional salaries.

**Comparison of Faculty Salaries (including Benefits) and Apportionment Revenues
2007-08**

Direct Instructional Costs	Apportionment Revenue	Net Revenue
\$581,944	\$2,736,712	\$2,154,768

Program Outcomes

Student Learning Outcomes

During the 2007-2008 school year the department successfully created course and program level outcomes for History, Human Services, and Sociology. These disciplines were also mapped to college level outcomes and work begun on determining how SLOs would be assessed, reported, and utilized. The process of creating the SLOs matrixes in these disciplines was initiated by Pat Arlington, aided by Gayle Berggren from the Psychology Department and Dan Johnson, Chair of the Social Sciences Department. Dr. Berggren and Dr. Johnson researched and developed rough drafts which were then submitted to the faculty for review and approval. The remaining disciplines will have their course and program level SLOs revised by Spring 2010. Copies of the SLOs matrixes for History, Human Services, and Sociology are attached below. Instructors for these disciplines were required to submit reports on Student Learning Outcomes based on their Fall 2008 classes.

Most instructors reported high levels of success in students achieving the stated learning outcomes. At the same time, they recognized that there were significant areas where instruction could be improved, particularly in the area of basic skills development. Key suggested improvements included expanded instructions for assignments, better rubrics, greater use of examples to clarify instructor expectations, more instructor feedback, and increased use of student peer groups, including the creation of group activities via online discussion boards. Instructors were also conscious of the need to make assignments more accessible and engaging for the students. The SLOs evaluation forms received to date are attached in the appendix.

Coastline History Program Course Learning Outcomes Matrix

Program Level Student Learning Outcomes	Hist 108 Science & Culture	Hist 115 Latin American History & Culture	Hist 120 Women in American History	Hist 122 Latino History & Culture	Hist 124 Vietnamese- American History & Culture
Students will be able to:					
1. Develop a well structured argument supported with relevant evidence which evaluates the social, cultural, political and/or economic characteristics of past societies and how and why these characteristics change over time.	X - 3, 6, 7	X - 3, 6, 7	X - 3, 6, 7	X - 3, 6, 7	X - 3, 6, 7
2. Analyze the meaning of primary and/or secondary historical sources and their significance as evidence.	X - 3, 6, 7	X - 3, 6, 7	X - 3, 6, 7	X - 3, 6, 7	X - 3, 6, 7
3. Creatively demonstrate the connection between the conditions of modern society and past events.	X - 2, 3, 6, 7	X - 2, 3, 6, 7	X - 2, 3, 6, 7	X - 2, 3, 6, 7	X - 2, 3, 6, 7
4. Evaluate the impact of social and cultural diversity upon the development of past societies.		X - 2, 3, 5, 7	X - 2, 3, 5, 7	X - 2, 3, 5, 7	X - 2, 3, 5, 7

Key: **X** = High priority SLO for this course; **x** = Second-level priority SLO, not measured

| = Coastline College Degree-Level Learning Outcome (by number): 1. Understanding/appreciation for the visual and performing arts; 2. Ethical, civic, environmental, & social responsibility; 3. Apply critical thinking & analysis; 4. Innovative thinking, & adaptive, creative problem solving skills; 5. Understanding and respect for cultural and global diversity; 6. Information competency; 7. Use effective communication & interpersonal skills; 8. Scientific and quantitative reasoning (*History Program does not measure #1, 4, 8*)

Program Level Student Learning Outcomes	Hist 125 Modern Iraqi History and Culture	Hist 128 History of Modern China	Hist 130 History of Multicultural America	Hist 132 History of Britain & Ireland to 1600	Hist 135 History of Britain & Ireland Since 1600
Students will be able to:					
1. Develop a well structured argument supported with relevant evidence which evaluates the social, cultural, political and/or economic characteristics of past societies and how and why these characteristics change over time.	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7
2. Analyze the meaning of primary and/or secondary historical sources and their significance as evidence.	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7
3. Creatively demonstrate the connection between the conditions of modern society and past events.	X † - 2, 3, 6, 7	X † - 2, 3, 6, 7	X † - 2, 3, 6, 7	X † - 2, 3, 6, 7	X † - 2, 3, 6, 7
4. Evaluate the impact of social and cultural diversity upon the development of past societies.	X † - 2, 3, 5, 7	X † - 2, 3, 5, 7	X † - 2, 3, 5, 7	X † - 2, 3, 5, 7	X † - 2, 3, 5, 7

Key: **X** = High priority SLO for this course; x = Second-level priority SLO, not measured

† = Coastline College Degree-Level Learning Outcome (by number): 1. Understanding/appreciation for the visual and performing arts; 2. Ethical, civic, environmental, & social responsibility; 3. Apply critical thinking & analysis; 4. Innovative thinking, & adaptive, creative problem solving skills; 5. Understanding and respect for cultural and global diversity; 6. Information competency; 7. Use effective communication & interpersonal skills; 8. Scientific and quantitative reasoning (*History Program does not measure #1, 4, 8*)

Program Level Student Learning Outcomes	Hist 140 Great Americans	Hist 146 History of Mexico	Hist 150 History of California	Hist 155 American West	Hist 160 World History to 1500
Students will be able to:					
1. Develop a well structured argument supported with relevant evidence which evaluates the social, cultural, political and/or economic characteristics of past societies and how and why these characteristics change over time.	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7
2. Analyze the meaning of primary and/or secondary historical sources and their significance as evidence.	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7
3. Creatively demonstrate the connection between the conditions of modern society and past events.	X † - 2, 3, 6, 7	X † - 2, 3, 6, 7	X † - 2, 3, 6, 7	X † - 2, 3, 6, 7	X † - 2, 3, 6, 7
4. Evaluate the impact of social and cultural diversity upon the development of past societies.	X † - 2, 3, 5, 7	X † - 2, 3, 5, 7	X † - 2, 3, 5, 7	X † - 2, 3, 5, 7	X † - 2, 3, 5, 7

Key: **X** = High priority SLO for this course; x = Second-level priority SLO, not measured

† = Coastline College Degree-Level Learning Outcome (by number): 1. Understanding/appreciation for the visual and performing arts; 2. Ethical, civic, environmental, & social responsibility; 3. Apply critical thinking & analysis; 4. Innovative thinking, & adaptive, creative problem solving skills; 5. Understanding and respect for cultural and global diversity; 6. Information competency; 7. Use effective communication & interpersonal skills; 8. Scientific and quantitative reasoning (*History Program does not measure #1, 4, 8*)

Program Level Student Learning Outcomes	Hist 165 World History from 1500	Hist 170 U.S. History to 1876	Hist 175 U.S. History Since 1876	Hist 180 Western Civilization to 1550	Hist 185 Western Civilization Since 1550
Students will be able to:					
1. Develop a well structured argument supported with relevant evidence which evaluates the social, cultural, political and/or economic characteristics of past societies and how and why these characteristics change over time.	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7
2. Analyze the meaning of primary and/or secondary historical sources and their significance as evidence.	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7	X † - 3, 6, 7
3. Creatively demonstrate the connection between the conditions of modern society and past events.	X † - 2, 3, 6, 7	X † - 2, 3, 6, 7	X † - 2, 3, 6, 7	X † - 2, 3, 6, 7	X † - 2, 3, 6, 7
4. Evaluate the impact of social and cultural diversity upon the development of past societies.	X † - 2, 3, 5, 7	X † - 2, 3, 5, 7	X † - 2, 3, 5, 7	X † - 2, 3, 5, 7	X † - 2, 3, 5, 7

Key: **X** = High priority SLO for this course; x = Second-level priority SLO, not measured

† = Coastline College Degree-Level Learning Outcome (by number): 1. Understanding/appreciation for the visual and performing arts; 2. Ethical, civic, environmental, & social responsibility; 3. Apply critical thinking & analysis; 4. Innovative thinking, & adaptive, creative problem solving skills; 5. Understanding and respect for cultural and global diversity; 6. Information competency; 7. Use effective communication & interpersonal skills; 8. Scientific and quantitative reasoning (*History Program does not measure #1, 4, 8*)

Coastline Human Services Department Program and Course Learning Outcomes Matrix

8-13-07

Page 1 of 2 (Key on next page)

Undergraduate Human Services Curriculum Standards from CSHSE* 2006 Accreditation Handbook	HS 100 Intro	HS101 Helping Theories/ Intervention	HS102 Intro to Crisis Intervention	HS 103 Intro to Stress Management	HS 104 Intro to Treatment Issues in Substance Abuse	HS 272 Practicum/ Field Placement	HS 273 Practicum/ Field Placement
1. Historical roots of HS & creation of profession; current legislation affecting services delivery; how public and private attitudes influence legislation and interpretation of policies related to HS	X essay		X			X	X
2. Theories of human development, group dynamics; changing family structures & roles; understanding of capacities, limitations & resiliency of human systems.	X		X		X		
3. Knowledge, theory, skills of HS profession; range of populations served & needs addressed by HS professionals; range of HS delivery systems, organization & characteristics; major models used to integrate prevention, maintenance, intervention, rehabilitation, & healthy functioning.	X*2 paper	X	X essay		X essay		
4. Application of skills to analyze the needs of clients, develop goals, & design and implement a plan of action; evaluate the outcomes of the plan.	X*3 essay	X *3 paper	X	X *3 paper	X	X *3	X *3
5. Knowledge and skills to: obtain info through the observation of systems, to assess the adequacy, accuracy, & validity of info provided by others; to evaluate info in terms of its significance, relevance, & timeliness; to compile, synthesize, & categorize info & present it orally or in writing to clients, colleagues, or other members of related services systems	X					X*7 reflection paper	X*7 reflection paper
6. Theory and knowledge bases for interventions. Learning experiences in: case management, intake interviewing, individual counseling, group facilitation & counseling, location & use of appropriate resources & referrals; use of consultation		X essay	X paper		X paper		

Undergraduate Human Services Curriculum Standards from CSHSE* 2006 Accreditation Handbook	HS 100 Intro	HS101 Helping Theories/ Intervention	HS102 Intro to Crisis Intervention	HS 103 Intro to Stress Management	HS 104 Intro to Treatment Issues in Substance Abuse	HS 272 Practicum/ Field Placement	HS 273 Practicum/ Field Placement
7. Interpersonal skills (clarifying expectations, dealing effectively with conflict, establishing rapport with clients, maintaining behavior that is congruent with expressed values)		X ✖7	X ✖7	X discussion board		X ✖7	X ✖7
8. Client-Related Values and Attitudes: Choosing least intrusive intervention in the least restrictive environment; client self-determination; confidentiality of information; recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity; belief that individuals, services systems, and society can change; interdisciplinary team approaches to problem solving; personal commitment to appropriate professional boundaries; integration of the ethical standards outlined by the NOHS and CSHSE		X ✖2,5 paper	X ✖2		X ✖2		
9. Awareness of values, interpersonal styles, limitations: conscious use of self; reflection on professional self (journaling, development of a portfolio, project demonstrating competency), clarification of values; awareness of diversity; strategies for self-care	X ✖2,3,5,7 paper	X ✖2,3 paper	X ✖2,3,7 essay	X method needed	X ✖2,3,7 project paper	X ✖2,3,7 reflection paper	X ✖2,3,7 reflection paper
10. Field Experience						X ✖2,3,7 reflection paper	X ✖2,3,7 reflection paper

Key: X = High priority SLO for this course; X = Second-level priority SLO; not measured

✖ = Coastline College Degree-Level Learning Outcomes (by number) *[items 1, 4, 6, & 8 are not measured in the Human Services Program]*

*Council for Standards in Human Service Education: "Overview of the CSHSE National Standards," May 2005

[Http://www.cshse.org/overview.html](http://www.cshse.org/overview.html) retrieved 6/18/07

Coastline Sociology Department Course Learning Outcomes Matrix

9-7-07

Assessment Template for Student Learning Goals (based on ASA Task Force on Assessment* (2004)	Soc 100 Intro to Sociology	Soc 110 Marriage & Family	Soc 120 Intro to Gerontology
1. Understanding of the discipline of sociology and its role in contributing to our understanding of social reality	X * -2;5	X	X
2. Demonstrate the role of theory in sociology.	X essay	X essay	
3. Demonstrate understanding of the role of evidence and qualitative and quantitative methods.	X * -8	X * -8	X * -8
4. Use technical skills in retrieving information from the Internet; use computers appropriately for data analysis; write in appropriate social science style for accurately conveying data finding; identify and apply the principles of ethical sociological practice.			X * -7
5. Demonstrate knowledge and comprehension of: culture, social change, socialization, stratification, social structure, institutions, and differentiation by race/ethnicity, gender, age, and class. Students can define and explain the relevance of each concept.	X	X	X * -2 Paper-SLO1
6. Articulate an understanding of how culture and social structure operate.	X	X	
7. Articulate the reciprocal relationship between individuals and society.	X		
8. Articulate the macro/micro distinction.	X		
9. Articulate at least two specialty areas within sociology in depth.			
10. Articulate the internal diversity of the US and its place in the international context.			X
11. Demonstrate critical thinking.	X * -3	X * -3	X * -3
12. Develop values; articulate the utility of the sociological perspective as one of several perspectives on social reality; explain the importance of reducing the negative effects of social inequality.	X * -2		X * -2

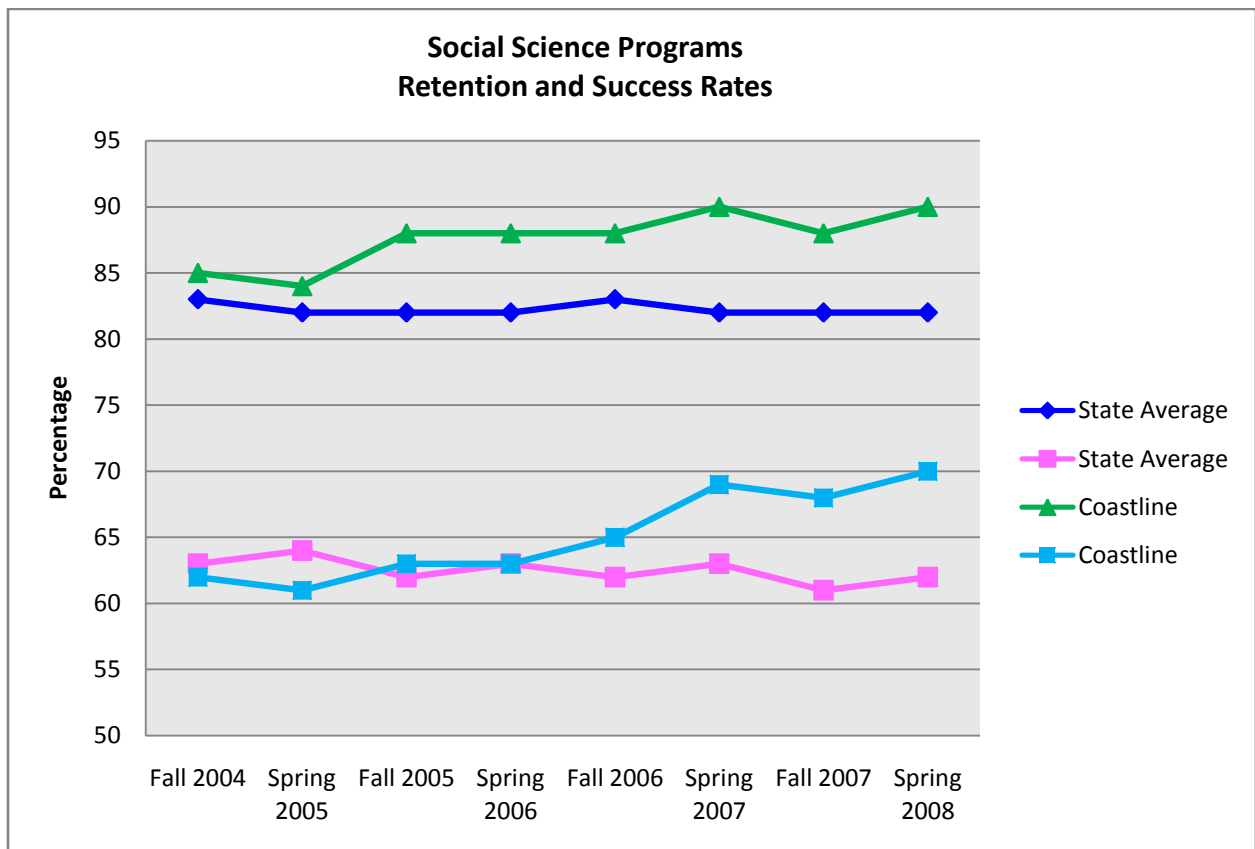
Key: X = High priority SLO for this course; X = Second-level priority SLO; not measured

~~*~~ =Coastline College Degree-Level Learning Outcome (by number): 1.Understanding/appreciation for the visual and performing arts; 2. Ethical, civic environmental, & social responsibility; 3. Apply critical thinking & analysis; 4. Innovative thinking, & adaptive, creative problem solving skills; 5. Understanding and respect for cultural and global diversity; 6. Information competency; 7. Use effective communication & interpersonal skills; 8. Scientific and quantitative reasoning. (Sociology Program does not measure # 1,4,6)

*"Creating an Effective Assessment Plan for the Sociology Major," The ASA Task Force on Assessing the Undergraduate Sociology Major, 2005, American Sociological Association.
<http://www.asanet.org/galleries/APAP/Assessment%20Final%20Copy%202005.pdf>

Other Student Outcomes

Additional data was collected from the State Chancellor's office to evaluate the program's success rate in comparison to both the state as a whole and other community colleges in Orange County. Overall, Coastline's Social Science program achieved high scores in both comparisons. Over the course of the past four years we've shown consistent improvement in both student retention and student success (the percentage of students achieving a passing grade in our courses). Currently Coastline significantly exceeds the statewide average in these categories. We also have the highest scores amongst Orange County community colleges in retention rates, and are exceeded only by Orange Coast College in terms of success rates.



**Community College Social Science Programs, State and Orange County
Retention and Success Rates, Fall 2004 to Spring 2008**

Retention Rates (% Retained in Courses)

- Social Sciences Programs

	Fall2004	Spring2005	Fall2005	Spring2006	Fall2006	Spring2007	Fall 2007	Spring2008
STATE AVERAGE	83	82	82	82	83	82	82	82
COAST CC								
Coastline	85	84	88	88	88	90	88	90
Golden West	81	80	83	82	82	83	84	86
Orange Coast	84	85	84	84	84	84	84	86
NORTH OC CC								
Cypress	77	79	79	78	78	78	79	78
Fullerton	78	79	80	80	80	81	79	79
SOUTH OC CC								
Irvine	89	90	88	90	89	89	86	84
Saddleback	89	90	90	89	89	88	85	84
RANCHO ST CC								
Santa Ana	77	75	76	75	75	77	74	75
Santiago Canyon	79	81	79	78	74	77	77	78

Success Rates (% with Passing Grades)

-- Social Sciences Programs

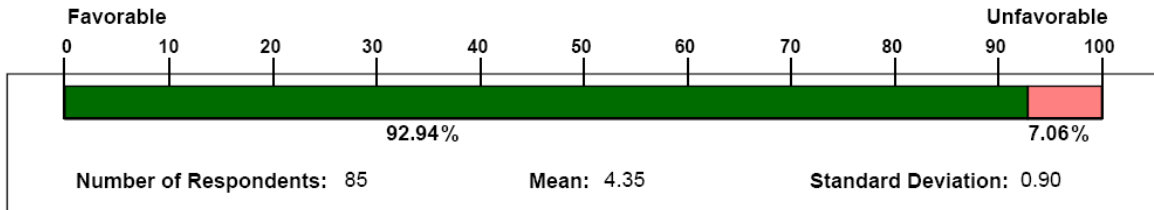
	Fall2004	Spring2005	Fall2005	Spring2006	Fall2006	Spring2007	Fall 2007	Spring2008
STATE AVERAGE	63	64	62	63	62	63	61	62
COAST CC								
Coastline	62	61	63	63	65	69	68	70
Golden West	59	57	60	60	60	64	60	64
Orange Coast	69	70	70	70	70	71	69	71
NORTH OC CC								
Cypress	59	62	59	61	58	61	58	61
Fullerton	58	59	57	57	56	59	57	57
SOUTH OC CC								
Irvine	67	68	66	68	65	67	62	65
Saddleback	69	71	69	70	65	67	62	65
RANCHO ST CC								
Santa Ana	57	56	55	58	57	59	54	58
Santiago Canyon	61	65	58	59	57	62	58	62

California Community Colleges: Chancellor's Office
https://misweb.cccco.edu/mis/onlinestat/ret_sucs.cfm. Accessed February 25, 2009.

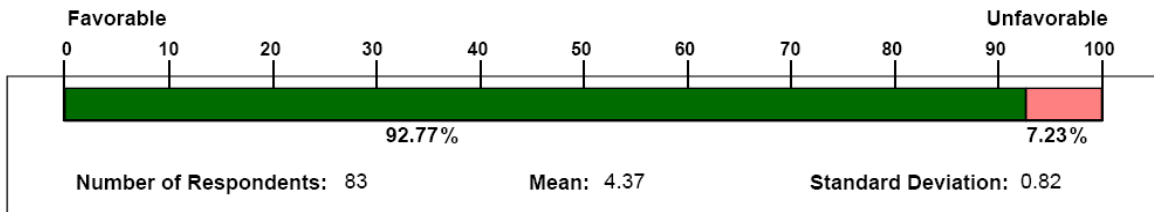
Student Satisfaction

Responses to the student survey indicate a high level of satisfaction (93%) with both the quality of instruction and overall program quality.

General Satisfaction - Quality of instruction

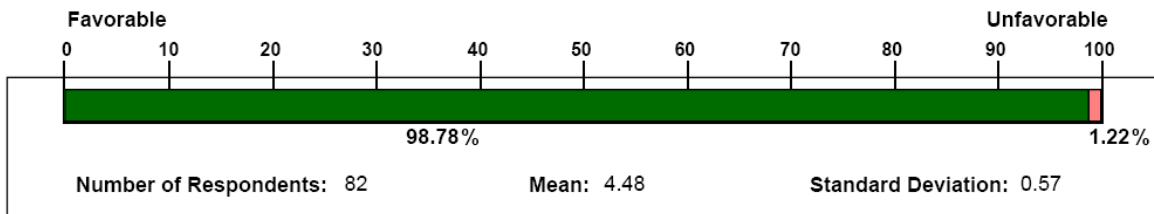


General Satisfaction - Overall quality of the program



Students were even more satisfied with their own success in their social science classes, with almost 99% saying they were either very satisfied or satisfied.

General Satisfaction - Your own success in the program



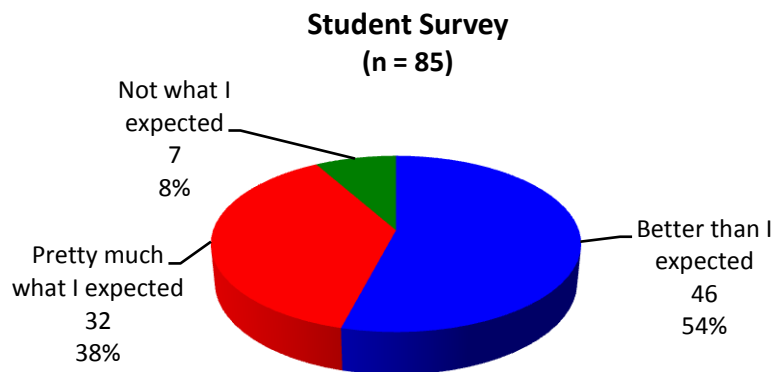
Student comments about class/program aspects that were especially important to them indicated appreciation for well-organized instruction, real-life and in-depth learning experiences, and prompt and supportive feedback from instructors.

Student Survey Comments Related to Their Most Positive Experience:

- I am very excited about social science because I feel it helps me to better understand people and how they relate to others and society.
- The counselor Stephani Rogers has been most kind and helpful in aiding me in getting organized with Coastline Community College while attending the Army Sergeants Major Academy in El Paso, TX.
- This was my first class at Coastline. It was a very good experience. I felt it was set up very nicely for online study. Teacher (Dan Johnson) did a great job.

- The teacher was very organized. He did give all the tools to become successful in learning history. I just think I have some learning disabilities.
- Dr. Hogan by far has been a true joy to work with. I really enjoyed her crisis intervention class.
- The fact that I am doing what my course is teaching- it is like having a practical application to my learning. I also like the fact that the instructors are very available to assist.
- I have had great interaction with the History instructors and even though I got a C in one of my classes I really enjoyed the class and learned more then what the Grade mark may have been. They have encouraged my thirst for Historical knowledge causing me to do more outside research in my off time
- The speed and depth the instructor has responded to any and all questions I have.
- These are my first, everything has been positive and I'm having a great experience, the ideal of being able to go to work and school makes this program perfect for me.
- The supporting power point presentations and feed back provided by Prf. Go.
- I am really enjoying political science and especially enjoyed the midterm review with Richard Boddie and Michael Najera. It is obvious they are very passionate about government.
- I really enjoyed Dan Johnson's lectures and his attitude is awesome!
- My History 170 class lectures were very interesting. I felt the instructor took the material presented in the readings and expanded upon it in a way that helped me understand why things happened, in addition to what things happened.

Ninety-two percent of respondents to the student survey indicated that their social science class(es) either met or exceeded their expectations.



Of the small number of students who said the class did not meet their expectations, two students were dissatisfied with the instructor's availability and responsiveness, two felt that the paperwork and quizzes were too difficult, and one felt that the computerized exams/quizzes was flawed. One student made the suggestion for adding voice-recorded lectures instead of static Power Points, and one student was surprised by the depth of focus on a particular area within the course.

Conclusions

The Social Sciences program continues to enjoy strong student demand for classes in our disciplines, as reflected in growing enrollments. Coupled with student survey results and comparative statistics, this suggests that our program has been very successful in producing high quality courses that meet students' needs. We have also been able to expand our course offerings, in part because of our collaboration with other Coastline programs such as the military section and Credits for College. The essential ingredient for our success has been a pool of exceptionally hard-working faculty who have created and taught these classes and demonstrated a commitment to remaining current in the rapidly changing technologies employed by the college. It should also be noted that the college has done an excellent job in providing the technological resources and training necessary for effective instruction. This has been particularly important to the Social Sciences because the overwhelming majority of our courses are offered in a distance learning format.

We have made significant progress in developing and instituting updated Student Learning Outcomes at the program and course level, but this remains an area which needs further work. We anticipate that over the next year the program will devote considerable attention to this issue as part of our ongoing curriculum review process. As part of this process we will investigate further expansion of our course offerings and enhancement of our Human Services program to further improve the vocational opportunities of students in this discipline. We likewise expect to continue to improve the overall quality and effectiveness of our classes with a greater emphasis upon basic skills and language development, integration of streaming audio and video media in our online classes, better communication with students, and experimentation with new methods of creating student and faculty communities. In the context of these improvements, we will particularly focus on meeting the needs of distinct student demographic groups, such as incarcerated students (who constitute the majority of our telecourse enrollments), and students from diverse cultural and ethnic backgrounds, including those who have English as a second language.

Recommendations

Because the core strength of our program is in our instructors, we urge that the college to enhance its support of the faculty wherever possible. Generally speaking, Coastline has done an excellent job in this regard, but enhanced compensation for undergoing technological training would be desirable. We recommend as well the continuation of college-wide technological improvements, such refinements to the Seaport course management system. In specific, we would like to see further improvements to the SQUID testing tool, more flexible discussion forums, and the integration of Turnitin and Elluminate into Seaport. We also suggest that as the college creates a comprehensive system to evaluate, report, and utilize program and course level Student Learning Outcome, it keeps a clear focus on ensuring that this process does not impose undue burdens on our faculty (the vast majority of whom are part-time instructors) and that the end results will be in a format that is truly useful in improving classroom instruction.

Goals

Progress on Prior Goals

2004 Self-Review Goals

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

This goal was not achieved in the timeframe given. We are currently working on fulfilling this goal within the context of the current program review. Forty-four percent of the curriculum for the social sciences department has been updated, including new Student Learning Outcomes and two dormant courses which are to be retired. We anticipate having the rest of curriculum revised by Spring 2010.

- 2. 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.***

Since 2004 there have been significant changes in the technology involved in the online delivery of our courses. The most significant change has been the adoption of the Seaport course management system (including the recently introduced online testing tool) and the MyCCC system. The social sciences faculty has done an outstanding job in undergoing the training for these new systems and putting them into operation. Our faculty have also adopted other key technologies, including the use of an online plagiarism-checking system (Turnitin.com) and we're beginning to integrate streaming video and audio into our courses either through external sources or by product produced internally using Camtasia.

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

Our Human Services program has been fully articulated with the Human Services B.S. program at Fullerton.

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

We've developed two courses that address this goal. In response to the passage of Proposition 36 in 2000 the program recognized the need for a class dealing specifically with the treatment of substance abuse and developed Human Services 104. Last year, at the request of a local group of churches we also developed Human Services 115 (Youth Mentoring), although we have not yet been able to run this class successfully.

- 5. 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.***

The development of MyCCC and Seaport has given us significant new tools to improve our channels of communication with students. Both these systems allow us to easily find contact information for students (Coastline e-mail address and telephone number) and to send mass e-mails to an entire class. We anticipate that we will continue to improve our ability to communicate with students by employing new technologies. For instance, we're involved in the initiative to develop a Coastline presence in Second Life. In terms of faculty interactions we've had success in using online conferencing (Elluminate) to hold meetings with the Sociology and Human Services instructors as part of our initiative to develop course and program level SLOs in these disciplines. Social Sciences faculty have also played key roles in developing and running the Technology Committee's Brown Bag Seminars, which are simultaneously presented as live onsite meetings and Elluminate broadcasts.

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

Some of these issues were addressed in the 2004-5 Social Science department meetings, but the departure of the department chair and discipline dean who had overseen the 2004 Program Review made it difficult to follow through on this goal, because of the discontinuity in program leadership.

2004 Steering Committee Recommendations

- 1. 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.)***

Because of logistical difficulties, this objective has not been achieved. We are hopefully the development of an online "virtual" community through Second Life will help increase intra-

student communications, particularly since the military already has a significant presence in this virtual world.

- 2. 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.***

The development of communication skills have been addressed in the course and program level student learning outcomes which have revised to date. We have not developed significant written or oral communication activities and assessments which are designed specifically to aid ESL students.

We have done some work to improve basic academic skills in our courses. For some time the social sciences department has been teaching courses within the context of the STAR program which feature interdisciplinary assignments. Political Science and History instructors, for instance, share core assignments with an English instructor, with the goal of helping students acquire superior language and writing skills. The military section has recently instituted a similar program in their new contract with the Air Force. We're also working on a MPI initiative (the Basic Skills Toolbox) which will provide learning objects designed to enhance basic academic skills which can be embedded in any course.

- 3. 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.***

The college is still formulating the overall plan for how we will measure, report, and utilize Student Learning Objectives. We have created finished creating course and program level SLOs for History, Sociology, and Human Services and mapped these SLOs to college level outcomes. We have also been through two assessment cycles in which instructors reported on selected SLOs within individual courses using embedded assessments.

- 4. 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***

This goal was not accomplished. We're currently looking at technologically assisted ways of better creating student communities and enhancing student/faculty interactions.

- 5. 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.**

Instructors in a number of our disciplines, including Sociology and Human Services, have integrated library based assignments into their courses. We are continuing to look for areas where we can expand our use of these resources.

- 6. Publicize the Human Services Program internally and especially to other departments with overlapping potential interests (e.g., Teacher Ed, Special Ed).**

Although there are significant informal contacts with other departments, particularly Gerontology, we have not taken specific measures to advertise our Human Services Program internally.

- 7. 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.**

Appreciation of global issues and a focus on cultural, racial, ethnic, and gender diversity are key features of many Social Science classes. Thus, the program plays an important role in developing student awareness in these areas. In recent years we've addressed this in a number of ways. We've revised or developed four courses which directly address global and multi-cultural issues:

- Political Science C140: Politics of the Middle East
- History C125: History of Modern Iraq
- Anthropology C150: World Cultures
- Sociology C130: Globalization and Social Change

The first two are being offered through our military program and the later two have been run successfully as regular online courses.

The Social Sciences program also participated in the Global Citizenship Project, a recent MPI grant initiative developed by Betty Disney, to create a learning object which focused on a key global issue. An interdisciplinary team consisting of a philosopher, a historian, and a political scientist worked together to identify a relevant topic (the global relationship between human society and the natural waterscape). They then produced video presentations and assessments which could be plugged into any course as a complete lesson. In March 2009 Betty Disney, the Dean responsible for the Social Sciences program, will travel to Philadelphia to do a presentation on this project.

8. Continue attempts to identify courses for which there is site-based demand.

This remains a very difficult issue. We've had some success in increasing the number of viable onsite courses, but as a percentage of our total course offerings they continue to decline, albeit at a slower pace than in the past. Recent setbacks include the cancellation of Weekend College courses because of consistently poor enrollment. The key issue seems to be less in identifying popular courses than in improving course delivery methods and teaching techniques to better suit the needs of the student populations most likely to want an onsite rather than distance learning delivery model. We've been most successful where we've had instructors who are good at establishing a rapport with local student communities and whose classes are structured to provide maximum assistance to students with limited basic academic and language skills.

9. Continue to investigate the potential for additional certificate programs in the Social Sciences.

We have not identified any additional areas which could be served by a certificate program since most of the disciplines within our program focus on general education rather than vocational skills.

10. Revisit the prior review's goals that were unachieved to determine which, if any, remain viable.

Prior goals in updating curriculum and enhancing the Human Services program were carried forward into 2004-05

New Five-Year Goals

The following goals will be accomplished by Spring 2010:

1. Create a department website for Social Sciences on the college webpage which will facilitate advertising the program and the improvement of our ability to create a student community.
2. Complete the development of course and program level SLOs for all of our disciplines, map them to college level outcomes, and set in place an effective SLOs assessment cycle by Spring 2010.
3. Complete revision of all Social Sciences curriculum.

The following are ongoing goals with no specific target date:

4. Continue to identify key areas of student demand and expand our course offerings to meet these needs.

5. Explore alternative ways to create student and faculty communities. This includes both the use of technological methods, such as utilizing Second Life, listservs, blogs, or wikis, and more traditional methods of establishing relationships with existing communities, such as local government institutions and academic organizations.
6. Enhance our use of technology, particularly within our online courses. This will include the better integration of streaming audio and visual content and the use of alternative ways of communicating with students, such as online synchronous conferencing through Elluminate and interacting with students through Coastline's Second Life site.
7. Better accommodate students speaking English as a second language in our courses, particularly in the area of written communication.
8. Improve student success rates by increased emphasis upon developing basic skills.
9. Increase the student population in our onsite courses by identifying high demand classes and improving teaching and course delivery methods.

Appendix A: Degree Majors and Areas of Emphasis

Economics Major

Economics is the study of how effectively society meets its human and material needs. It provides a logical, ordered way of looking at various problems. It draws upon history, philosophy, and mathematics to deal with subjects ranging from how an individual household or business can make sound decisions, to societal issues such as unemployment, inflation, and environmental decay. Critical thinking is stressed more in economics than it is in any of the social sciences or in the business department. Economics also stresses computer proficiency and communications skills.

Requirements for the major:

Required Core:

Economics C180—Principles of Economics (Macro) (3.0 units)

Economics C185—Principles of Economics (Micro) (3.0 units)

Total: 6 units

Complete one of the following courses:

Math C140—Survey of Calculus (4.0 units)

Math C180—Calculus with Analytic Geometry 2 (5.0 units)

Total: 4-5 units

Complete two of the following courses:

Accounting C101—Financial Accounting (4.0 units)

Accounting C102—Managerial Accounting (4.0 units)

Math C160—Introduction to Statistics (4.0 units)

Math C185—Calculus with Analytic Geometry 2 (5.0 units)

Total: 8-9 units

Recommended Electives: Accounting C100 (Intro to Accounting); Math C285 (Linear Algebra and Differential Equations); Business C110 (Legal Environment of Business); Philosophy C115 (Logic and Critical Thinking).

Total units = 18-20 units

History Major

A major in History provides students with skills in historical research and analysis, a chronological understanding of the past, and factual knowledge of specific historical periods. Study yields an appreciation of U.S. history, as well as the histories of other people and cultures which enhances multicultural understanding in the workplace and everyday society. Historical study is advantageous in developing valuable career skills in research, writing, argumentation (interpersonal communication), and documentation. Such skills and knowledge prepare students for careers in education, law, government, business, management, public relations, writing, and research.

Requirements for the major:

History C160—World History to 1500 (3.0 units)

History C165—World History from 1500 (3.0 units)

History C170—U.S. History to 1876 (3.0 units)

History C175—U.S. History Since 1876 (3.0 units)

Select two courses from:

History C115—Latin American History and Culture (3.0 units)

History C120—Women in American History (3.0 units)

History C122—Latino History and Culture (3.0 units)

History C124—Southeast Asian History and Culture (3.0 units)

History C125—Modern Iraqi History and Culture (3.0 units)

History C128—History of Modern China (3.0 units)
History C130—History of Multicultural America (3.0 units)
History C145—History of Mexico (3.0 units)
History C150—History of California (3.0 units)
History C155—The American West (3.0 units)
History C180—Western Civilization to 1550 (3.0 units)
History C185—Western Civilization Since 1550 (3.0 units)

Total units required = at least 18 units

Human Services Major

This major prepares students to work in the expanding field of human services, a growing profession in response to the human needs and problems in the 21st century. It provides a general background for work with families, children and adults and offers the student a pathway to pursue an associate or bachelor level degree. Individuals with a major in Human Services can enhance their professional helping skills, offering them greater work opportunities as social-service technicians, case management aides, mental health technicians, gerontology aides, special education teacher aides, and residential managers. Additionally, police officers, firefighters, military counselors, and others dealing with the public will benefit from the program training. The major exposes the student to the most current thinking in the field, hands-on experience, and community networking.

Requirements for the major:

Human Services C100—Introduction to Human Services (3.0 units)
Human Services/Counseling C101—Helping Theories and Intervention Skills (3.0 units)
Human Services/Counseling C102—Introduction to Crisis Intervention (3.0 units)
Human Services C273—Practicum (3.0 units)
9 units from the following courses:
Anthropology C150—World Cultures (3.0 units)
Biology C120—Biology of Aging (3.0 units)
Counseling C100—Career/Life Planning (3.0 units)
Human Services C103—Stress Management (1.5 units)
Human Services C104—Treatment Issues in Substance Abuse (3.0 units)
Human Services C272—Practicum (3.0 units)
Gerontology C120—Professional issues (3.0 units)
Gerontology C130—Techniques of Working w/ Frail Elderly (3.0 units)
Gerontology C140—Aging in a Multicultural Society (3.0 units)
Health C100—Health Education (3.0 units)
Health C175—Healthy Aging (2.0 units)
Food & Nutrition C175—Nutrition and Aging (2.0 units)
Psychology C100—Introduction to Psychology (3.0 units)
Psychology C115—Child Growth and Development (3.0 units)
Psychology C120—Abnormal Psychology (3.0 units)
Psychology C170—Psychology of Aging (3.0 units)
Sociology C100—Introduction to Sociology (3.0 units)
Sociology C110—Marriage and Family (3.0 units)
Sociology C120—Introduction to Gerontology (3.0 units)
Speech C100—Interpersonal Communication (3.0 units)

Total units required = At least 18 units

Sociology Major

Sociology is the study of social life and focuses on the interaction between human groups and institutions and their influences on each other. Sociology ranges from the study of relationships in family units in the most primitive cultures to the research of large bureaucratic institutions in major industrialized nations. Sociology also studies more tangible measures of human behavior such as class or social status, social movements, and criminal deviance.

Requirements for the major:

Required:

Sociology C100—Introduction to Sociology (3.0 units)

Math C160—Introduction to Statistic (4.0 units)

Select four courses from:

Anthropology C100—Cultural Anthropology (3.0 units)

Human Services C100—Introduction to Human Services (3.0 units)

Human Services C101—Helping Theories and Intervention Skills (3.0 units)

Human Services C102—Introduction to Crises Intervention (3.0 units)

Human Services C103—Introduction to Stress Management (1.5 units)

Human Services C104 Treatment Issues in Substance Abuse (3.0 units)

Sociology C110—Marriage and Family (3.0 units)

Sociology C120—Introduction to Gerontology (3.0 units)

Sociology C130—Globalization and Social Change (3.0 units)

Foreign Language Course (2.5—5 units)

Option for Contract Education Only:

Criminal Justice C110—Criminal Investigation (3 units)

Criminal Justice C128—Criminal Procedure (3 units)

Criminal Justice C140—Introduction to Criminal Justice (3.0 units)

Criminal Justice C141—Criminal Law (3.0 units)

Criminal Justice C148—Multi-cultural Studies in Criminal Justice (3.0 units)

Total Units Required = 18.5—21 units

American Studies Area of Emphasis

This interdisciplinary major is designed to provide students with an integrated understanding of American society, history, and culture. Students may select designated courses within the humanities, social sciences, and fine arts disciplines. More than 300 colleges and universities in the United States offer American Studies programs. They approach American culture from many directions but have in common the desire to view America as a whole rather than from the perspective of a single discipline. Students who have graduated from four-year universities with American Studies degrees have gone on to work as lawyers, librarians, business leaders, writers, archivists, researchers, teachers, and politicians.

Requirements for the major:

Select a minimum of 18 units from at least 5 different disciplines.

Art C102

Communications C100

Geography C109, C150

Gerontology C140

History C120, C122, C130, C150, C155, C170, C175

Humanities C130

English C145, C150, C155

Music C102, C104, C105, C106
Philosophy C120
Political Science C100, C110, C120
Psychology C115, C170
Social Science C101
Sociology C110, C120
Speech C100, C101, C110
Total units = at least 18 units

Social and Behavioral Sciences Area of Emphasis

Courses in the Social and Behavioral Sciences area focus on understanding human behavior within social, political, cultural, and historical contexts. Some University majors within the Social and Behavioral Sciences include: Anthropology, Archaeology, Child Development, Criminal Justice, Economics, Geography, History, Political Science, Psychology, Social Work, and Sociology.

Select at least 18 units from the following courses:

Anthropology C100, C120, C150
Communications C100
Economics C100, C180, C185
Geography C100, C150, C180, C185
History C108, C115, C120, C122, C124, C128, C130, C155, C160, C165, C170, C175, C180, C185
Political Science C100, C110, C120, C130, C140
Psychology C100, C115, C118, C120, C148, C170, C250, C280
Religious Studies C140, C140A, C140B
Sociology C100, C110, C120

Appendix B: Student Learning Outcomes Reports

Biology 120 (Talmage, Secord, and Eber)	B-2
History 150 (Johnson)	B-4
History 160 (Garvin)	B-5
History 165 (Johnson)	B-6
History 170 (Garvin)	B-7
History 170 (Johnson)	B-8
History 175 (Diaz-Brown).....	B-9
History 180 (Najera)	B-10
Human Services 100 (Hogan)	B-12
Human Services 102 (Hogan)	B-13
Sociology 100 (Go)	B-14
Sociology 110 (Go)	B-16
Sociology 110 (Allen)	B-18
Sociology 120 (Secord and Eber)	B-19
Sociology 120 (Eber)	B-21
Sociology 130 (Go)	B-22



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title Bio 120 (Sections 81427 + 72826 www; 85410 mil) Psych 170 (Section 85544 mil) Soc 120 (Sections: 82594 www; 82746 telecourse; 85418 mil)

Instructor(s) Dorrie Talmage, Debra Secord and Lorie Eber

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
Based upon case-studies, observation, and/or research, be able to interpret and apply major sociological theories and principles of aging to determine their impact and implication on the individual and society as a whole.	No measured this session.		
Through written and/or verbal interactions, be able to apply research principles to back-up effective communication skills.	Written assignments were offered across the summer and first 8 week fall 08 session in the 7 sections. These were graded with a rubric that gave points for the following: Opinions, theories, ideas are presented in a logical manner. Directions and suggestions are thoroughly followed and addressed. Sources are cited to support ideas/opinions.	As of 11/08, 178 students completed the seven sections of Gerontology Courses. Out of these students 103 or 58% obtained an excellent score; 47 or 26% obtained a good score; and 26 or 15% obtained a poor score Students who scored poorly were given suggestions for improvement. Their key error was not including the criteria from the rubric in their assignments; use of unsupported opinions; not including original thought; not responding to the assignment's guiding questions. Debra Secord-Report Author	Instructor feedback on student success (via e-mail during at the end of the summer session and again in October at the end of the first 8 week session) pinpointed some improvements that could be made in assignment directions across the program. Once incorporated, these revised directions should improve student's ability to complete the assignment expectations. Instructors also commented on a general lack of knowledge, especially among military and incarcerated students, in how to identify and cite research materials



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
			used in their writing assignments to support their ideas and opinions on a topic. We have linked to a tutorial from the Virtual Library within our courses on the correct way to use citations and have refined a general description of expectations for writing assignments, including writing samples, which have been incorporated into the course websites across the program.
Based on research, observations, and/or profiles of aging individuals, demonstrate critical thinking by developing a plan which will enhance effective communication, maintain independence, and adapt the environment to suit the needs of elderly individuals and their families.	Not measured this session.		



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title **History 150 – History of California – Fall 2008 - Section 82738**

Instructor(s) **Daniel Johnson**

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
1. Given a key economic, political, social, or cultural trend or event in California's history, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	Based on a prompt provided by the instructor, students will write a substantial essay using a standard academic format. The essay will be evaluated on structure, logic of the argument, use of historical evidence, and effectiveness of the argument.	This SLO was measured with four papers, two on the midterms and two for the final. The average score on these papers was 77%. 94% of the papers received a passing grade.	We are in the process of creating a more detailed video describing the process of writing an argumentative essay. This will be added to the course in Fall 2009.
2. Given primary and/or secondary sources relating to California's history, analyze their meaning and usefulness as evidence.	Having studied a relevant primary or secondary source, students will write a brief essay, create a project, or respond to multiple-choice questions. These assessments will be evaluated based upon the extent to which they demonstrate an understanding of the meaning and significance of the source materials	This SLO was measured with three papers in which students were required to analyze primary and secondary sources. The average score on these papers was 83%. 96% of the papers received a passing grade.	Examples of analysis papers will be added to aid students in understanding this assignment. A discussion forum will be added that students can use to collaborate with other students.
3. Given a key economic, political, social, or cultural trend or event in California's history, evaluate the connections between this past trend or event and current conditions in California.	Students will write an essay, research report, or discussion board posting which makes a logical connection between past events and contemporary conditions. These assessments will be evaluated the clarity and effectiveness of the student's argument	Students wrote a biographical research report aimed at demonstrating a connection between their lives and past events. The average score on these assignments was 90% and 97% of the students received a passing grade. Students also addressed this outcome through discussion postings, but this component was not directly measured.	Increased emphasis will be put upon the connections between past events and the present within the context of the discussion forums in the form of an extra-credit assignment which requires students to show connections between current news stories and historical events we're studying.



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title History 160 – World History to 1500 – Section 82993 – Fall 2008

Instructor(s) Tim Garvin

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
1. Given a key economic, political, social, or cultural trend or event in World History to 1500, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	Based on a prompt provided by the instructor, students will write a substantial essay using a standard academic format. The essay will be evaluated on structure, logic of the argument, use of historical evidence, and effectiveness of the argument.	The outcome for this SLO was measured by Three midterm essays and a final essay, The class average for these assignments was 84%. Of those students who submitted work, there was a 91% pass rate.	A rubric discussing the criteria for the essays on both a basic structural as well as a mechanical assessment will be instituted to clarify expectation in Fall 2009.
2. Given primary and/or secondary sources relating to World History to 1500, analyze their meaning and usefulness as evidence.	Having studied a relevant primary or secondary source, students will write a brief essay, create a project, or respond to multiple-choice questions. These assessments will be evaluated based upon the extent to which they demonstrate an understanding of the meaning and significance of the source materials	Students wrote four papers that analyzed a primary reader that required them to analyze and incorporate primary sources into a examination of a significant historical period. The papers were well written and the scores were an average of 80%	Students will be given the option of rewriting two of the four papers after receiving critical feedback from instructor. Also they will get a change to engage in peer reviews to share concepts and obtain greater comprehension of the material in Fall 2009
3. Given a key economic, political, social, or cultural trend or event in World History to 1500, evaluate the connections between this past event or trend and current world conditions.	Students will write an essay, research report, or discussion board posting which makes a logical connection between past events and contemporary conditions. These assessments will be evaluated the clarity and effectiveness of the student's argument	Discussion board posting allowed students to share their perspectives and with repeated visits to the forum obtained new perspectives based upon fellow student's ideas.	There will be a greater attempt to make the discussion board an ongoing project throughout the semester. The instructor will pose questions that will require an evolving perspective on the notion of sustained historical; connections that require repeated dialogues.



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title History 165 – World History since 1500 – Section 81606 – Fall 2008

Instructor(s) Dan Johnson

I Course or Program Robust Student Learning Outcomes	II Assessment Method Include assessment method, & who, what, when, how	III Assessment Results Report Include main findings, date, and report author(s)	IV Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
1. Given a key economic, political, social, or cultural trend or event in World History since 1500, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	Based on a prompt provided by the instructor, students will write a substantial essay using a standard academic format. The essay will be evaluated on structure, logic of the argument, use of historical evidence, and effectiveness of the argument.	This SLO was assessed with four essays. The average score on these essays was 80%. 89% of the essays received a passing grade.	Further instructions on writing the argumentative essay will be added for student reference.
2. Given primary and/or secondary sources relating to World History since 1500, analyze their meaning and usefulness as evidence.	Having studied a relevant primary or secondary source, students will write a brief essay, create a project, or respond to multiple-choice questions. These assessments will be evaluated based upon the extent to which they demonstrate an understanding of the meaning and significance of the source materials	This SLO was assessed with five papers based on primary sources. The average score on these papers was 78%. 95% of the papers received a passing grade.	This assignment will continue to be tweaked with new sources and some modifications of the instructions. Sample essays will be provided for student reference.
3. Given a key economic, political, social, or cultural trend or event in World History since 1500, evaluate the connections between this past event or trend and current world conditions.	Students will write an essay, research report, or discussion board posting which makes a logical connection between past events and contemporary conditions. These assessments will be evaluated the clarity and effectiveness of the student's argument	This SLO was not formally assessed. It is a component of the discussion forums.	This SLO was not assessed



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title **History 170 – U.S. History to 1876 – Section 82027 – Fall 2008**

Instructor(s) **Tim Garvin**

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
1. Given a key economic, political, social, or cultural trend or event in U.S. history to 1876, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	Based on a prompt provided by the instructor, students will write a substantial essay using a standard academic format. The essay will be evaluated on structure, logic of the argument, use of historical evidence, and effectiveness of the argument.	The students were evaluated through two (2) midterm essays and two (2) Final essays. The average score on the midterm was 85%, and the Final at 82%. 95% of the students had a passing grade.	Guidelines for the content and structure of the essays will be modified to provide greater clarity of expectation and will contain a rubric for grading purposes made available to the students in the Fall 2009 semester.
2. Given primary and/or secondary sources relating to U.S. history to 1876, analyze their meaning and usefulness as evidence.	Having studied a relevant primary or secondary source, students will write a brief essay, create a project, or respond to multiple-choice questions. These assessments will be evaluated based upon the extent to which they demonstrate an understanding of the meaning and significance of the source materials	Students wrote four (4) papers based on the assigned readings which covered primary source usage and historiographical content. The average score on the assignment was 84%, with about a 96% passing rate.	Students will be given a chance to collaborate on an online forum so as to have greater peer feedback in the Fall 2009 semester.
3. Given a key economic, political, social, or cultural trend or event in U.S. history to 1876, evaluate the connections between this past trend or event and conditions in modern America.	Students will write an essay, research report, or discussion board posting which makes a logical connection between past events and contemporary conditions. These assessments will evaluate the clarity and effectiveness of the student's argument	Students responded to the prompts and engaged one another with constant feedback on the discussion boards.	Instructor will provide prompts whose answers will evolve over the course of the semester in an attempt to get students to engage in an ongoing semester-long dialogue.



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title History 170 – U.S. History to 1876 – Section 82565 – Fall 2008

Instructor(s) Daniel Johnson

I Course or Program Robust Student Learning Outcomes	II Assessment Method Include assessment method, & who, what, when, how	III Assessment Results Report Include main findings, date, and report author(s)	IV Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
1. Given a key economic, political, social, or cultural trend or event in U.S. history to 1876, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	Based on a prompt provided by the instructor, students will write a substantial essay using a standard academic format. The essay will be evaluated on structure, logic of the argument, use of historical evidence, and effectiveness of the argument.	This SLO was measured with two essays on the midterm and two essays on the final. The average score on these essays was 80%. 93% of the essays received a passing grade.	We are in the process of creating a more detailed video describing the process of writing an argumentative essay. This will be added to the course in Fall 2009.
2. Given primary and/or secondary sources relating to U.S. history to 1876, analyze their meaning and usefulness as evidence.	Having studied a relevant primary or secondary source, students will write a brief essay, create a project, or respond to multiple-choice questions. These assessments will be evaluated based upon the extent to which they demonstrate an understanding of the meaning and significance of the source materials	This SLO was measured with four papers based on primary sources. The average score on these papers was 79%. 91% of the papers received a passing grade.	Examples of analysis papers will be added to aid students in understanding this assignment. A discussion forum will be added that students can use to collaborate with other students.
3. Given a key economic, political, social, or cultural trend or event in U.S. history to 1876, evaluate the connections between this past trend or event and conditions in modern America.	Students will write an essay, research report, or discussion board posting which makes a logical connection between past events and contemporary conditions. These assessments will be evaluated the clarity and effectiveness of the student's argument	This SLO was not assessed	This SLO was not assessed



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title History 175 – U.S. History since 1876 – Section 82550- Fall 2008

Instructor(s) William Diaz-Brown

I Course or Program Robust Student Learning Outcomes	II Assessment Method Include assessment method, & who, what, when, how	III Assessment Results Report Include main findings, date, and report author(s)	IV Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
1. Given a key economic, political, social, or cultural trend or event in U.S. history since 1876, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	Based on a prompt provided by the instructor, students will write a substantial essay using a standard academic format. The essay will be evaluated on structure, logic of the argument, use of historical evidence, and effectiveness of the argument.	This SLO was measured with two essays on the midterm and two essays on the final. The average score on these essays was 75%. 90% of the essays received a passing grade.	We are in the process of creating a more detailed video describing the process of writing an argumentative essay. This will be added to the course in Fall 2009. Essays will also be used as examples for students.
2. Given primary and/or secondary sources relating to U.S. history since 1876, analyze their meaning and usefulness as evidence.	Having studied a relevant primary or secondary source, students will write a brief essay, create a project, or respond to multiple-choice questions. These assessments will be evaluated based upon the extent to which they demonstrate an understanding of the meaning and significance of the source materials	This SLO was measured with two papers based on a primary source. The average score on these papers was 80%. 90% of the papers received a passing grade.	Examples of analysis papers will be provided to aid students in understanding this assignment. A rubric corresponding to the examples will be in the student handbook.
3. Given a key economic, political, social, or cultural trend or event in U.S. history since 1876, evaluate the connections between this past trend or event and conditions in modern America.	Students will write an essay or research report which makes a logical connection between past events and contemporary conditions. These assessments will be evaluated the clarity and effectiveness of the student's argument	This SLO was measured with an essay assignment using a contemporary account of an event. The average score on these papers was an 85%, 95% of the papers received a passing grade.	Examples of analysis papers will be provided to aid students in understanding this assignment. A rubric corresponding to the examples will be in the student handbook.



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title History 180 – Western Civilizations to 1550 – Section 82552 – Fall 2008

Instructor(s) Mike Najera

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
<p>1. Given a key economic, political, social, or cultural trend or event in Western Civilizations to 1550, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.</p>	<p>Select 3-4 articles to use as examples. These articles may relate to one topic, one historical period, or they may represent a variety of topics and time periods. Students will write an essay in which they assess how these articles reflect late twentieth century biases in the choice of topics, research methods, and interpretations. Essays should have an introductory paragraph that presents your thesis, 3-6 body paragraphs that present the information that supports your thesis by discussing each of the articles and a concluding paragraph.</p>	<p>75 % of the students presented essays that were clear about the relation of the articles selected and contemporary issues. 90% of the students identified the thesis of each article and the main points supporting the thesis. 80 % of the students presented a well organized, well written essay</p>	<p>Based on the results of the essays, teacher evaluates the grading rubric, on how much instructional time was spent on going over the expectations. In addition the teacher should continue to evaluate the recent version of the Annual Editions Textbook.</p>
<p>2. Given primary and/or secondary sources relating to Western Civilizations to 1550, analyze their meaning and usefulness as evidence.</p>	<p>Having studied a relevant primary or secondary source, students will create a chart of the years 1000 – 1500. The assessment will be evaluated based upon the extent to which they demonstrate an understanding of the meaning and significance of the source materials.</p>	<p>90% of the students presented historical charts that were well organized and well written. 10% of the students presented historical charts that were incomplete.</p>	<p>Teacher will assess the two chart options and see which one needs to be re-structured.</p>



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
3. Given a key economic, political, social, or cultural trend or event Western Civilizations to 1550, evaluate the connections between this past event or trend and current world conditions.	Students will write an essay, research report, or discussion board posting which makes a logical connection between past events and contemporary conditions. These assessments will be evaluated the clarity and effectiveness of the student's argument	SLO not evaluated	SLO not evaluated



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title Human Services 100 – Introduction to Human Services

Instructor(s) Mikel Hogan

I Course or Program Robust Student Learning Outcomes	II Assessment Method Include assessment method, & who, what, when, how	III Assessment Results Report Include main findings, date, and report author(s)	IV Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
1. Through observation, interviews, and other research, identify the cultural competence skills needed to provide effective services; articulate personal reflections. SLO 3, SLO 9	Students will be given an assignment to visit a local human services agency; assignment will be graded using a rubric that specifies performance criteria	This SLO was measured with a written report about a human services agency that the students visited. The average score on the agency report was 85% and 96% of the reports received a passing score.	Examples of an agency report will be added the course syllabus to aid students in understanding this assignment. A discussion forum will be added that students can use to collaborate with other students about their agency reports.
2. Given a real-life scenario or case study about a service-related problem faced by an individual, provide suggestions about how public and private attitudes might influence legislation and interpretation of policies related to human services. SLO 1	Assignments (or essays) will be graded using a rubric that specifies performance criteria.	This SLO was measured with an essay on the midterm and one essay on the final exam. The average score on these essays was 78% and 95% of the essays received a passing grade.	A sample essay will be added to the course syllabus to aid students in understanding how to write a high quality essay.
3. Given case studies of clients with various problems, and in various contexts or helping areas, demonstrate the ability to analyze the needs of the client, develop goals, and design and implement a plan of action. SLO 4	Students will be given an essay, discussion prompt, or homework assignment that will be graded using a rubric that specifies performance criteria.	This SLO was measured with a required action plan and case example report that was posted in the Discussion Forum of the course website. The average score on the reports was 85% and 96 % of the reports received a passing grade.	A sample action plan report will be posted in the course Discussion Forum to aid students in understanding the assignment.



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title Human Services 102 – Introduction to Crisis Intervention

Instructor(s) Mikel Hogan

I Course or Program Robust Student Learning Outcomes	II Assessment Method Include assessment method, & who, what, when, how	III Assessment Results Report Include main findings, date, and report author(s)	IV Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
1. Given a scenario or case study that describes a particular person in crisis and the context in which it occurs, describe a correct crisis intervention. SLO 6	Assignments (or essays) will be graded using a rubric that specifies performance criteria.	This SLO was measured with one essay on the midterm and one essay on the final. The average score on these essays was 82%. 95% of the essays received a passing grade.	Examples of a crisis intervention case will be added to the syllabus to aid students in understanding this assignment. A discussion forum will be added that students can use to collaborate with other students
2. Given a variety of contexts of counseling, describe possible symptoms of burnout that can occur in those settings and identify strategies for decreasing or preventing burnout. SLO 9	Assignments (or essays) will be graded using a rubric that specifies performance criteria.	This SLO was measured with one essay on the midterm and one essay on the final. The average score on these essays was 85%. 95% of the essays received a passing grade.	This has not been completed.
3. Given a scenario or case study that describes a particular behavior and the context in which it occurs, identify and explain viable intervention strategies applying 3 of 5 major theoretical approaches. SLO 3	Project will be graded using a rubric that specifies performance criteria	This SLO was measured with a written report on a person experiencing a crisis and a three-stage intervention . The average score on the report was 80%. 93% of the essays received a passing grade.	This has not been completed.



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title Sociology 100 – Introduction to Sociology
Instructor(s) Marianne Ryan Go

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
1. Analyze and interpret real-life scenarios applying the tenets of the Functionalist, Conflict, and Symbolic interaction perspectives to explain the benefits of a multi-dimensional approach to the study of social events and issues.	Students will be given an essay or homework assignment that will be graded using a rubric that specifies performance criteria. Answers must demonstrate how the three perspectives chosen differ in emphasis and approach.	This SLO was measured with an essay through the interactive discussion board. The average score was a B and 95% received a passing grade.	This project can be upgraded to a proper research paper. For next term, students will be asked to choose a historical event and assess how the event will be analyzed from the three perspectives. Students will also be then asked to provide specific groups or a person who identifies with this perspective.
2. Using specific examples or case studies, explain how social actions are influenced by society's challenges and can effect social change. This includes understanding the role of social categories such as gender, race, and social class and taking into consideration historical context in explaining behavior, issues, and events	Multiple-choice testing based upon a scenario will be utilized. Students will also be assigned readings from newspapers dealing with current events. Identifying from the article the social categories addressed in class; students will analyze the role of race, class, gender, and age in how the event was framed by the journalist and to assess if stereotypes were reinforced or challenged.	The SLO was measured with an essay that gave students the option of choosing from 3 newspapers (NYT, BBC, Al-Jazeera). This SLO was also measured with a multiple-choice exam. The average score on the paper was a B+. 98% of papers received a passing grade.	Students can be asked to choose one event and compare and contrast how two newspapers covered the same event. This way, students can have a more dynamic assessment of bias.
3. Use case studies, scenarios, or observations to interpret group and individual behavior in relationship to social structures; formulate conclusions, and predict likely behavior or actions	Students will be assigned this project or longer essay during the first half of each semester. Project will be graded using a rubric that specifies performance criteria. Alternatively,	This SLO was measured with an interactive discussion board. The average score was a B+ and all received a passing grade.	Have students read more in-depth studies and experiments involving violation of norms and expectations.



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
based on analysis of cultural norms and expectations.	students can also do “mini experiments” testing how people react when norms are violated. This can involve eating a hamburger with a fork and knife when eating out with friends or when asked “how was your day?” by a friend, student can literally answer the question by giving a detailed account of the day.		



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title Sociology 110 – Marriage and Family
Instructor(s) Marianne Ryan Go

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
<p>1. Given a scenario or case study about a particular adult's behavior, analyze that behavior using exchange theory, feminist perspective, or political theory of family and marriages.</p>	<p>Assignments (or essays) will be graded using a rubric that specifies performance criteria. In the essay prompt, student will be given statistical information on marriage, divorce, and birth rates. Based on this information, students will explain the trends shown in the graph and interpret these trends using the various theories. Students will be evaluated on their ability to read charts and graphs and their knowledge of theory.</p>	<p>This SLO was measured with an essay, but was given as an extra credit. Students were shown how to create graphs through the US Census Bureau website. Students were able to choose which variables they were interested in (race, age, time period etc.).</p>	<p>Students can be shown statistics from other countries and they can do a more comparative essay.</p>
<p>2. Given case studies, scenarios, or observations, be able to interpret group behavior and individual behavior within family structures. Students will formulate conclusions, and predict likely behaviors or actions based on analysis of expectations using gender, race, age of marriage, and certain cultural context.</p>	<p>Students will be given this scenario during the first half of each semester. Students will write an essay comparing and contrasting the life and family trajectories of different types of people. These assessments will be evaluated based upon the extent to which they demonstrated an understanding of how age, race, gender, and social class affect marriages and family outcomes. Project will be graded using a rubric that specifies performance criteria.</p>	<p>This SLO was measured with an interactive discussion board and multiple choice exam. The average was a B and 93% passed.</p>	<p>Discussion boards can become repetitive, so students can be divided into groups and given different scenarios.</p>



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
3. Given historical and contemporary examples, analyze how families, concepts of gender, and love change as a result of exogenous pressures. Compare and contrast how love and gender stratification differs between various societies and across time.	Based on a novel assigned by the instructor, students will evaluate the role of love and women in the family structure. Alternatively, films can also be assigned. Students will then write a short essay analyzing how the novel or film used the concept of love to understand family ties and decisions. Students will also assess the role of fathers, mothers, wives, or husbands in the family.	This SLO was measured with an essay through the discussion board. Students were given an option between reading a novel, watching a film, or reading a powerpoint prepared by the instructor, and most students chose the powerpoint. The average was an A- and 95% passed.	
4. Given trends in consumerism and marketing, analyze how contemporary childhood is influenced by the media and advertising, and how parenting is affected by technology and these new ways of advertising.	Based on a project that asks students to evaluate either a current children's program and the commercials that advertise in the program, describe the tactics used in selling goods to children. Analyze the role adults play in these programs and commercials. Compare and contrast these shows and commercials to students' own childhood experience.	This SLO has not yet been implemented, but will be in the next term.	



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title Sociology 110 – Marriage and Family – Fall 2008
Instructor(s) Stacey Allen

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
1. Given a scenario or case study about a particular adult's behavior, analyze that behavior from a specific sociological theory.	Assignments (or essays) will be graded using a rubric that specifies performance criteria.	This SLO was measured with an essay assignment given with the midterm examination. The average score on these essays was 60%. Approximately 12% of students wrote exceptional essays that indicate a clear understanding of sociological theory and were able to analyze behavior using theory. Approximately 15% of students scored a B on their midterm essay exam, indicating a good understanding of theory and ability to analyze behavior using theory. Another 32 % scored a C on the midterm exam. The remaining 39% wrote essays that indicate a lack of understanding of sociological theory and how it is used to analyze behavior.	To improve this outcome additional quiz questions regarding sociology theory will be added by the Fall 2009 semester. In addition, more emphasis on theory and proper preparation for answering essay questions will be included in the student handbook.
2. Given case studies, scenarios, or observations, be able to interpret group behavior and individual behavior within family structures, formulate conclusions, and predict likely behaviors or actions based on analysis of expectations.	Students will be given this scenario during the first half of each semester. Project will be graded using a rubric that specifies performance criteria.		



**Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning**

Course ID/Title Soc 120 (Sections: 92976 www; 92708 telecourse)

Instructor(s) Debra Secord; Lorie Eber

I Course or Program Robust Student Learning Outcomes	II Assessment Method Include assessment method, & who, what, when, how	III Assessment Results Report Include main findings, date, and report author(s)	IV Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
Based upon case-studies, observation, and/or research, be able to interpret and apply major sociological theories and principles of aging to determine their impact and implication on the individual and society as a whole.	Written assignments were offered across the spring 08 session in the two sections. These were graded with a rubric that gave points for the following: Evidence of critical thinking via synthesis of ideas/ theories from the textbook; Opinions and statements were supported by theories in the textbook, key points of online lessons, or citations and professional references.	As of 3/31/08, 79 students completed the two sections of Soc 120. Out of these students 45 or 58% obtained an excellent score (an average 46 or more points per written assignment); 14 or 17% obtained a good score (an average 45 points per assignment); and 20 or 25% obtained a poor score (an average of 44 or less points per assignment) Students who scored poorly were given suggestions for improvement. Their key error was not including the criteria from the rubric in their assignments, no depth, use of unsupported opinions, not responding to the assignment's guiding questions. Debra Secord-Report Author	The Gerontology Department has discussed SLOs on many occasions 12/22/07 and 2/1/08 were our most recent meetings on the issue. We are working to use consistent rubrics and other evaluation techniques to measure the course, as well as program outcomes. We are in Program Review next year and will have standardized measures across all classes at that time. To improve student success I will revise the rubric used to further clarify assignment expectations.
Through written and/or verbal interactions, be able to apply research principles and/or effective communication skills.	Not measured this session.		



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
Based on research, observations, and/or profiles of aging individuals, demonstrate critical thinking by developing a plan which will enhance effective communication, maintain independence, and adapt the environment to suit the needs of elderly individuals and their families.	Not measured this session.		



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title Sociology 120 – Introduction to Gerontology
Instructor(s) Lorie Eber

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
1. Based on research, observations, and/or profiles of aging individuals, explain the impact of current and expected physiological, cognitive, economic and interpersonal influences on the individual and how their environment may be adapted to improve quality of life.	Assignments (or essays) will be graded using a rubric that specifies performance criteria.	This SLO was not assessed.	
2. Through written and verbal interactions, demonstrate patience and skills in interpersonal and professional communication.	Three written essay assignments were graded using a rubric that gave points for the following: Opinions, theories, ideas are presented in a logical manner. Directions and suggestions are thoroughly followed and addressed.	This SLO was measured by grading the three essays using the rubric described. The results showed that 40% of the students obtained an excellent score; 40% of the students obtained a good score; and 20% of the students obtained a poor score.	We will revise the Telecourse Student Handbook to include a general description of expectations for writing assignments, including written samples, so that students will have more guidance as to the proper way to write essays.
3. Given case studies, scenarios, and/or observations, be able to interpret group and individual behaviors or aging persons and relate to the aging process; formulate conclusions and predict likely actions based on an analysis of cultural norms, social structures and expectations.	Assignments (or essays) will be graded using a rubric that specifies performance criteria.	This SLO was not assessed.	



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Course ID/Title Sociology 130 – Globalization and Social Change
Instructor(s) Marianne Ryan Go

I Course or Program Robust Student Learning Outcomes	II Assessment Method Include assessment method, & who, what, when, how	III Assessment Results Report Include main findings, date, and report author(s)	IV Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
1. Given a contemporary event in the US, evaluate how global issues are affecting domestic events and vice versa. Formulate arguments and use theory to assess the concept of interconnectedness.	Based on a book assigned by the instructor, students will write an essay using standard academic format. The essay will analyze the role of the US in international politics and economy and how the world, in turn, is also shaping US society.	This SLO was measured with an essay. Students were assigned Chomsky's "Hegemony or Survival: American's Quest for Global Dominance". The average score was a B and 90% of the essays received a passing grade.	Instructor will add more discussions in order for students to grasp the concepts introduced in the book. Chomsky is a challenge to read for most students, so a discussion board for each chapter can be implemented.
2. Use case studies and historical events to discuss the laws and policies that have made global political and economic integration possible. Asses the important time periods that has led to the formation of a global society.	Having read primary and secondary sources discussing the role of colonialization, Treaty of Westphalia, World War II, and the creation of the United Nations, students will participate in discussions and write essays assessing the importance of these events and to demonstrate a good grasp of the changes in the world structure. The goal is for students to debate the relevance of these world events in shaping our current world order.	This SLO was measured with a series of interactive discussions on the board. The average score was an A- and 92% passed.	More readings on colonialization and dependency theory in order to understand the role of globalization in analyzing contemporary Africa and Latin America.
3. Given readings evaluating poverty and inequality within and between countries, students discuss and analyze the distinction between core, semi-peripheral, and peripheral nations and the problems faced by nations depending on their current world status.	Based a book assigned by instructor, students write essays and participate in discussions assessing how monocultural economies, outsourcing, offshoring, and technology are shaping world trade and restructuring the workplace.	This SLO was measured with an essay through the discussion board. Students were assigned the book "The World is Flat" by Thomas Friedman. This was supplemented by articles from the NYT evaluating how the current Wall Street crisis is affecting the world. The	Assign documentaries online. LinkTV has great short segments on global poverty.



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

I	II	III	IV
Course or Program Robust Student Learning Outcomes	Assessment Method Include assessment method, & who, what, when, how	Assessment Results Report Include main findings, date, and report author(s)	Use of Results How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
		average was a B+ and 95% of the class received a passing grade.	
4. Given scenarios and examples, determine how individual lives are affected by globalization. Compare and contrast how people from various parts of the world are affected.	Based on a project that asks students to either choose a commodity or service that they have bought the past few months and conduct an online research on how and what countries were involved in producing the good or delivering the service.	This SLO was measured with an essay and a discussion. As an example, students were required to read Rivoli's "Travels of a T-shirt". The book outlines the global chains that are involved in making a T-shirt.	Have students do a more in depth research project.

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Count and Percent

Social Sciences Faculty 2008

	Count	Percent
At which location or in which delivery mode are you currently teaching classes in this program? (Mark all that apply, including Military Program classes.)	Respondents: 6	
Coastline Costa Mesa Center	1	16.67 %
Coastline Garden Grove Center	1	16.67 %
Coastline Le-Jao Center	2	33.33 %
Online (non-military)	4	66.67 %
Online (military)	1	16.67 %
Telecourse/Cable/Video	3	50.00 %
Total Responses	12	100 %

General Satisfaction - Currency of the curriculum (up-to-date in relation to transfer standards and SLOs)	Respondents: 6	
Very satisfied	6	100.00 %
Total Responses	6	100 %

General Satisfaction - Variety of classes	Respondents: 5	
Very satisfied	2	40.00 %
Satisfied	2	40.00 %
Dissatisfied	1	20.00 %
Total Responses	5	100 %

General Satisfaction - Delivery modes appropriate to student needs	Respondents: 6	
Very satisfied	5	83.33 %
Satisfied	1	16.67 %
Total Responses	6	100 %

General Satisfaction - Relevance of classes to student needs	Respondents: 6	
Very satisfied	4	66.67 %
Satisfied	2	33.33 %
Total Responses	6	100 %

Count and Percent

Social Sciences Faculty 2008

	Count	Percent
General Satisfaction - Opportunity for faculty to participate in curriculum review and program development	Respondents: 6	
Very satisfied	4	66.67 %
Satisfied	1	16.67 %
Don't know or N/A	1	16.67 %
Total Responses	6	100 %

General Satisfaction - Adequacy of instructional facilities	Respondents: 6	
Very satisfied	5	83.33 %
Satisfied	1	16.67 %
Total Responses	6	100 %

General Satisfaction - Quality of general instructional equipment (audio-visual, instructor classroom computer and projector, etc.)	Respondents: 6	
Very satisfied	3	50.00 %
Satisfied	2	33.33 %
Don't know or N/A	1	16.67 %
Total Responses	6	100 %

General Satisfaction - Support for the program and classes from Dean and support staff at the Costa Mesa Center	Respondents: 6	
Very satisfied	3	50.00 %
Satisfied	3	50.00 %
Total Responses	6	100 %

General Satisfaction - Responsiveness and helpfulness of Coastline's Distance Learning Department in meeting your needs as an online instructor	Respondents: 6	
Very satisfied	3	50.00 %
Satisfied	2	33.33 %
Don't know or N/A	1	16.67 %
Total Responses	6	100 %

Count and Percent

Social Sciences Faculty 2008

	Count	Percent
General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students	Respondents: 6	
Very satisfied	3	50.00 %
Satisfied	2	33.33 %
Don't know or N/A	1	16.67 %
Total Responses	6	100 %

	Count	Percent
General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, active duty military, etc.)	Respondents: 6	
Very satisfied	3	50.00 %
Satisfied	2	33.33 %
Don't know or N/A	1	16.67 %
Total Responses	6	100 %

	Count	Percent
General Satisfaction - Overall quality of the program	Respondents: 6	
Very satisfied	4	66.67 %
Satisfied	2	33.33 %
Total Responses	6	100 %

	Count	Percent
General Satisfaction - Your own success teaching in the program	Respondents: 6	
Very satisfied	4	66.67 %
Satisfied	1	16.67 %
Dissatisfied	1	16.67 %
Total Responses	6	100 %

	Count	Percent
You indicated that you teach classes in Coastline's Military Program. Are you satisfied with the way in which you are able to deliver instruction for military students?	Respondents: 1	
Satisfied	1	100.00 %
Total Responses	1	100 %

	Count	Percent
How satisfied are you with the support you receive from the Military Program staff?	Respondents: 1	
Very dissatisfied	1	100.00 %
Total Responses	1	100 %

Count and Percent

Social Sciences Faculty 2008

	Count	Percent
You indicated that you teach telecourses in this program. Are you satisfied with the way in which you are able to deliver instruction for incarcerated students?	Respondents: 3	
Very satisfied	1	33.33 %
Satisfied	1	33.33 %
Dissatisfied	1	33.33 %
Total Responses	3	100 %

How satisfied are you with the support you receive from the Incarcerated Students Education Program staff?	Respondents: 2	
Satisfied	2	100.00 %
Total Responses	2	100 %

Methods Used for Assessing SLOs - Participation	Respondents: 6	
Frequently	3	50.00 %
Sometimes	2	33.33 %
Rarely	1	16.67 %
Total Responses	6	100 %

Methods Used for Assessing SLOs - Objective tests (multiple choice, true/false, short answer, etc.)	Respondents: 6	
Frequently	4	66.67 %
Sometimes	1	16.67 %
Not at all	1	16.67 %
Total Responses	6	100 %

Methods Used for Assessing SLOs - Skill demonstration	Respondents: 6	
Frequently	5	83.33 %
Rarely	1	16.67 %
Total Responses	6	100 %

Count and Percent

Social Sciences Faculty 2008

	Count	Percent
Methods Used for Assessing SLOs - Essay tests	Respondents: 6	
Frequently	3	50.00 %
Sometimes	1	16.67 %
Rarely	1	16.67 %
Not at all	1	16.67 %
Total Responses	6	100 %
Methods Used for Assessing SLOs - Case studies	Respondents: 6	
Sometimes	1	16.67 %
Rarely	2	33.33 %
Not at all	3	50.00 %
Total Responses	6	100 %
Methods Used for Assessing SLOs - Individual projects	Respondents: 6	
Frequently	1	16.67 %
Rarely	4	66.67 %
Not at all	1	16.67 %
Total Responses	6	100 %
Methods Used for Assessing SLOs - Group projects	Respondents: 6	
Sometimes	1	16.67 %
Rarely	2	33.33 %
Not at all	3	50.00 %
Total Responses	6	100 %
Methods Used for Assessing SLOs - Report of application of knowledge/skill to daily life	Respondents: 6	
Frequently	2	33.33 %
Sometimes	2	33.33 %
Rarely	1	16.67 %
Not at all	1	16.67 %
Total Responses	6	100 %

Count and Percent

Social Sciences Faculty 2008

	Count	Percent
Methods Used for Assessing SLOs - Pre and post tests of abilities Respondents: 6		
Frequently	2	33.33 %
Sometimes	1	16.67 %
Rarely	2	33.33 %
Not at all	1	16.67 %
Total Responses	6	100 %

Methods Used for Assessing SLOs - Portfolios Respondents: 6		
Frequently	1	16.67 %
Sometimes	1	16.67 %
Rarely	1	16.67 %
Not at all	3	50.00 %
Total Responses	6	100 %

If you assign essays, do you provide students with any guidelines or resources about how to write an essay? (This specifically refers not to the essay question itself, but rather to the process and technique for writing an essay.) Respondents: 6		
Yes	5	83.33 %
No	1	16.67 %
Total Responses	6	100 %

What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.) Respondents: 6		
I am working with other faculty in my discipline to identify expected SLOs.	2	33.33 %
I have identified expected SLOs.	5	83.33 %
I have updated my course outline(s) to include expected SLOs.	2	33.33 %
I have developed a plan for assessing SLOs.	2	33.33 %
I have assessed students based on expected SLOs.	2	33.33 %
I use results from SLO assessments to modify my instruction.	2	33.33 %
Total Responses	15	100 %

Count and Percent

Social Sciences Faculty 2008

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents: 6	
CCC General Faculty Meeting	5	83.33 %
Discipline-related workshops	2	33.33 %
Coastline Summer Technology Institute	2	33.33 %
Other technology-related workshops	2	33.33 %
Student learning outcomes workshops/training	2	33.33 %
Membership in professional associations	2	33.33 %
Professional conferences	3	50.00 %
Other classes	1	16.67 %
Professional training	1	16.67 %
Discipline-related reading	1	16.67 %
Technology-related reading	2	33.33 %
Total Responses	23	100 %

In which Social Science disciplines do you teach Coastline classes? (Mark all that apply.) Respondents: 6

Economics	1	16.67 %
History	4	66.67 %
Political Science	2	33.33 %
Sociology	1	16.67 %
Total Responses	8	100 %

Summary of Ranking Responses

Social Sciences Faculty 2008

	Rank	Respondents	Score
--	------	-------------	-------

Please rank the following scheduling formats for Social Science classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number only once.

8-week classes

1	3	21
2	1	6
3	1	5
4	0	0
5	0	0
6	0	0
7	0	0
Total		32

16-week classes

1	2	14
2	2	12
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
Total		26

12-week classes

1	0	0
2	1	6
3	2	10
4	2	8
5	0	0
6	0	0
7	0	0
Total		24

4-week classes

1	0	0
2	1	6
3	2	10
4	1	4
5	0	0
6	0	0
7	0	0
Total		20

Intensive weekend classes

1	0	0
2	0	0
3	0	0
4	0	0
5	2	6
6	0	0
7	0	0
Total		6

Summary of Ranking Responses

Social Sciences Faculty 2008

	Rank	Respondents	Score
<p>Please rank the following scheduling formats for Social Science classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number only once.</p>			
Intensive week-long classes that meet daily	1	0	0
	2	0	0
	3	0	0
	4	0	0
	5	0	0
	6	2	4
	7	0	0
	Total	2	4
Other	1	0	0
	2	0	0
	3	0	0
	4	0	0
	5	0	0
	6	0	0
	7	0	0
	Total	0	0
<p>Please rank the delivery formats in which you prefer to teach Social Science classes.</p>			
Online	1	2	10
	2	2	8
	3	0	0
	4	0	0
	5	0	0
	Total	4	18
Classroom	1	2	10
	2	1	4
	3	1	3
	4	0	0
	5	0	0
Total	4	17	
Telecourse/Cable/Video	1	1	5
	2	1	4
	3	0	0
	4	2	4
	5	0	0
Total	4	13	

Summary of Ranking Responses

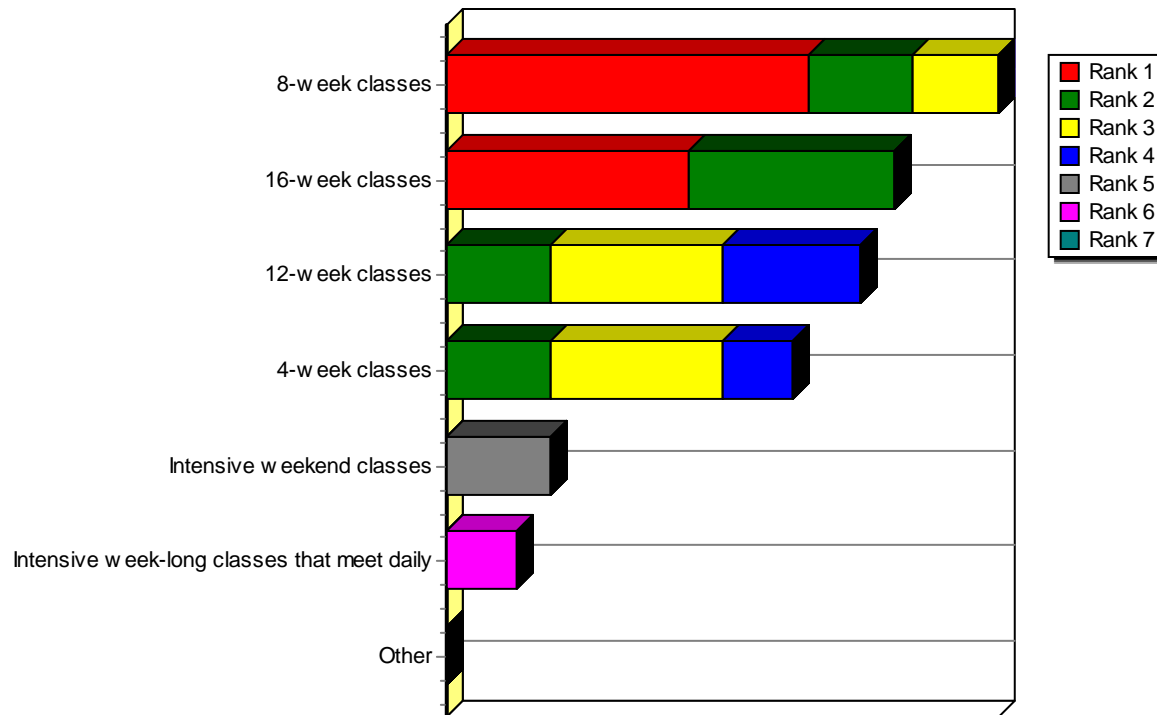
Social Sciences Faculty 2008

	Rank	Respondents	Score
Please rank the delivery formats in which you prefer to teach Social Science classes.			
Hybrid (combination of classroom and online)	1	0	0
	2	0	0
	3	3	9
	4	0	0
	5	0	0
	Total	3	9
Other	1	0	0
	2	0	0
	3	0	0
	4	0	0
	5	0	0
	Total	0	0

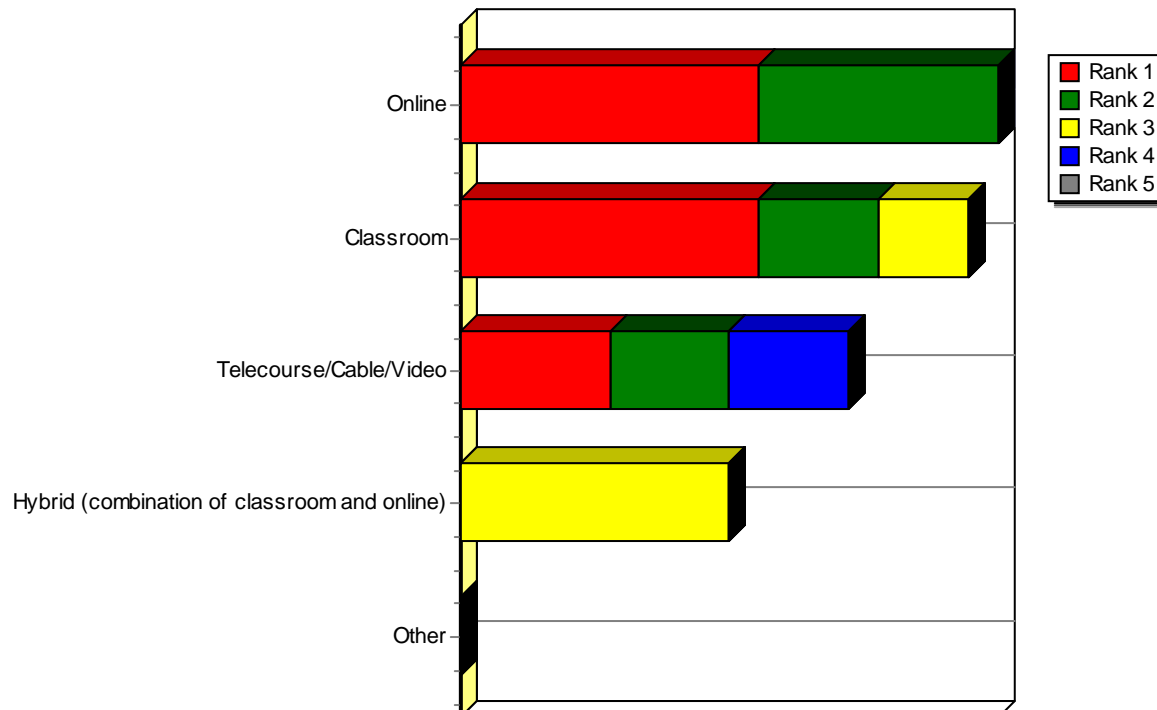
Bar Chart of Ranking Responses

Social Sciences Faculty 2008

Please rank the following scheduling formats for Social Science classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number only once.



Please rank the delivery formats in which you prefer to teach Social Science classes.



Text and Paragraph Responses by Question

Social Sciences Faculty 2008

Question: Do you have any comments or concerns specifically related to this program's classes for incarcerated students?

- * Difficult to communicate with students in a timely manner.
-

Question: Please list any awards, honors, and grants you have received in the past three years:

- * 2009 Part Time Teacher of the Year (Irvine Valley College)
-

Question: List the college or district committees on which you have served during the past three years:

- * Advisory Committee for a New Adult Completion Degree (CSULB)
Faculty Advisor Student Club (CSULB)
-

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

- * I would like to teach a course on the civil rights movement
 - * None. Coastline has always been a place where if we have ideas for new courses or want to offer additional courses in a discipline, these ideas are supported.
-

Question: As part of this review, the Social Sciences Program will be identifying new five-year goals for the program. Please suggest one or more goals that you believe would be important for the program to pursue.

- * An online teaching conference
 - * Live current political issues forums
 - * Try to find a more practical and applicable way to marry online/distance learning with in-class experiences. (i.e., Hybrid courses)
 - * 1) Enact assessment for SLO's.
2) Collaborate on improving learning outcomes for ESL students.
-

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

- * None.

Favorable/Unfavorable Report

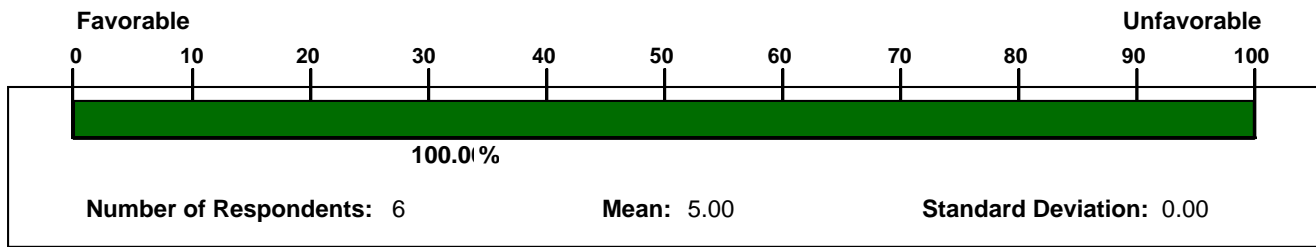
Social Sciences Faculty 2008

Favorable 

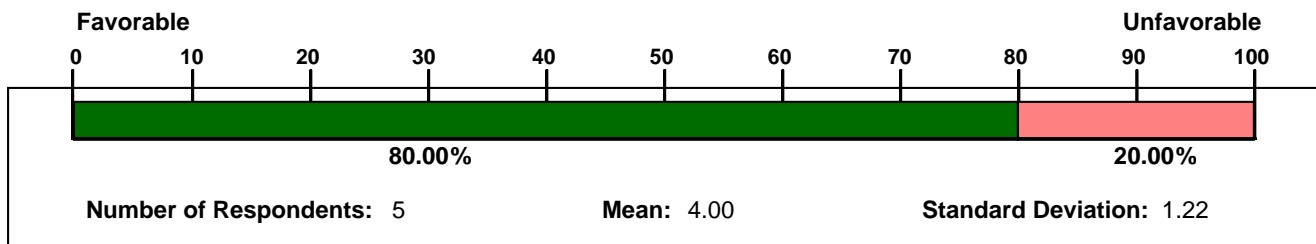
Neutral 

Unfavorable 

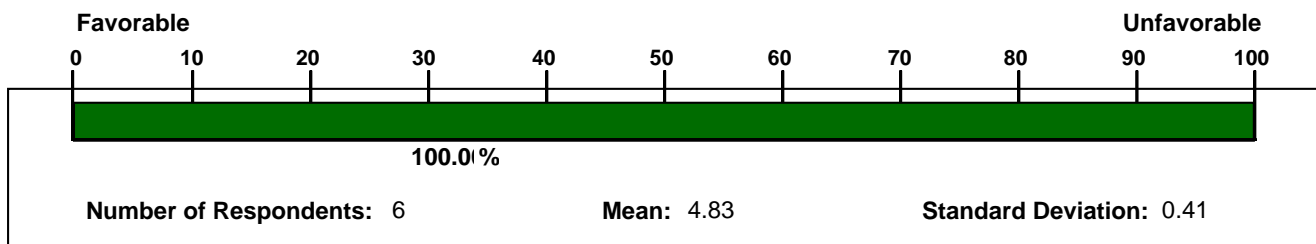
General Satisfaction - Currency of the curriculum (up-to-date in relation to transfer standards and SLOs)



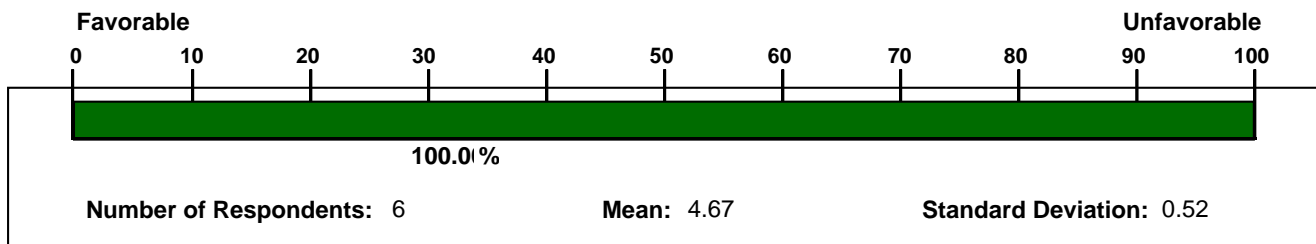
General Satisfaction - Variety of classes



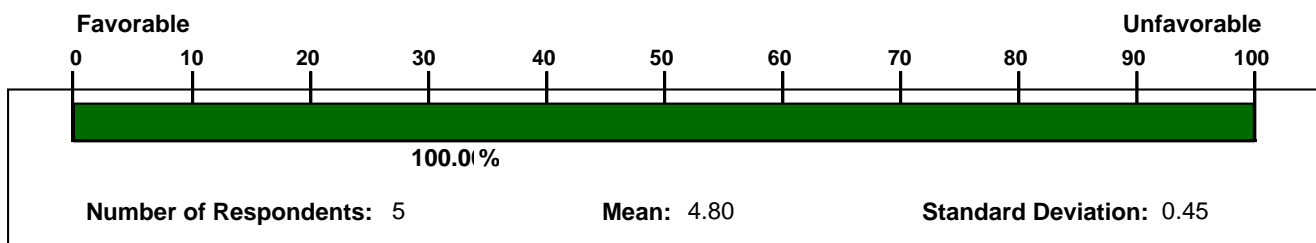
General Satisfaction - Delivery modes appropriate to student needs



General Satisfaction - Relevance of classes to student needs



General Satisfaction - Opportunity for faculty to participate in curriculum review and program development



Favorable/Unfavorable Report

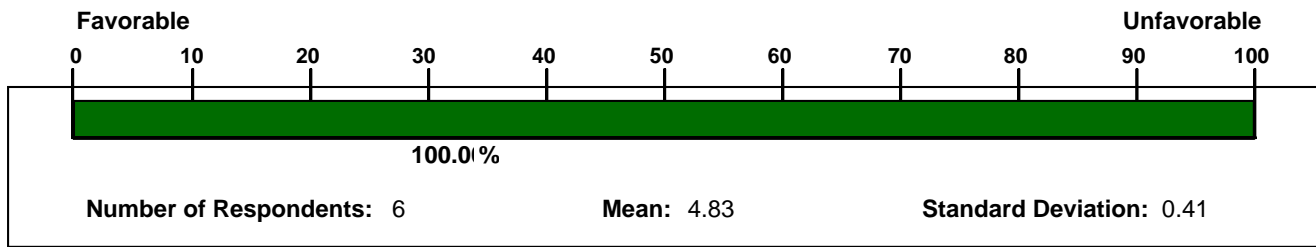
Social Sciences Faculty 2008

Favorable 

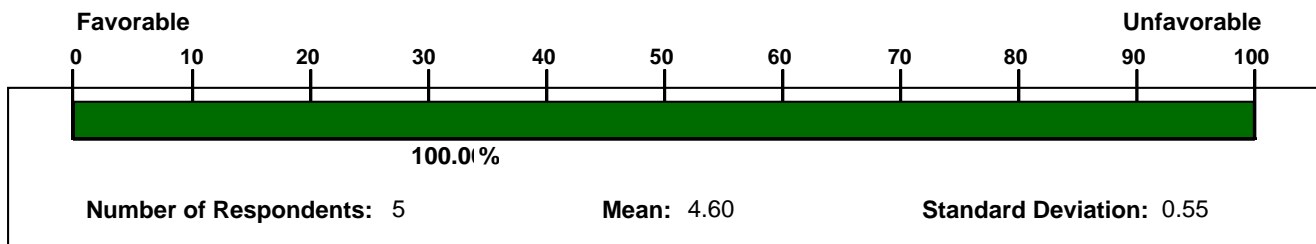
Neutral 

Unfavorable 

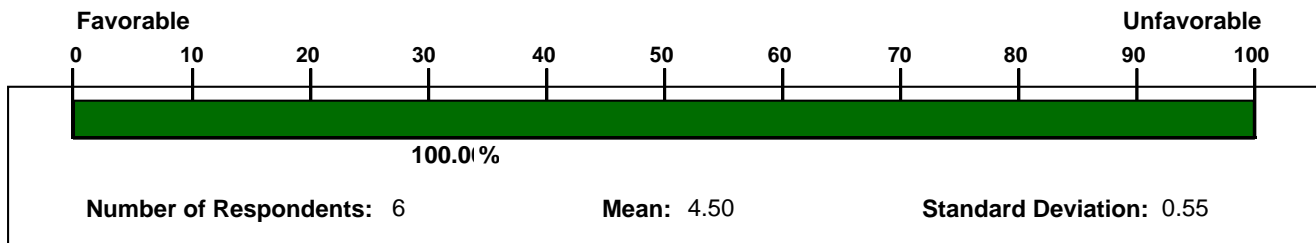
General Satisfaction - Adequacy of instructional facilities



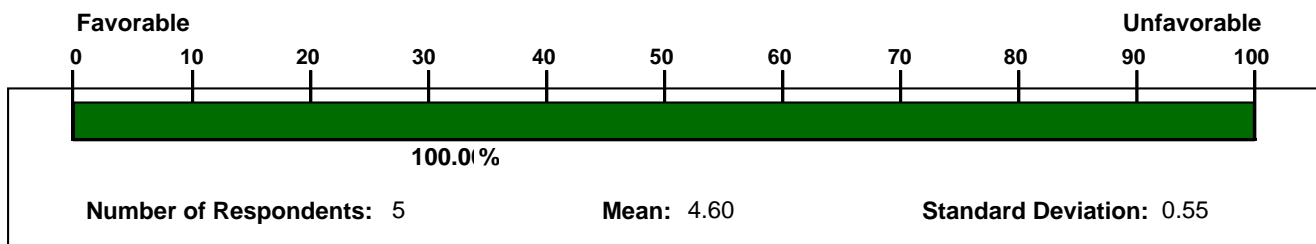
General Satisfaction - Quality of general instructional equipment (audio-visual, instructor classroom computer and projector, etc.)



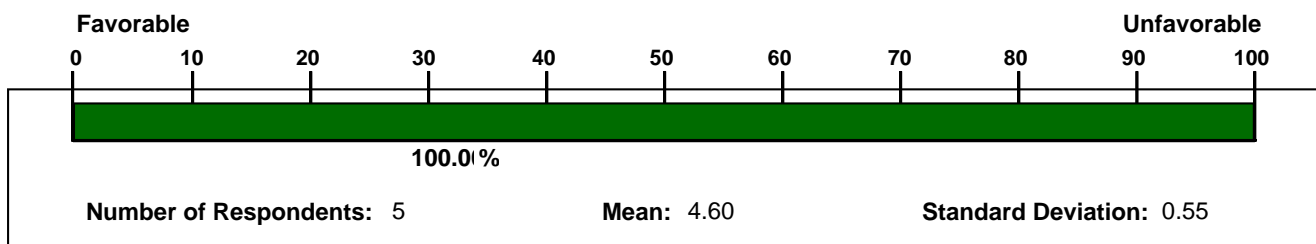
General Satisfaction - Support for the program and classes from Dean and support staff at the Costa Mesa Center



General Satisfaction - Responsiveness and helpfulness of Coastline's Distance Learning Department in meeting your needs as an online instructor



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



Favorable/Unfavorable Report

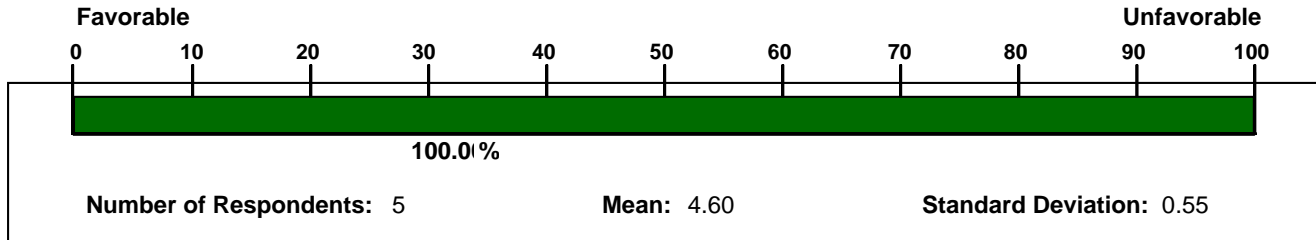
Social Sciences Faculty 2008

Favorable 

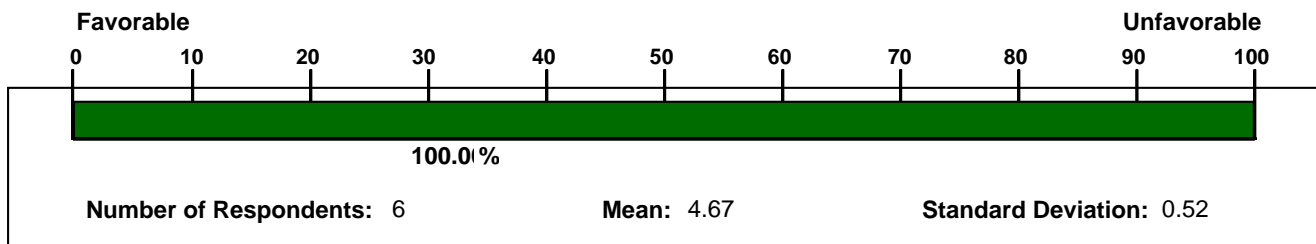
Neutral 

Unfavorable 

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



General Satisfaction - Overall quality of the program



General Satisfaction - Your own success teaching in the program

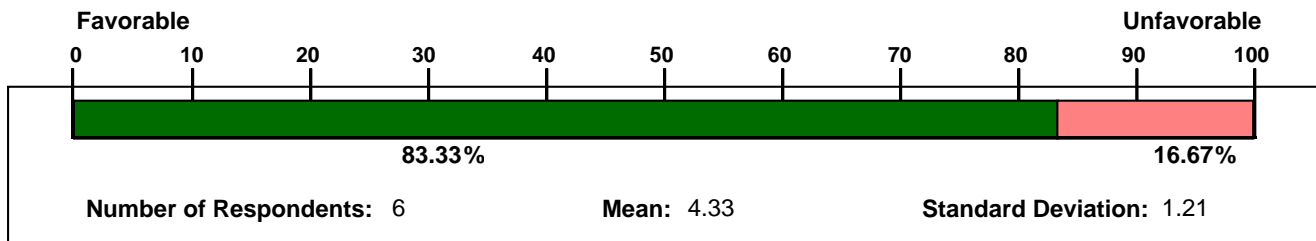


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Favorable/Unfavorable Report	29

Count and Percent

Social Sciences Students 2008

	Count	Percent
At what location or in what delivery mode are you taking your current Social Sciences class(es)? (Mark all that apply.) Respondents: 85		
Coastline Costa Mesa Center	11	12.94 %
Coastline Le-Jao Center in Westminster	3	3.53 %
Online	73	85.88 %
Total Responses	87	100 %

To what extent does your current Social Science class meet your expectations? Respondents: 85		
The program is even better than I expected	46	54.12 %
The program is pretty much what I expected	32	37.65 %
The program is not what I expected	7	8.24 %
Total Responses	85	100 %

Interest in Certificate of Degree Options - Human Services Certificate of Accomplishment Respondents: 75		
Presently working on	8	10.67 %
Interested but haven't started yet	8	10.67 %
Not interested	59	78.67 %
Total Responses	75	100 %

Interest in Certificate of Degree Options - American Studies A.A. Area of Emphasis Respondents: 74		
Presently working on	10	13.51 %
Interested but haven't started yet	5	6.76 %
Not interested	59	79.73 %
Total Responses	74	100 %

Interest in Certificate of Degree Options - Social and Behavioral Sciences A.A. Area of Emphasis Respondents: 76		
Presently working on	13	17.11 %
Interested but haven't started yet	15	19.74 %
Not interested	48	63.16 %
Total Responses	76	100 %

Count and Percent

Social Sciences Students 2008

	Count	Percent
Interest in Certificate of Degree Options - Economics A.A. Major	Respondents: 73	
Presently working on	4	5.48 %
Interested but haven't started yet	7	9.59 %
Not interested	62	84.93 %
Total Responses	73	100 %

Interest in Certificate of Degree Options - History A.A. Major	Respondents: 73	
Presently working on	6	8.22 %
Interested but haven't started yet	4	5.48 %
Not interested	63	86.30 %
Total Responses	73	100 %

Interest in Certificate of Degree Options - Human Services A. A. Major	Respondents: 73	
Presently working on	5	6.85 %
Interested but haven't started yet	8	10.96 %
Not interested	60	82.19 %
Total Responses	73	100 %

Interest in Certificate of Degree Options - Sociology A.A. Major	Respondents: 73	
Presently working on	6	8.22 %
Interested but haven't started yet	13	17.81 %
Not interested	54	73.97 %
Total Responses	73	100 %

General Satisfaction - Quality of instruction	Respondents: 85	
Very satisfied	44	51.76 %
Satisfied	35	41.18 %
Dissatisfied	4	4.71 %
Very dissatisfied	2	2.35 %
Total Responses	85	100 %

Count and Percent

Social Sciences Students 2008

	Count	Percent
General Satisfaction - Currency of the curriculum	Respondents: 85	
Very satisfied	44	51.76 %
Satisfied	35	41.18 %
Dissatisfied	3	3.53 %
Very dissatisfied	1	1.18 %
Don't know or N/A	2	2.35 %
Total Responses	85	100 %

General Satisfaction - Ability of instructors to communicate clearly	Respondents: 85	
Very satisfied	51	60.00 %
Satisfied	27	31.76 %
Dissatisfied	3	3.53 %
Very dissatisfied	3	3.53 %
Don't know or N/A	1	1.18 %
Total Responses	85	100 %

General Satisfaction - Variety of classes	Respondents: 84	
Very satisfied	39	46.43 %
Satisfied	32	38.10 %
Dissatisfied	5	5.95 %
Don't know or N/A	8	9.52 %
Total Responses	84	100 %

General Satisfaction - Relevancy of classes to my academic or vocational needs	Respondents: 84	
Very satisfied	35	41.67 %
Satisfied	48	57.14 %
Dissatisfied	1	1.19 %
Total Responses	84	100 %

Count and Percent

Social Sciences Students 2008

	Count	Percent
General Satisfaction - Relevancy of assignments and exams to the course material you are studying	Respondents: 85	
Very satisfied	43	50.59 %
Satisfied	36	42.35 %
Dissatisfied	5	5.88 %
Very dissatisfied	1	1.18 %
Total Responses	85	100 %

General Satisfaction - Clarity and comprehensiveness of the instructions for completing assignments	Respondents: 85	
Very satisfied	46	54.12 %
Satisfied	34	40.00 %
Dissatisfied	3	3.53 %
Very dissatisfied	2	2.35 %
Total Responses	85	100 %

General Satisfaction - Adequacy of instructional facilities	Respondents: 84	
Very satisfied	36	42.86 %
Satisfied	30	35.71 %
Dissatisfied	1	1.19 %
Don't know or N/A	17	20.24 %
Total Responses	84	100 %

General Satisfaction - Staff support for the program and classes	Respondents: 85	
Very satisfied	46	54.12 %
Satisfied	31	36.47 %
Dissatisfied	2	2.35 %
Very dissatisfied	2	2.35 %
Don't know or N/A	4	4.71 %
Total Responses	85	100 %

General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students	Respondents: 84	
Very satisfied	30	35.71 %
Satisfied	27	32.14 %
Don't know or N/A	27	32.14 %
Total Responses	84	100 %

Count and Percent

Social Sciences Students 2008

	Count	Percent
General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, active duty military, etc.)	Respondents: 85	
Very satisfied	42	49.41 %
Satisfied	29	34.12 %
Dissatisfied	2	2.35 %
Very dissatisfied	4	4.71 %
Don't know or N/A	8	9.41 %
Total Responses	85	100 %

General Satisfaction - Overall quality of the program	Respondents: 84	
Very satisfied	43	51.19 %
Satisfied	34	40.48 %
Dissatisfied	6	7.14 %
Don't know or N/A	1	1.19 %
Total Responses	84	100 %

General Satisfaction - Your own success in the program	Respondents: 85	
Very satisfied	41	48.24 %
Satisfied	40	47.06 %
Dissatisfied	1	1.18 %
Don't know or N/A	3	3.53 %
Total Responses	85	100 %

If essays were assigned in your course, do you feel you could have benefited from additional instruction on how to write an essay?	Respondents: 80	
Yes	45	56.25 %
No	35	43.75 %
Total Responses	80	100 %

Distance Learning - Quality of instruction in my distance learning Social Sciences course	Respondents: 73	
Very satisfied	39	53.42 %
Satisfied	28	38.36 %
Dissatisfied	5	6.85 %
Very dissatisfied	1	1.37 %
Total Responses	73	100 %

Count and Percent

Social Sciences Students 2008

	Count	Percent
Distance Learning - Amount of interaction with other students in the class		
Respondents: 73		
Very satisfied	27	36.99 %
Satisfied	39	53.42 %
Dissatisfied	3	4.11 %
Very dissatisfied	1	1.37 %
Don't know or n/a	3	4.11 %
Total Responses	73	100 %

Distance Learning - Amount of interaction with the instructor		
Respondents: 73		
Very satisfied	34	46.58 %
Satisfied	32	43.84 %
Dissatisfied	4	5.48 %
Very dissatisfied	3	4.11 %
Total Responses	73	100 %

Distance Learning - Speed with which the instructor responds to questions		
Respondents: 73		
Very satisfied	42	57.53 %
Satisfied	19	26.03 %
Dissatisfied	4	5.48 %
Very dissatisfied	4	5.48 %
Don't know or n/a	4	5.48 %
Total Responses	73	100 %

Distance Learning - Helpfulness of feedback on quizzes, assignments, and/or exams		
Respondents: 73		
Very satisfied	36	49.32 %
Satisfied	30	41.10 %
Dissatisfied	4	5.48 %
Very dissatisfied	2	2.74 %
Don't know or n/a	1	1.37 %
Total Responses	73	100 %

Count and Percent

Social Sciences Students 2008

	Count	Percent
Distance Learning - Reliability of the technology used to deliver the course	Respondents: 73	
Very satisfied	34	46.58 %
Satisfied	34	46.58 %
Dissatisfied	3	4.11 %
Very dissatisfied	1	1.37 %
Don't know or n/a	1	1.37 %
Total Responses	73	100 %

Distance Learning - Availability of technical support, if needed	Respondents: 73	
Very satisfied	27	36.99 %
Satisfied	26	35.62 %
Dissatisfied	1	1.37 %
Don't know or n/a	19	26.03 %
Total Responses	73	100 %

Age	Respondents: 84	
18-30	30	35.71 %
31-45	44	52.38 %
46-60	9	10.71 %
61 or older	1	1.19 %
Total Responses	84	100 %

Gender	Respondents: 83	
Male	34	40.96 %
Female	49	59.04 %
Total Responses	83	100 %

Count and Percent

Social Sciences Students 2008

	Count	Percent
Ethnicity	Respondents: 85	
American Indian/Native Alaskan	2	2.35 %
White	45	52.94 %
Black	7	8.24 %
Hispanic	15	17.65 %
Vietnamese	2	2.35 %
Other Asian	4	4.71 %
Decline to State	4	4.71 %
Other	6	7.06 %
Total Responses	85	100 %

	Count	Percent
Primary Language	Respondents: 83	
English	79	95.18 %
Spanish	1	1.20 %
Vietnamese	1	1.20 %
Other	2	2.41 %
Total Responses	83	100 %

	Count	Percent
Are you in high school?	Respondents: 84	
Yes	1	1.19 %
No	83	98.81 %
Total Responses	84	100 %

	Count	Percent
Are you active duty military?	Respondents: 85	
Yes	23	27.06 %
No	62	72.94 %
Total Responses	85	100 %

	Count	Percent
What is your current employment status?	Respondents: 83	
Not working outside the home	18	21.69 %
Working as a volunteer (non-paid position)	4	4.82 %
Working 20 hours or less per week	2	2.41 %
Working between 21-30 hours per week	9	10.84 %
Working full-time	50	60.24 %
Total Responses	83	100 %

Count and Percent

Social Sciences Students 2008

	Count	Percent
What is your highest level of education?	Respondents: 84	
High school diploma	67	79.76 %
Associate in Arts degree	11	13.10 %
Bachelor's degree	5	5.95 %
Master's degree	1	1.19 %
Total Responses	84	100 %

	Count	Percent
Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)	Respondents: 83	
No: Enrolled only at Coastline	60	72.29 %
Golden West College	3	3.61 %
Orange Coast College	5	6.02 %
Other community college	6	7.23 %
A four-year college or university	11	13.25 %
Total Responses	85	100 %

	Count	Percent
Have you ever dropped out of a Coastline Social Science class before finishing the course?	Respondents: 85	
Yes	7	8.24 %
No	75	88.24 %
Don't recall	3	3.53 %
Total Responses	85	100 %

Summary of Ranking Responses

Social Sciences Students 2008

	Rank	Respondents	Score
<p>Please rank up to three reasons why you are taking Social Science classes at Coastline. Use "1" for your primary reason, "2" for your second, and "3" for your third. Use each number only once.</p>			
To satisfy A.A. degree requirements	1	36	288
	2	20	140
	3	3	18
	4	0	0
	5	0	0
	6	0	0
	7	0	0
	8	0	0
	Total	59	446
To prepare for transfer to a 4-year college	1	32	256
	2	16	112
	3	5	30
	4	0	0
	5	0	0
	6	2	6
	7	0	0
	8	0	0
	Total	55	404
For personal interest	1	3	24
	2	5	35
	3	22	132
	4	1	5
	5	0	0
	6	1	3
	7	0	0
	8	0	0
	Total	32	199
To prepare for a new job or improve job skills	1	4	32
	2	10	70
	3	7	42
	4	0	0
	5	1	4
	6	0	0
	7	0	0
	8	0	0
	Total	22	148

Summary of Ranking Responses

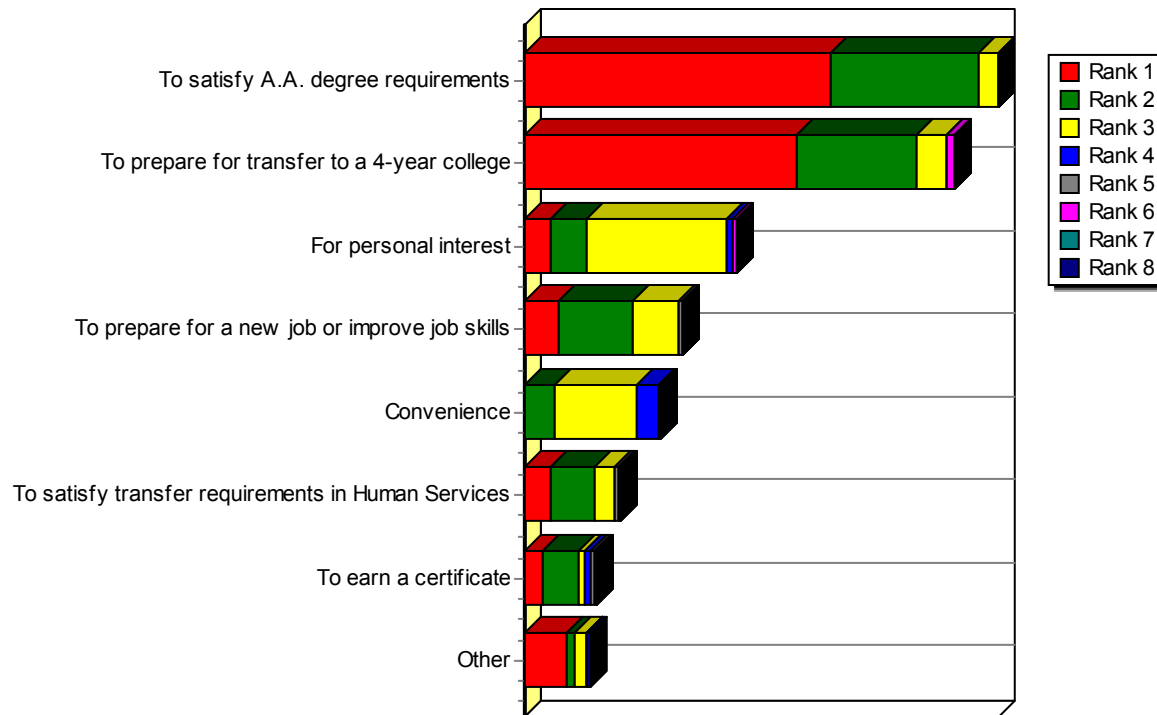
Social Sciences Students 2008

	Rank	Respondents	Score
<p>Please rank up to three reasons why you are taking Social Science classes at Coastline. Use "1" for your primary reason, "2" for your second, and "3" for your third. Use each number only once.</p>			
Convenience	1	0	0
	2	4	28
	3	13	78
	4	4	20
	5	0	0
	6	0	0
	7	1	2
	8	0	0
	Total	22	128
To satisfy transfer requirements in Human Services	1	3	24
	2	6	42
	3	3	18
	4	0	0
	5	1	4
	6	0	0
	7	1	2
	8	0	0
	Total	14	90
To earn a certificate	1	2	16
	2	5	35
	3	1	6
	4	1	5
	5	1	4
	6	0	0
	7	1	2
	8	0	0
	Total	11	68
Other	1	5	40
	2	1	7
	3	2	12
	4	0	0
	5	0	0
	6	0	0
	7	0	0
	8	3	3
	Total	11	62

Bar Chart of Ranking Responses

Social Sciences Students 2008

Please rank up to three reasons why you are taking Social Science classes at Coastline. Use "1" for your primary reason, "2" for your second, and "3" for your third. Use each number only once.



Listing of "other" Responses by Question

Social Sciences Students 2008

Question: Please rank up to three reasons why you are taking Social Science classes at Coastline. Use "1" for your primary reason, "2" for your second, and "3" for your third. Use each number only once.

- * it's cheap
 - * to satisfy B.A. degree requirements
 - * to finish up a requirement to graduate from a 4 year university
 - * Siingle Subject Credential (already have mult-subject credential)
 - * affordability of classes and good service
 - * undergrad requirment CSF
-

Question: Ethnicity

- * White/American Indian
 - * europe native
 - * hatian
 - * European American
 - * BLACK WHITE HAWAIIAN
-

Question: Primary Language

- * french
- * tagalog

Text and Paragraph Responses by Question

Social Sciences Students 2008

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

- * The professor had difficulty meeting deadlines and communicating to on-line students. He thought it was a hybrid class although according to the class schedule it was on-line. He implied most of his mistakes were actually student mistakes and took criticism and questioning very personally. The professor seemed to use no proof-reading or testing of quizzes. The quiz numbering system was confusing until the professor corrected it after complaints. Several quiz questions were essay style and any answers were automatically marked wrong, and several times quiz questions were not about the assigned material, but rather future assignments. He never directly responded to my several challenges regarding errors in the automated scoring of my quiz's. He may be a decent teacher in class, but he had a difficult time with the online format. He often seemed overwhelmed by the numerous necessary corrections to his self-written curriculum.

This teacher's inability to present his online students with a coherent, fair, and accurate course was far more challenging to me than the course material.

I would have enjoyed the class and learned much more without the perpetual lack of communication and widespread administrative failure I experienced.

- * There is no help available to online students. We are put on a learn on your own pace. We receive no instruction, no replies to emails, and virtually no feedback.
- * I was thinking that the class would have voice recorded lectures. Instead it only has power point presentations. The voice recordings greatly help students understand what the lesson is about.
- * More paperwork and studying than expected for a 100 online course.
- * It's not that it doesn't meet my expectations, I just didn't think that it would go this in debt into history of the family.
- * The computerized grading for Exams and Quizzes seems flawed in the fact that the teacher isn't able to realize a mistake in input unless it is brought to the attention by a student.
- * In comparison to the other classes the quizzes seem a little more difficult than the rest of the courses I have taken

Text and Paragraph Responses by Question

Social Sciences Students 2008

Question: General Satisfaction: If you answered "Dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

- * I am currently enrolled in two social science classes. One of the classes easily earned a "very satisfied" in every category, the other was slightly dissatisfying.
- * See prior submission.
My ratings are predominately regarding the political science class taught by Michael C. Petri.
- * This semester I am taking PoliSci 100 (Boddie and Najera) and the class is EXCELLENT! It is well run and well designed. Last semester I took American History (1865-now) from [REDACTED] and it was one of the worst online classes I have ever taken. The website was incorrect, contradictory, slow to correct errors I pointed out (weeks!). Prof [REDACTED] was slow to respond and kept assuring me to "trust him" to fix problems. I got an A in the class but I bet a lot of other people did too, who didn't necessarily deserve it. I think he's doing a lousy job and getting away with it by giving inflated grades. I'm not sure if that class falls under social sciences dept or not. This class (polisci 100) is very interesting and the professors really seem to care about our understanding of the matl. Great choice of a text, too. Good reading. I like the self-paced aspect and I am going to be done with the class soon, even though the end of the semester is weeks away.
- * I am very pleased with my instructors. I attended a mid-term study review and was very impressed with Mr. Boddie. I could have listened to him speak for hours. He is very intelligent and has the type of personality that makes people listen and want to learn.
- * Would like to see more online classes offered and greater diversity!
- * The variety of classes offered to the military student is limited, there are classes i would like to take that are offered to regular Coastline Students but not military. As far as my interaction with my instructors that has been great , but with the other aspects of returning to school , such as financial aid it is very slow, when i went to college before i didnt have to wait as long for the outcome of the decision
- * Overall I am not impressed with the read it and learn it your self direction of the online course. As i have stated earlier voice recordings of the instructor actually teaching a class would be beneficial to the online students.
- * Too much work to cram into an 8 week, 100 online course. I have other classes than just this one Sociology course. Yet my teacher seems to think we have time for just this class only. I also printed out about 200 pages of questions for my texts and readings. Too many pages!
- * The social department is outstanding this will be my fifth course in this department with coastline and the instructors have all been very helpful and understanding of my military duties bieng that I am working towards a degree in History and one of my areas of interest are the world wars I see many classes offered by other schools which I would love to take that are a little specific to the time period or even other time periods, Civil War, or maybe imperial Japan would be very interesting also. I know that these are offered at other colleges I would have taken more of these history classes as electives if they had been offered
- * I believe the online program has been exceptionally well done. It meets my requirements for flexibility as a working adult with a family while providing me with a solid understanding of the topic at hand.
- * There is no way to tell why a person received the grade he or she did on an essay.
Links for citing resources were not very helpful. It would be better to have the teacher write his or her expectations on citing resources (especially the Internet resources). If one knows what the teacher is looking for in an essay or in citing resources, that guides a student in how to format a document.
The instructor did provide a detailed explanation for how to format an essay when it came to the short argument papers and this was very helpful!
- * I have problems turning in assignments on line.

Text and Paragraph Responses by Question

Social Sciences Students 2008

Question: General Satisfaction: If you answered "Dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

- * Some of the faculty members did not have the understanding that we as non-traditional students have other responsibilities, too, such as me e.g. having a full-time job, a husband, and three children. This puts me under much more pressure than I would like to. The COMM 100 class was very good and I feel not only that I learned a lot but also the instructor was very understanding and in a very good communication with all of the students. Same with the BIO 100 and BIO 101 classes. This instructor was great, too, in means of understanding, helping, and communicating with the students.
Also I would like to thank all the staff you have, for always helping me where ever they can and for responding to my emails promptly.
Overall, if I could choose again, I wouldn't want to do my degree anywhere else than with you! Because your service to me as a student is more important than how some instructor make it hard to get a good grade.
Thank you!
- * Some of the quizzes and exams in the Distance Learning History classes seem to be taken from a resident course. Many questions are not found in the video or text books assigned. The feeling I get is that this would have been covered in the class room setting or with additional reading. The exams seem to be cut versions of previous exams and quizzes that do not take this into account.
- * Help desk people routinely refer phone calls to web site to answer questions. Coastline website is confusing and VERY DIFFICULT to navigate.
- * Pol Sci 100 Prof [REDACTED] I took this class on-line, but the extra credit is designed for students that have extra time to check the computer every hour in order to get the highest points for a trivia question. Students that were able to travel to the college facility for the mid-term were afforded extra credit. If a student works 65 hrs or more a week and lives 100 + miles away, they are penalized.

Text and Paragraph Responses by Question

Social Sciences Students 2008

Question: Distance Learning: If you answered that you were "Dissatisfied" or "Very dissatisfied" with any experienced any of the above items, please explain the reasons for your dissatisfaction.

- * Teacher refused to address his mistakes, harming the scores of diligent students.
- * never gives feedback and takes to long to grade
- * Discussion boards help us interact and the midterm review was a nice way to make the class more personal.
- * About the exams and quizz results: We were once able to see the correct answers to our quizz or exams but not since the fall semester started (it used to be e mailed to us). I feel this is an impediment to our understanding. The instructors are very helpful in answering our e mails regarding some guidance in understanding our mistakes but when we have more than 5 wrong answers in an exam it is difficult to even remember what the questions were(there are not fully discribed in the non printable online exams). Also there has been at times discrepencies in the results (a wrong instead of a right asnwer that had to be corrected by the instructor, i have found this case with 3 out of the 4 classes i have taken so far. I would support the report on correct answers for quizz, assignments and exams. Thanks.
- * Again no online lectures.
- * I had some instructors that either didn't get back to you or took over 4 days to get back to you. I also had problems on my last class that caused me to have to take a mid term, essay, two quizzes, and a final all in two days. That was not very practical but I did get wonderful help from the office staff that helped me get through it all. If it was not for them I would have failed my class and given up.
- * I would like our answers to missed quiz or exam questions to be available after we've taken the quiz or exam. This would be most useful and would prevent us from having to bother the teacher and ask for the answers.
- * I think if the instructor could send reminder emails of the time periods of when each assignment is due, even an automated one, that would be helpful since many students are taking more than one class at a time.
- * Sometimes I feel instructions on many assignments are not fully explained to the students taking the online course. Many students already feel uneasy about tking online courses, and if the instructors explain some of the assignments more thoroughly.
- * I asked the professor a question after taking a quiz because I knew the answer was correct, but was marked wrong. I did not even get a response to the question I imposed not once, but twice.
- * All of the above questions were handled very well.
- * computer program problems
- * The dissatisfaction on the answers above apply to the both current classes I am having.
- * I called the technical support for a error on the submittal of a quiz, they told me they would call me back. They never did. I took the quiz again and it was submitted with no error.

When I emailed the instructor, it was several days before emails were replied to.

Text and Paragraph Responses by Question

Social Sciences Students 2008

Question: You said that you have dropped out of a Social Science class before completing the course. What is the primary reason you dropped the course?

- * I took History as a telecourse and found that there was not enough interaction with the instructor. This was over ten years ago.
- * Divorce
- * The teacher was not fully explaining to me what I needed to know about my questions. I felt ignored.
- * I think it was an ethics class and I could not understand the course and what was needed.
- * overwhelmed with work load. spring had 3 classes 2 w/ csuf dropped, summer 3 classes registered, completed 2, wished to do a better job in Fall 08, various complications these last few months, 2 family member dx w cancer, a 3rd placed in nursing home. Life.
- * The course was a condensed 8 week class and I dropped out. The class is difficult as a 16 week course, when you work full time it is almost impossible to take the 8 week class.
- * I dropped my history class because I didn't have enough time to complete the requirements and do the research. I was working full time, taking two classes and being a full time single parent. All the requirements for my time and the requirements for my History class resulted in me having to drop History.

Question: Is there anything the instructor or college could have done to encourage you or that would have enabled you to successfully complete the course?

- * This happened ten years ago. I think that periodic review is necessary, and it just wasn't happening in this particular course. I've taken other distant learning classes via internet and television and had good experiences.
- * Nope
- * Helped me more!
- * It was at another college over 16 years ago.
- * have to self motivate self
- * No

Text and Paragraph Responses by Question

Social Sciences Students 2008

Question: In your own words, please tell us what you most want to learn or accomplish from taking Social Science courses at Coastline?

- * get my AA degree
- * I'm looking to complete general education requirements and then transfer to a CSU school.
- * History of the US
- * General comprehension of the subjects.
- * I enrolled into this class because it was offered as a online course that I needed for my 4 year degree general education requirements.
- * I want to be successful in the courses, and understand all of the material and information given.
- * I want to learn about myself and the world around me to be able to positively help bring about more quality in the world.
- * I pretty much just want to pass the class
- * I appreciate the opportunity to take classes from home (online) and fulfill the transfer requirements for Cal State Fullerton.
- * To gain more knowledge about my government and how it works and doesn't work.
- * I am planning on earning a degree in organizational leadership. It is important for me to understand the culture and behavior of our society and government.
- * To complete my GE
- * complete American studies requirement
- * General understanding of course material.
- * I am interested in a degree with environmental sciences. So I am filling a degree requirement.
- * I want to learn all i can, as i intend to transfer to a 4 year college.
- * I am taking the classes to receive a degree in human services so I will be able to get a secure job once we ets from the military.
- * How to work and understand children
- * Being up to date on current social trends and explanation on american standards and social dilemmas/ crisis. Earn AA degree and pursue an education degree/ credentials.
- * Looking at the world and people differently. With a more open mind and more understanding to other individuals situations.
- * Just trying to pass in order to transfer the credit to another college.

Text and Paragraph Responses by Question

Social Sciences Students 2008

Question: In your own words, please tell us what you most want to learn or accomplish from taking Social Science courses at Coastline?

- * I want to learn about other cultures and how to successfully interact with people of different cultures.
- * My AA
- * I would like to earn an AA in Human Resource Management as that is the field of work I am working in currently.
- * just an understanding of the different family structures, which could benefit me in my future career
- * I want to do well, while having a thorough understanding of the subject of the class I am taking.
- * to get a better understanding of different subjects and as much knowledge that I can possibly get, I want a AA in management.
- * Associates Degree to further education and military advancement in my rating.
- * I have gained a better understanding of the American Government and its beginnings.
- * obtain my AA degree
- * A better understanding of the family and impact on a marriage.
- * all that it has to offer
- * The general concepts and views of Sociology.
- * I need a good history foundation and to satisfy my other requirements for a degree in history
- * I hope to better understand people and what problems they have and to be able to help them out anyway I can.
- * Degree requirements, no other
- * General Ed
- * I do not want to take social science courses. I am only taking it so I can transfer to a 4 year college. I hate history!
- * Complete my A.A. degree.
- * The understanding of how it effects me and the effect that I have on society.
- * I really enjoyed reading the material. The SAA were hard for an older student like myself. But, I did learn a lot. I feel like I have grown from this class. Learning History, but also writing. I am going to take a refresher course in English writing.
- * I am working in Gerontology with seniors that are facing crisis situations daily - this is important information that I have been using daily. Great course!

Text and Paragraph Responses by Question

Social Sciences Students 2008

Question: In your own words, please tell us what you most want to learn or accomplish from taking Social Science courses at Coastline?

- * Learn some US History and fulfill a requirement
- * To be able to teach subjects better.
To gain my CA state certification in Social Sciences.
To develop skills in online classes in case I ever teach in this arena.
- * Since I am well into my career, I just need the basics.
- * California history
- * Learn all that I need for my job later on in the Human Services field.
- * To best set myself up for transfer into a 4 year history degree
- * Compete a degree
- * complete undergrad requirement
- * n/a
- * Current and projected future Sciences
- * The political mechanism of our government
- * Gain the required courses to obtain an Associates Degree in Applied Arts.
- * I love reading my chapters and looking for answers for quizzes. I learn more that way than writing papers.
- * Better understanding of different social standings/classes.
- * My goal is to better understand people and how to communicate with and to them. My goal is to become a christian counselor.
- * PROGRESS TOWARDS GOAL ENJOY LEARNING ON THESE SUBJECTS

Text and Paragraph Responses by Question

Social Sciences Students 2008

Question: Please tell us what your most positive experience has been in any of the Coastline Social Science classes you have taken.

- * The way the profesors help with all the materias, the way they teach becomes fun.
- * My History 170 class lectures were very interesting. I felt the instructor took the material presented in the readings and expanded upon it in a way that helped me understand why things happened, in addition to what things happened.
- * Dan Johnson is a great lecturer and clearly gets his points across, and asks pertinent questions.
- * the instructors have been very helpfull toward students.
- * Having group discussion and activities.
- * My class was mistakenly offered by Coastline as an online course. Because all of the quizzes and exams were taken online, I didn't know that I was supposed to be in a classroom getting lectures. I found out just as the potential of dropping the class came to an end. Coastline and the instructor allowed me to complete the class by continuing online without getting an incomplete. It was great.
- * I really enjoyed Dan Johnson's lectures and his attitude is awesome!
- * I enjoyed my American History class in spring of 08. It was challenging and rewarding.
- * well this is my first class in this catogory, so this I do not know yet.
- * Prof Boddie rocks! He's very interesting and opinionated.
- * The most positive experience that I have had so far was the interaction with my instructor Mr. boddie. I hope that he continues to teach.
- * I am really enjoying polical science and especially enjoyed the midterm review with Richard Boddie and Michael Najera. It is obvious they are very passionate about government.
- * I just started taking Introduction to Sociology and so far not many experiences to describes but the teacher is always posting some interesting topic in the discussion forum
- * getting decent scores
- * Learning how to write and start school again.
- * 1st class havent had any
- * This is my first class at Coastline. I feel that the instructor is very specific on what she wants to see and is most helpful when there is a question.
- * The supporting power point presentations and feed back provided by Prf.Go.
- * quizzes and discussion questions.
- * I have had a very positive experience with the efficiency of online classes at Coastline and the excellent learning experience I have had.

Text and Paragraph Responses by Question

Social Sciences Students 2008

Question: Please tell us what your most positive experience has been in any of the Coastline Social Science classes you have taken.

- * I have learned a lot.
- * How easy it is to take an on-line course.
- * I am currently taking my first class at CCC and so far, I am very satisfied with my course
- * these are my first, everything has been positive and I'm having a great experience, the ideal of being able to go to work and school makes this program perfect for me.
- * Customer service during registration and the expeditious manner in which my SOCNAV was completed and delivered to me.
- * The ability to communicate with the instructors.
- * The variety of courses offered.
- * good instructors
- * The speed and depth the instructor has responded to any and all questions I have.
- * I have had great interaction with the History instructors and even though I got a C in one of my classes I really enjoyed the class and learned more then what the Grade mark may have been. They have encouraged my thirst for Historical knowledge causing me to do more outside research in my off time
- * Insight on how social interaction affects me and how to understand social interaction.
- * Well, the class is wonderful although there is discussions to do but it's okay I guess. I learned many things about history through out this course.
- * The help, and encouragement given by the instructors.
- * The intro to sociology.
- * The teacher was very organized. He did give all the tools to become sucessful in learning history. I just think I have some learning disabilities.
- * The fact that I am doing what my course is teaching- it is like having a practical application to my learning. I also like the fact that the instructors are very available to assist.
- * This was my first class at Coastline. It was a very good experience. I felt it was set up very nicely for online study. Teacher (Dan Johnson) did a great job.
- * I have developed more writing skills through this online class as EVERYTHING is a writing assignment.
- * The flexibility of completing my assignments.
- * The way the instructor helped, communicated, and supported me in the COMM100, BIO100/101 and HUMSV 100.
- * The counselor Stephani Rogers has been most kind and helpful in aiding me in getting organized with Coastline Communtiy College while attending the Army Sergeants Major Academy in El Paso, TX.

Text and Paragraph Responses by Question

Social Sciences Students 2008

Question: Please tell us what your most positive experience has been in any of the Coastline Social Science classes you have taken.

- * I thought the class was great.
- * open eyes and mind to present day issues with input of life experiences of Prof. Boddie and Najera
- * n/a
- * accessibility in completing the course through online course
- * Dr. Hogan by far has been a true joy to work with. I really enjoyed her crisis intervention class.
- * Everything is provided for you to succeed in the class.
- * My most positive experience has been the completing the hunting and gathering exercises.
- * does not apply
- * I am very excited about social science because I feel it helps me to better understand people and how they relate to others and society.

Text and Paragraph Responses by Question

Social Sciences Students 2008

Question: Are there other Social Science courses or degree programs that you would like Coastline to offer?

- * not at this time
- * I'll be taking economics next semester.
- * no
- * no
- * I'm not sure because my primary community college is College of the Redwoods, Eureka, CA.
- * No
- * This is all new to me so I can't really answer the question. I'm only taking this class cause it's required.
- * no
- * Some physical therapy type courses.
- * I would be open to other classes, but not sure which one.
- * I don't know yet
- * no idea
- * Not sure
- * not sure
- * I would like to finish Sociology and Human Services
- * Cultural Diversity, African American Studies, Other Anthropology classes. Military life studies.
- * None
- * Not that I can think of. I think Coastline has a great selection and has anything that I would desire to take.
- * n/a
- * Not at the moment
- * not that I know of right now.
- * None that I can think of.

Text and Paragraph Responses by Question

Social Sciences Students 2008

Question: Are there other Social Science courses or degree programs that you would like Coastline to offer?

- * N/A
- * None that I can think of.
- * i just take it one at a time being in IRAQ right now
- * Not that I am aware of.
- * Cal state channel islands offers a course on Nazi Germany which would be interesting they also offer a course about the Samurai which would be really fun to take. I know chapman university offers a minor in the holocaust If that could be turned into a AA degree I'm pretty sure I would have declared that is my AA major Another good one would be the Civil War
- * I cannot think of any.
- * No
- * No.
- * no
- * Not at this time
- * N/A
- * No, what Coastline offers is fine for A.A. degrees. I also think that you made a great extantion by adding some other degrees, too.
- * Not at this time.
- * Not sure yet
- * n/a
- * Haven't put any thought in that. Usually I look for the school that has what I want.
- * yes
- * Christian counseling.

Text and Paragraph Responses by Question

Social Sciences Students 2008

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

- * doing a great job please don't change anything.
- * I would recommend a Coastline College review panel for textbooks proposed for courses. My Political Science textbook was outrageously expensive, and horribly written.
- * no
- * no
- * Take the availability of PSCI-C100-006 American Govrnment as an online course off of the list of online courses if it really isn't meant to be a distance learning class. I think that this class would be an excellent online class though because I loved the book and the instructor, Mike Petri, is great. Thanks. [REDACTED]
- * The programs great!
- * Review and remove Professor [REDACTED] online class. I appreciate the man has a great passion for what he does, but the online format does not suit him. I regret not being able to meet with him in person during the course to address my concerns and befriend him.
- * no. Please forward my comments on the history class to that department. I complained to the dean but never heard back...
Thank you
- * no
- * None
- * Not at this time
- * no
- * none
- * Maybe a way for 3 or 4 students at a time to concentrate on responding to one an other(The amount of discussion entries are at times overwhelming).An opportunity to conduct social survey and report.
- * Online Voice recordings of the lectures.
- * I really think that Coastline has done a great job in the online courses, and I cannot think of anything to improve them.
- * Teachers- We are usually full-time parents or soldiers. We are usually taking more than one class, along with yours. Please do not expect us to do so much work along with debates or discussions. There are not enough hours in the day.
- * not at the moment
- * NO, everything is great.

Text and Paragraph Responses by Question

Social Sciences Students 2008

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

- * Keep it up. This is a fantastic program for those of us that are constantly relocating and it is very convenient for Active Duty Military.
- * N/A
- * If you can point out a mistake on the quizzes as in the answers being wrong. Why can't you get credit for the right answers if you show where you got the answer and it correctly answers the question?
- * keep up the good work
- * Like I have stated before some a little bit more specific history courses would be fun and mentally stimulating. Plus it seems to me not many people are pursuing degrees in this field if there was more interesting root classes people might reconsider
- * I have none.
- * I have taken a couple of 100% online courses and Dan Johnson's class was extremely well prepared. Though he expected a lot, he gave you ALL the tools you need to succeed in his course.
- * Not really.
- * No.
- * none
- * Keep hiring great instructors.
- * N/A
- * The instructors, at least some of them, should understand more, that we as non-traditional online students have other responsibilities, too. Sometimes they ask for too much.
- * Ensure that the relevance of the quizzes and tests for the distance learning reflects the resources the students have and not use resident course material.
- * Nope
- * n/a
- * The test are difficult and have a lot of weight
Add a paper about polical actions for current events and take some of the weight from the test.
- * Nothing to improve. Excellent course.
- * None at this time.

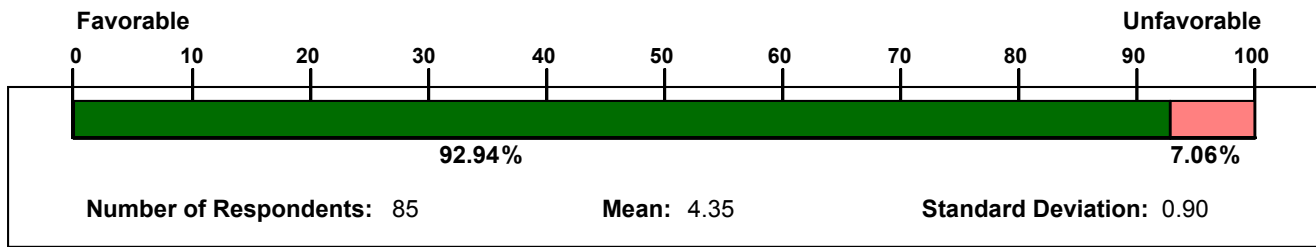
Favorable/Unfavorable Report Social Sciences Students 2008

Favorable 

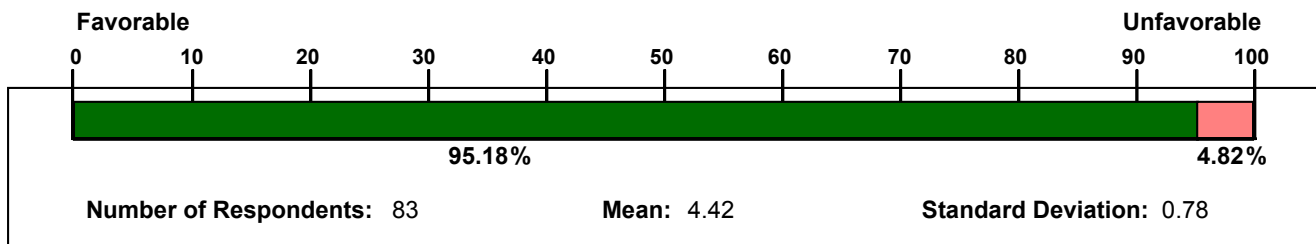
Neutral 

Unfavorable 

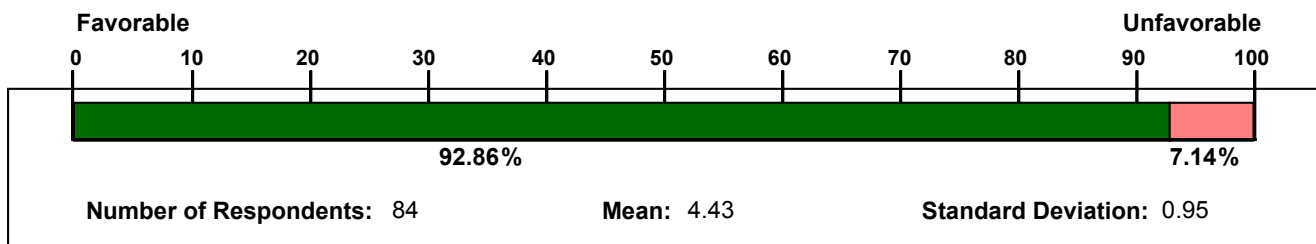
General Satisfaction - Quality of instruction



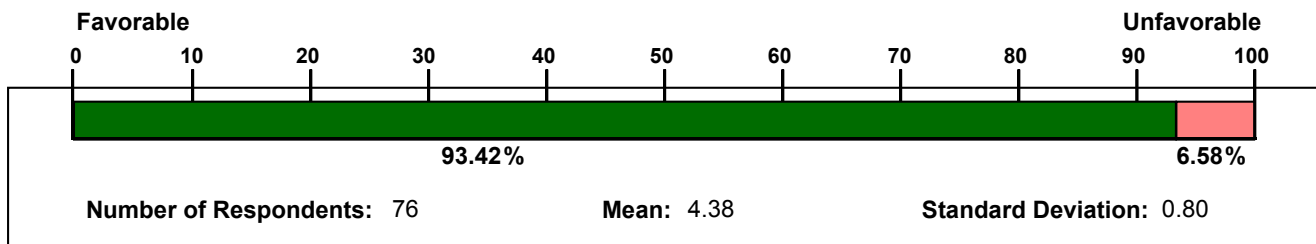
General Satisfaction - Currency of the curriculum



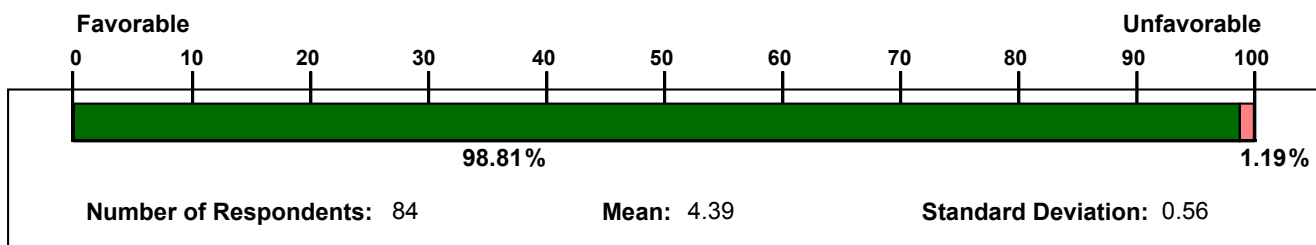
General Satisfaction - Ability of instructors to communicate clearly



General Satisfaction - Variety of classes



General Satisfaction - Relevancy of classes to my academic or vocational needs



Favorable/Unfavorable Report

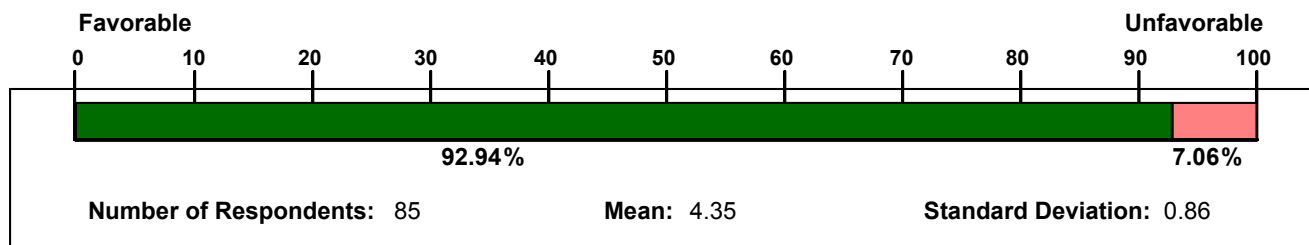
Social Sciences Students 2008

Favorable 

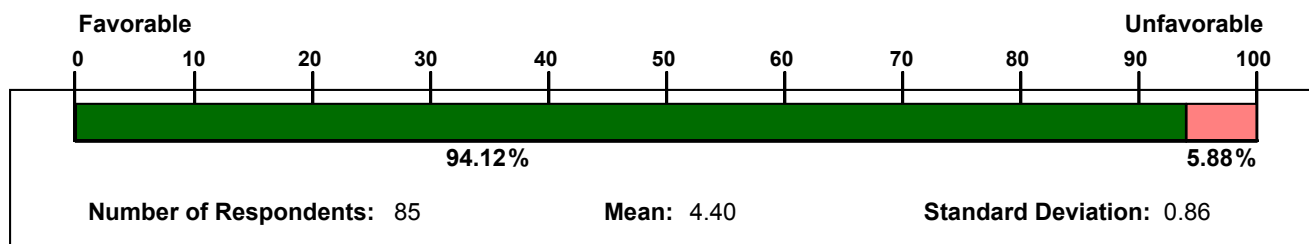
Neutral 

Unfavorable 

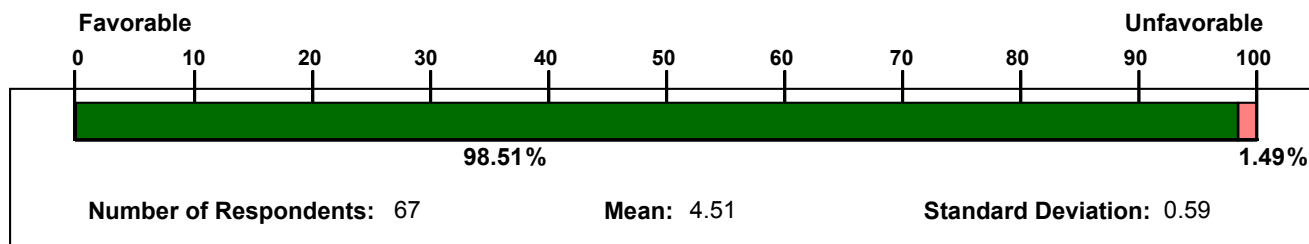
General Satisfaction - Relevancy of assignments and exams to the course material you are studying



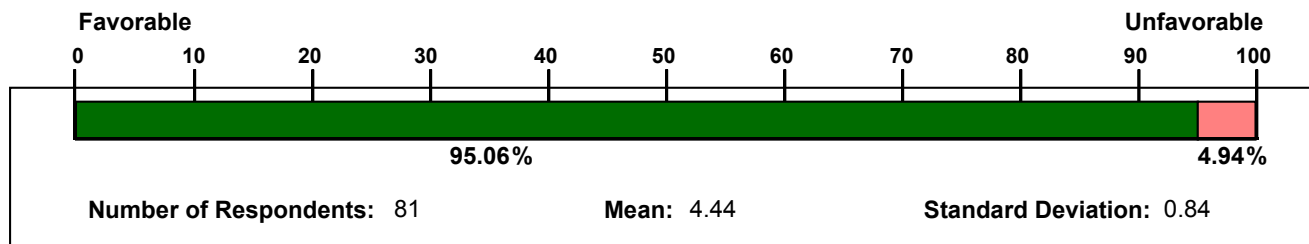
General Satisfaction - Clarity and comprehensiveness of the instructions for completing assignments



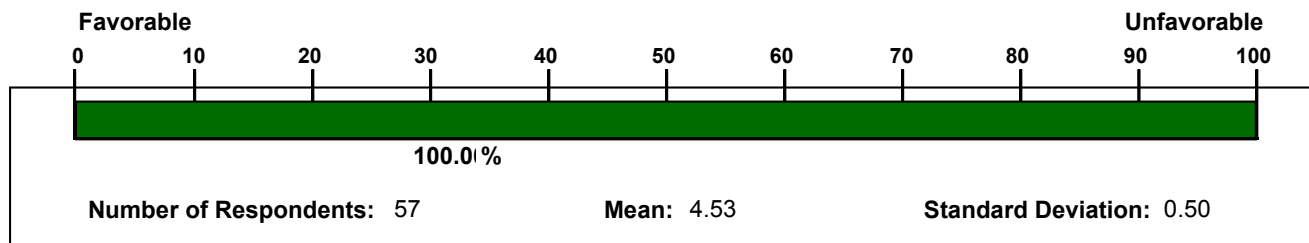
General Satisfaction - Adequacy of instructional facilities



General Satisfaction - Staff support for the program and classes




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



Favorable/Unfavorable Report

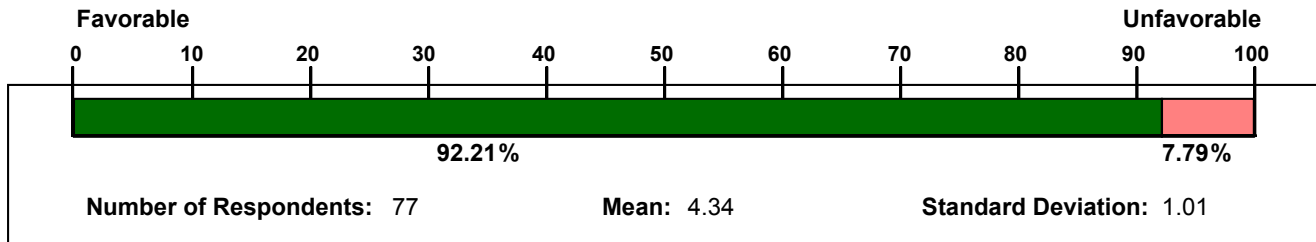
Social Sciences Students 2008

Favorable 

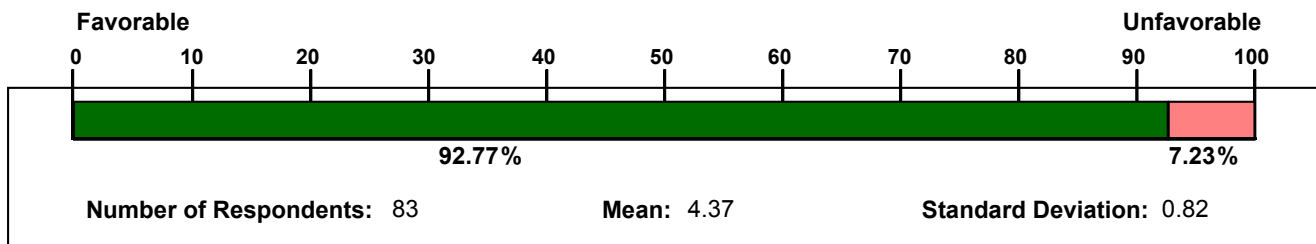
Neutral 

Unfavorable 

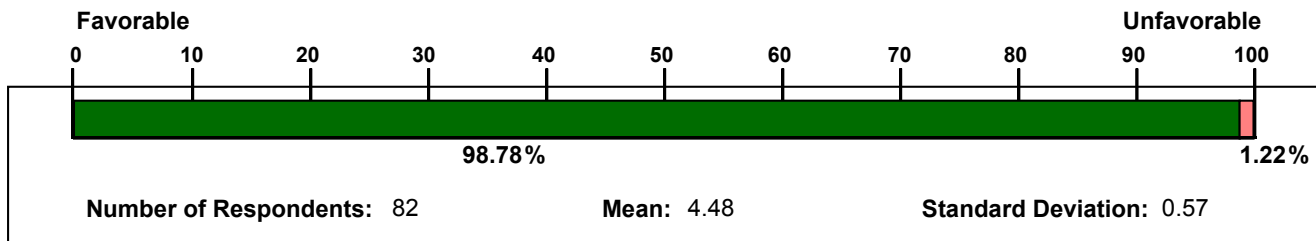
General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, active duty military, etc.)



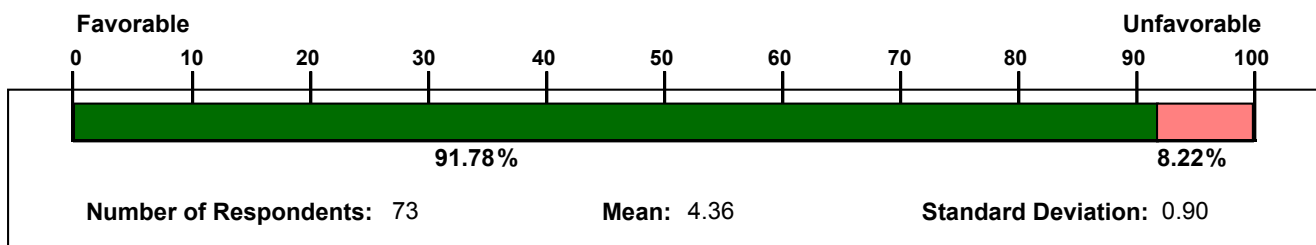
General Satisfaction - Overall quality of the program



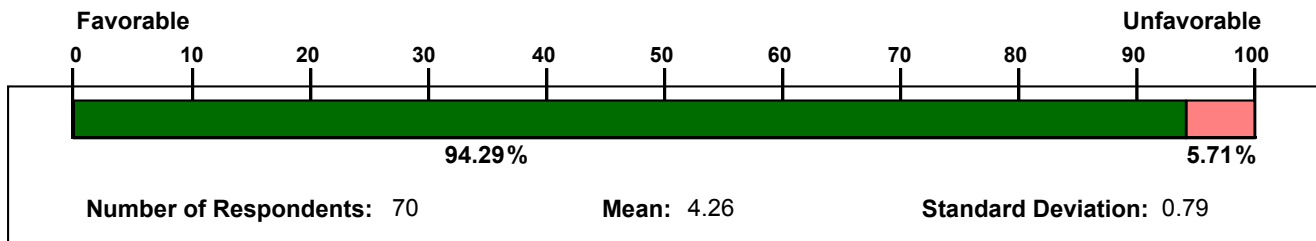
General Satisfaction - Your own success in the program



Distance Learning - Quality of instruction in my distance learning Social Sciences course



Distance Learning - Amount of interaction with other students in the class



Favorable/Unfavorable Report

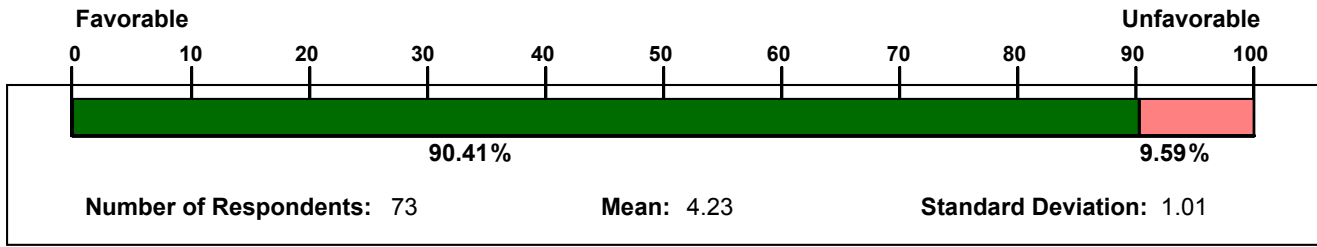
Social Sciences Students 2008

Favorable 

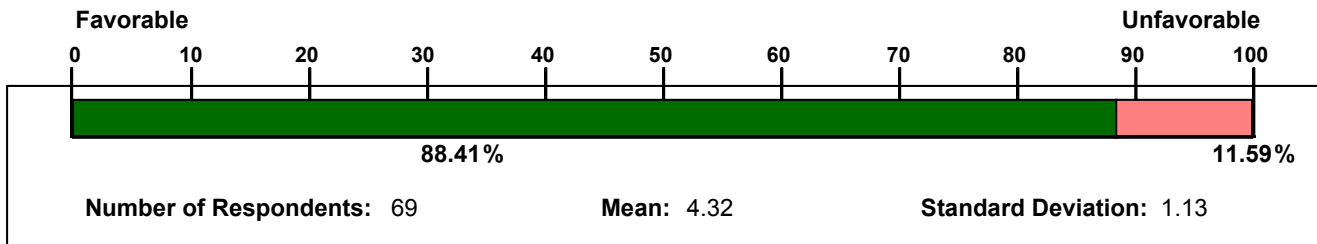
Neutral 

Unfavorable 

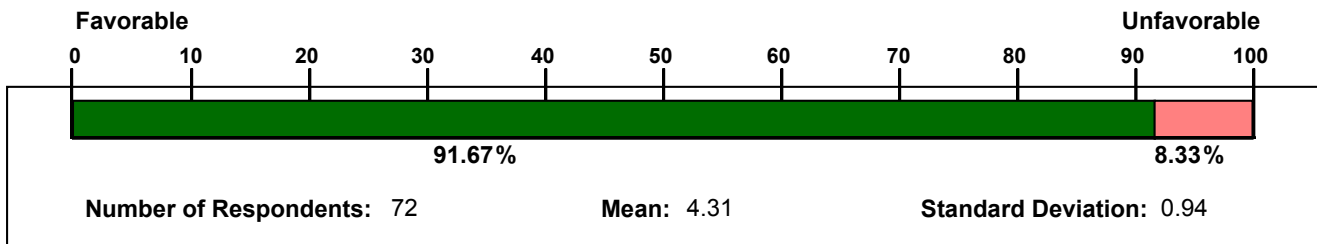
Distance Learning - Amount of interaction with the instructor



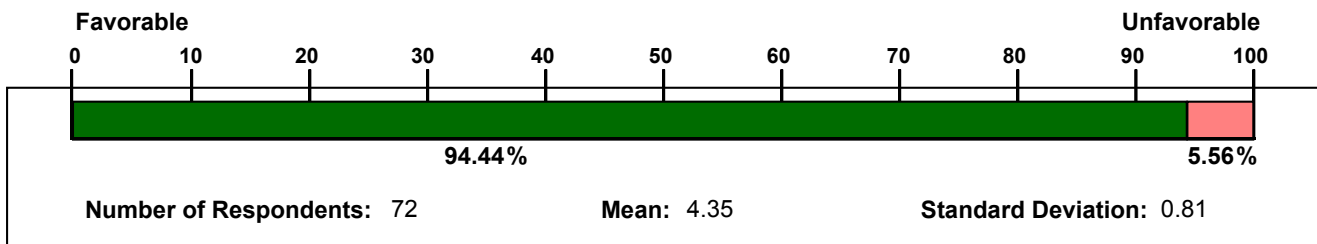
Distance Learning - Speed with which the instructor responds to questions



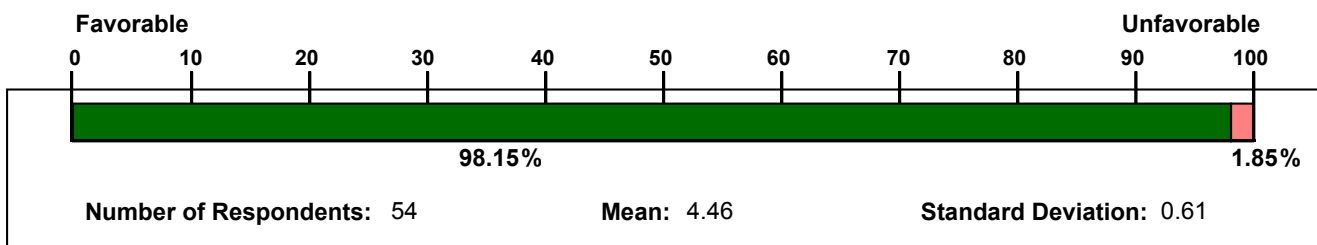
Distance Learning - Helpfulness of feedback on quizzes, assignments, and/or exams



Distance Learning - Reliability of the technology used to deliver the course



Distance Learning - Availability of technical support, if needed





Program Review 2008-09 Validation Report

Social Sciences

1. Has the program adequately responded to the elements identified in the outline for instructional or student services programs (see appropriate checklist)?

Yes No

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

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

- A. The program has experienced a significant growth in FTES over the last two years, with growth fueled by distance learning options as well as expanded course offerings.
- B. History is the highest-enrolling of the Social Science disciplines.
- C. The program functions in several areas of the college, including military, Credits for College, and Emeritus and has good potential for future growth in general education/transfer (because of growth limitations at the four-year colleges and universities) and vocational opportunities in Human Services. The flexibility of course offerings enhances growth prospects.
- D. Some disciplines (economics, geography, and anthropology) might actually become more popular in the coming years as a result of the world-wide financial crisis, globalization, and shifts in culture and social practices.
- E. The response rate to both the faculty and student surveys was very low, which limits the conclusions that can be made from the available data.

3. 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?

4. List any realistic suggestions the Steering Committee may have for the program based on information in the self-study.

- A. Pursue development of geography courses/program, especially to meet the needs of the military; work with the Military Program to identify potential sources of funding to support this initiative.
- B. Develop strategies to improve communication with students and faculty within the Social Sciences Program to strengthen not only instruction but to improve the level of feedback for program planning purposes.
- C. Work with high schools and universities to develop pathways for students, especially in areas with career potential, such as human services, anthropology (e.g., for corporate positions in customer research, strategic planning, and ad campaigns), and geography.
- D. Work closely with the Student Success Committee and with the Basic Skills coordinator and faculty to find ways to facilitate student development of basic skills in order to improve student success in the Social Sciences.

5. List program accomplishments and aspects for which the program should be commended.
 - A. The Department Chair and Social Sciences faculty are to be commended on providing a thorough and comprehensive program review report.
 - B. The program is commended for its retention and success rates—both of which are higher than the state average for the Social Sciences.
 - C. The program has experienced steady growth and is very cost-effective, generating apportionment revenue that is 4.7 times higher than their direct instructional costs.
 - D. The faculty are commended for their strong participation in college professional development activities, including MyCCC/Seaport training and mentoring, the Summer Technology Institute, Brown Bag events, publications, and professional meetings.
 - E. Dr. Dan Johnson is commended for expanding Coastline's History Department; and as department chair, his leadership style and ability to guide and motivate a great faculty team are bound to facilitate continued growth in all of the Social Sciences disciplines.
 - F. The Social Sciences faculty have been at the forefront of adapting and using technology for delivery of instruction with great success.
 - G. The Social Sciences disciplines that have telecourses have enabled many incarcerated students to advance their own educational goals. Working with incarcerated students can be challenging because of the limitations and obstructions that the penal system imposes on students. Nevertheless, success and retention rates suggest that the instructors are doing a fine job in working with incarcerated students despite the challenges.
 - H. Particular commendations are in order for the course, discipline, and department SLO work; the SLO reports are very complete and thorough: an excellent model for other departments going through the program review process.
 - I. The Social Sciences have made a real effort to address the needs of students for basic skills instruction.

Prepared by the Program Review Steering Committee, March 2009