



Social Sciences Program Review 2013

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February 10, 2014

Social Sciences – Program Review 2013

Table of Contents

Table of Contents.....	2
Executive Summary.....	Error! Bookmark not defined.
Process.....	Error! Bookmark not defined.
Description.....	4
Overview.....	4
Degrees and Certificates.....	7
Curriculum Review.....	9
Need.....	12
Resources.....	Error! Bookmark not defined.
Professional Development.....	Error! Bookmark not defined.
Quantitative Elements.....	Error! Bookmark not defined.
Course Data.....	Error! Bookmark not defined.
Student Elements.....	Error! Bookmark not defined.
Student Satisfaction.....	28
Cost Data.....	32
Program Outcomes.....	33
Conclusions.....	34
Recommendations.....	35
Goals.....	35
Progress on Prior Goals.....	35
New Five-Year Goals.....	37
Appendix A: Degrees and Certificates.....	38
Appendix B: Program Outcomes.....	43
Appendix C: SLOs Reports, Spring 2013.....	46

Executive Summary

The Social Sciences department continues to enjoy robust enrollments, representing approximately 9% of all FTEs generated by the college during the 2012-13 school year. At the same time, program costs have remained low, with our salary costs representing only 3% of college expenditures. The very low salary costs reflect in part the presence of only one full-time faculty member paid for by the college. The lack of full-time faculty has created difficulties in terms of promoting program development, particularly in Human Services. To rectify this the department has requested two additional full-time faculty members: one in History and one in Sociology/Human Services.

As in the past the vast majority of our enrollments are in distance learning modalities, including a large number of telecourses. Overall, students are very happy with our courses, but student surveys and other data have revealed several areas where we need to improve. There has been an alarming drop in the success rate in some of our disciplines, notably Political Science. Some of our telecourse offerings have become dated and are in need of revision. Similarly, while we have generally done an excellent job in providing students an outstanding educational experience in our online courses, there is some unevenness in our course quality and we face the challenge of trying to remain on the cutting edge of online education. We also still continue to struggle with effort to expand our onsite offerings. The opening of the Newport Beach Center has created opportunities for expanding our onsite presence, but there have also been significant challenges and our enrollments remain low.

Since our last program review the department has successfully initiated a variety of curriculum changes, including two new transfer majors in History and Sociology, the deletion of a large number of out dated courses, and the successful revision of SLOs throughout the curriculum.

Our new five-year goals are as follows:

- Diversify course offerings to ensure students more options, both in terms of classes and learning modalities.
- Develop Geography transfer major
- Improve retention and success rates throughout the program, but particularly in Political Science.
- Work with the faculty and the college to lower costs for students, specifically with regard to textbooks.
- Work with the Dean at Newport Beach to develop alternative scheduling patterns which will improve onsite enrollments.
- In conjunction with the Distance Learning department, ensure that all telecourses offered in the program are current.

Process

The program review for 2013 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), Tim Garvin (History), James Cemo (Political Science), and Mari Anne Go (Sociology). Since the process began the Social Sciences department has had three Deans (Ted Boehler, Mary Halvorson, and Lois Wilkerson), all of whom have helped in developing the data necessary for the report.

The process began in Spring of 2013 with a review of curriculum and SLOs at the department meeting. The faculty were also sent drafts of the survey forms to be sent out to faculty and students. After review by the department, the surveys were deployed. Response rates were mediocre at best. Sixty percent of the faculty responded to the survey (15 out of 25) and only 83 students. Since there were 2,488 students taking Social Sciences class in Spring 2013, that reflects a response rate of just 3%.

Additional data was collected from a number of other sources, including the college research office, the military/contract education division, the dean(s) at Newport Beach, and the online database for the state chancellor's office.

A comprehensive spreadsheet of social sciences courses currently listed in the college catalog was developed to track the curriculum review process. Working with faculty in the various disciplines, the department chair initiated revisions to ensure currency throughout our course outlines of record. A number of course revisions were successfully passed by the Curriculum Committee in Fall 2013 and additional course revisions will be presented in Spring 2014 to complete the process.

Description

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

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

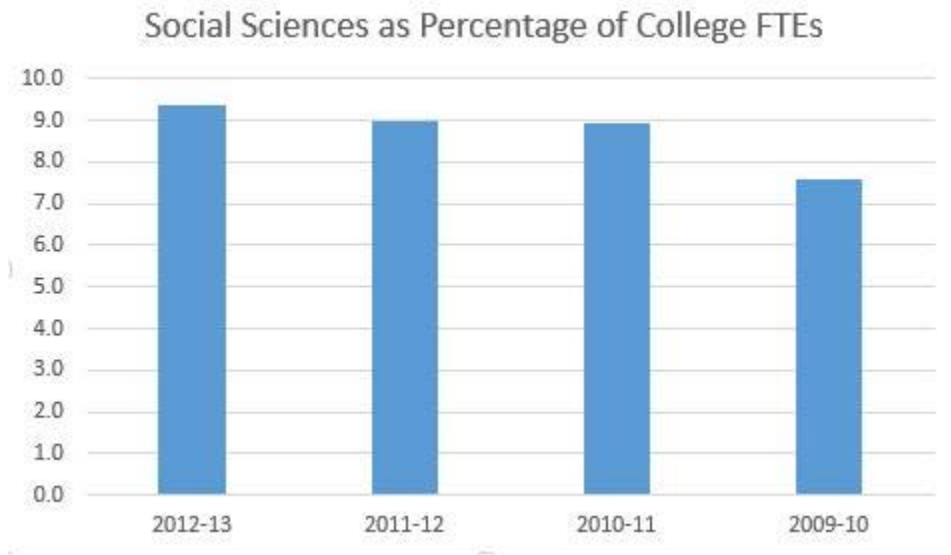
Economics was until recently also part of this department, but it was shifted to the Business and Management Department in Spring 2013.

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:

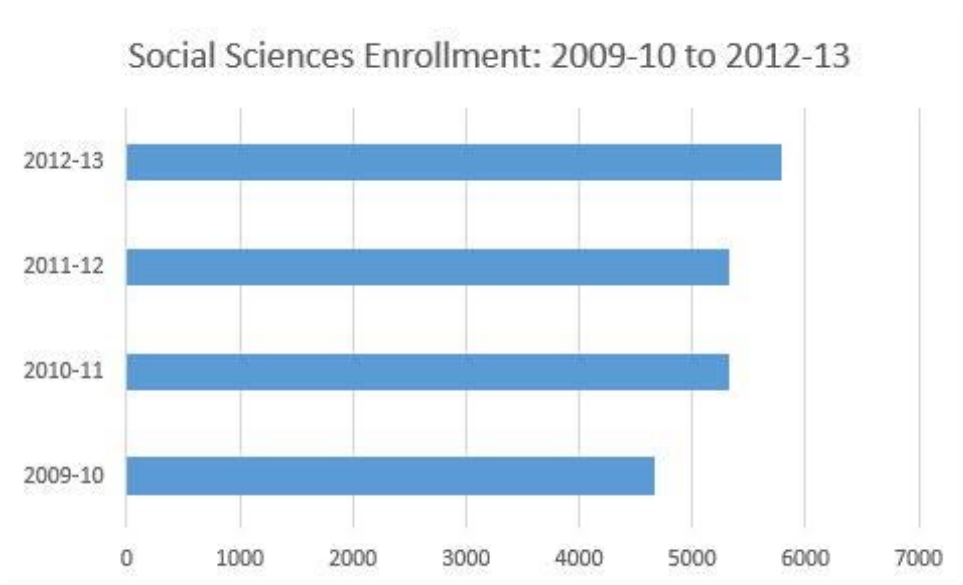
- Understand and act upon their ethical civic, environmental, and social responsibilities
- Apply critical thinking and analysis skills
- Develop an understanding and respect for cultural and global diversity
- Competently evaluate information
- Use effective communication and interpersonal skills

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

During the 2012-13 school year the disciplines in the Social Sciences department accounted for 9.4% of the FTEs for Coastline Community College. This is an increase from 2009-10 when the Social Sciences accounted for 7.6% of enrollments (except where noted, data excludes the Economics discipline). Although the Social Sciences program as whole has seen some growth in enrollments these figures reflect in part shrinkage in other discipline offerings.

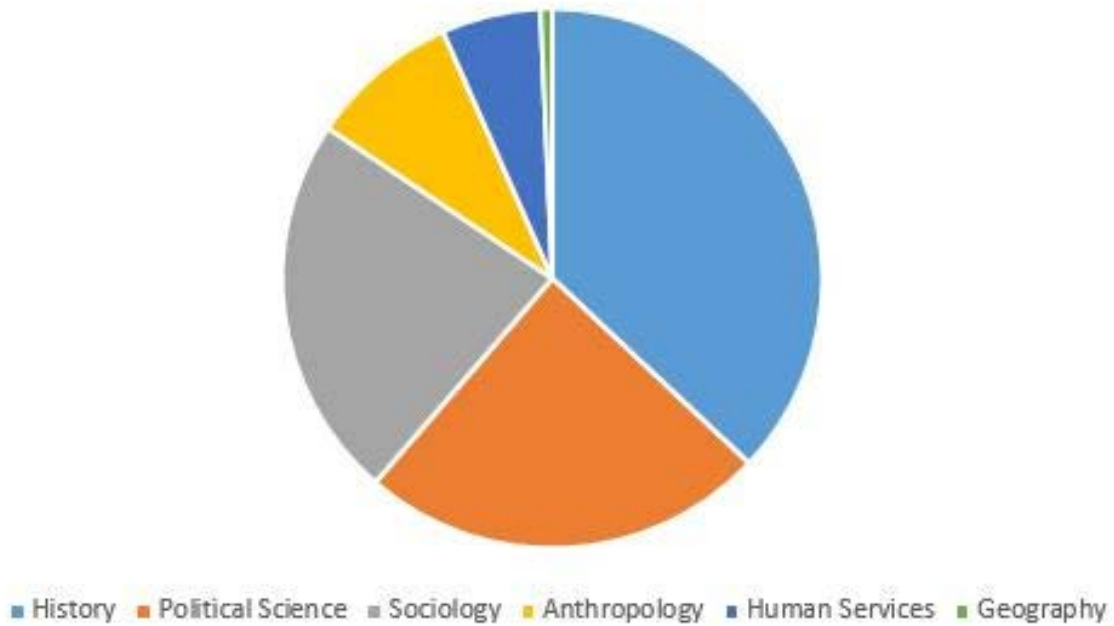


Overall, enrollment in the Social Sciences has shown positive growth since the 2009-10 school year.



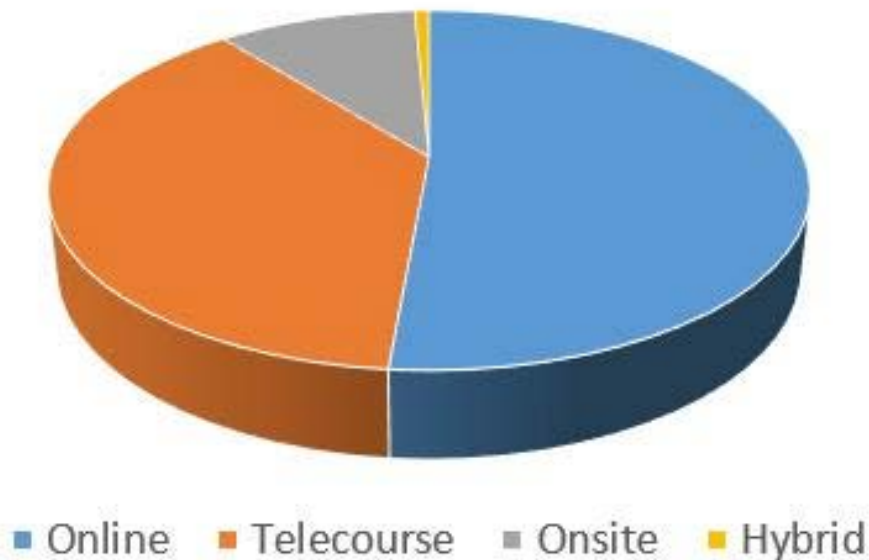
The largest discipline within the department is History, followed by Sociology and Political Science. The following chart illustrates the comparative scope of each of these disciplines within the overall program. This does not include contract education classes.

Social Sciences: Enrollment by Discipline, 2012-13



The vast majority of Social Sciences class enrollments are in distance learning sections. Onsite sections are offered primarily at the Le Jao and Newport Beach Centers. STAR program Social Sciences courses are offered at Garden Grove.

Social Sciences Enrollments by Modality: 2012-13



In terms of staffing for the department, we currently have twenty-three instructors who teach regular and contract education Social Science courses at Coastline. The breakdown of faculty members teaching credit classes per discipline in 2012-13 is as follows:

Discipline	Full-time Faculty	Part-Time Faculty	FTEF30 – 2012-13
Anthropology	0	2	1.0
Geography	0	2	0.1
History	1	7	4.0
Human Services	0	4	0.8
Political Science	1	5	2.5
Sociology	0	6	1.7
Total	2	23*	10.1

In Fall 2013 the Social Sciences department made a formal request for two additional full-time faculty members. Based upon the FTEF30 scores for 2012-13 it is clear that the History discipline could benefit from another faculty member and that we easily have sufficient load to support this. While not a critical need, having another Historian would benefit the program by enabling us to more easily diversify our offerings and to provide additional support for the department.

A more urgent need is for a full-time faculty member in Sociology/Human Services. We currently have no full-time faculty members in these disciplines, and while the part-time faculty have done an outstanding job, there are limits to what they can achieve. We are one of only two community colleges in California to offer a degree in Human Services. We currently have a sound program which is closely aligned with the four-year major at CSU Fullerton. However, the program has remained relatively static in terms of enrollments. This reflects in part the inability of the current department chair (a historian) to effectively market the program or work to develop connections with local agencies and other institutions of higher education. Without additional faculty resources to support Human Services it is possible that in the near future we will face rising competition from other community colleges and we will lose this unique niche program that we have developed. We also have a need for a full-time Sociologist. There is very strong demand for Sociology courses among our student body and it remains one of the most popular majors at our major CSU transfer partner (9th out of 79 majors offered). We recently also developed a transfer major in Sociology, but enrollments and completions in this major have been lackluster, in part because we are not effectively promoting it.

Since Sociology is one of the disciplines which can teach in Human Services, it seems logical to hire a full-time faculty member who can work on developing both of these programs. There is more than sufficient course load to support this (a combined total of 2.5 FTEF30).

Degrees and Certificates

The Social Sciences currently offer five discipline specific majors leading to A.A. degrees and one Certificate of Accomplishment. There are also two general majors which draw heavily upon Social Sciences Curriculum. The decision to keep regular and transfer majors in History and Sociology was

based upon the needs of our contract education division. The transfer majors are specifically designed for students seeking to transfer to four year schools within California, but contract education serves a large number of students (particularly in the military) who are seeking to enroll in four year programs outside of the state.

Discipline Majors Leading to A.A. degrees:

- History
- History for Transfer
- Human Services
- Sociology
- Sociology for Transfer

Social Science Related Majors leading to A.A. degrees:

- American Studies
- Social and Behavioral Sciences

Certificate of Accomplishment:

- Human Services

In the future the program may also be able to offer Transfer Degrees in Anthropology, Geography, and Political Science. This will require additional curriculum and a significant expansion of our course offerings.

Social Sciences - AA Degrees Completed

Degrees Completed - Year	History	Human Svcs	Sociology	Other	Soc. Sci. Total	College Total	Soc. Sci - % of Total
2012/13	9	12	9	30	60	1432	4.2
2011/12	9	21	15	21	66	1520	4.3
2010/11	5	23	8	22	58	1467	4.0
2009/10	3	15	3	12	33	1895	1.7
2008/09	0	6	0	0	6	1985	0.3
2007/08	0	3	0	0	3	1766	0.2

Currently the Social Sciences department accounts for approximately 4% of all AA degrees granted by Coastline Community College.

See Appendix A for detailed description of Degrees and Certificates

Curriculum

The department chair worked with discipline faculty to update the curriculum. In each discipline the faculty were sent copies of the existing course outlines. Based upon the feedback received, revisions were initiated with the entry of the revisions into CurricUNET was done by the department chair. Faculty were consulted as necessary on revisions relating to discipline specific content. As of Fall 2013 fifteen out of the thirty-nine courses in the Social Sciences disciplines have been revised and approved by the Curriculum Committee. The remaining twenty-four will be completed by the end of the Spring 2014 term.

Discipline	Class #	Title	Last Revised	Class Last Taught	Taught in Contract Ed.?	Format Taught In		
						Onsite	Online	TV
Anthropology								
	C100	Cultural Anthropology	2010	Fall 2013	Yes	x	x	x
	C120	Introduction to Archeology	2010	N/A				
	C150	World Cultures	2008	Fall 2013			x	
	C185	Physical Anthropology	2009	Spring 2013	Yes		x	
Geography								
	C100	World Regional Geography	2010	Fall 2013		x	x	
	C180	Physical Geography	2010	N/A				
	C185	Cultural Geography	2010	N/A				
History								
	C115	Latin American History & Culture	2013	N/A				
	C121	History of American Women	2013	Spring 2013			x	
	C122	Chicano History	2010			x		
	C124	Vietnamese-American History	2007	N/A				
	C125	Modern Iraqi History	2008	Fall 2013	Yes		x	
	C128	History of Modern China	2010	N/A				
	C132	History of Britain & Ireland 1	2008	N/A				
	C135	History of Britain & Ireland 2	2008	N/A				
	C146	History of Mexico	2007	N/A				

	C150	History of California	2007	Spring 2013			x	
	C155	The American West	2009	N/A				
	C161	World History 1	2013	Fall 2013	Yes		x	
	C162	World History 2	2013	Fall 2013	Yes		x	
	C170	U.S. History to 1876	2013	Fall 2013	Yes	x	x	x
	C175	U.S. History Since 1876	2013	Fall 2013	Yes	x	x	x
	C180	Western Civilization 1	2013	Fall 2013	Yes		x	x
	C185	Western Civilization 2	2013	Fall 2013	Yes		x	x
Human Services								
	C100	Intro. To Human Services	2009	Fall 2013	Yes		x	
	C101	Helping Theories & Intervention	2009	Fall 2013	Yes		x	
	C102	Intro to Crisis Intervention	2009	Fall 2013	Yes		x	
	C104	Treatment Issues in Substance Abuse	2008	Spring 2013	Yes		x	
	C115	Youth Mentoring	2007	N/A				
	C273	Human Services Practicum	2013	Spring 2013	Yes		x	
Political Science								
	C101	Survey of Current Issues	2008	Fall 2013		x	x	
	C140	Politics of the Middle East	2008	?				
	C180	American Government	2013	Fall 2013	Yes	x	x	x
	C185	Comparative Politics	2010	N/A				
Sociology								
	C100	Introduction to Sociology	2013	Fall 2013	Yes	x	x	x
	C110	Intro. To Marriage and Family	2013	Fall 2013	Yes		x	x
	C120	Intro. To Gerontology	2013	Fall 2013	Yes		x	x
	C130	Globalization & Social Change	2013					
	C185	Analysis of Social Problems	2013	N/A				

Course Additions and Deletions since Last Program Review

Discipline	Course #	Title	Add	Del
Anthropology	C185	Physical Anthropology	x	
Geography	C50AD	World Geography		x
	C109	Geography of the U.S.		x
	C125	Meteorology		x
	C130	California Geography		x
	C131	North/Anglo America		x
	C132	Central America & Caribbean		x

	C133	South America		x
	C134	Australia, New Zealand, & the South Pacific		x
	C135	Orient and Southeast Asia		x
	C136	Middle East and Southern Asia		x
	C137	Africa		x
	C138	Western Europe		x
	C139	Soviet Union and Eastern Europe		x
	C400	Regional Geography		x
History	C130	Historical Survey of Ethnic Groups in America		x
Human Svcs	C272	Field Practicum		x
Political Science	C120	Shaping Public Policy		x
Social Science	C50AD	Exploring the World		x
	C101	Biculturalism & Bilingualism in the United States		x
	C115	Perspectives on Peace Studies		x
	C400	Social Studies		x

Two courses have been added to our curriculum since the last Program Review. Anthropology C185 (Physical Anthropology) was developed as a telecourse by Coastline's Instructional Systems Design division and upon release we adopted it as part of our curriculum. More recently (Fall 2013) the Vice-President of Instruction requested that we add a new Political Science course (PSCI C160 – Law and Society) as part of a project to create a degree pathway leading to law school.

Military contract education has requested two additional courses to be added in History: a Military History of the United States and African-American History. It is anticipated that this curriculum will be presented to the curriculum committee in Spring 2014.

The Geography curriculum was dramatically reduced. Most of the courses indicated dated back to the 1980s and had not been taught for decades, if ever. The C400 Regional Geography course was only taught in the Emeritus program, which has since ceased to operate.

The two-unit Human Services C272 Field Practicum was eliminated because of changes to the Human Services program required to ensure continued articulation to the CSU Fullerton program. We now only offer the three-unit Human Services C273 Field Practicum.

The Social Sciences courses were entirely eliminated. As with Geography, the course outlines dated to the 1980s and had not been taught in more than ten years. The only exception was the C400 Social Studies course which had been taught as part of the Emeritus Program.

Degree Audit Project Changes

The Social Sciences department also participated in the Degree Audit project to reconcile course numbering and titles across the district. As a result the following changes were made:

Discipline	Old Number and Title	New Number and Title
Geography	C100 - Introduction to Geography	C100 – World Regional Geography
History	C120 - Women in American History	C121 - History of American Women
	C160 - World History to 1500	C161 - World History 1
	C165 - World History Since 1500	C162 – World History 2
	C180 - Western Civilization to 1500	C180 - Western Civilization 1
	C185 – Western Civilization Since 1500	C185 – Western Civilization 2
Poli Sci	C100 - American Government	C180 – American Government
	C110 - Current Issues	C101 - Survey of Current Issues
	C130 - Comparative Government	C185 - Comparative Politics
Sociology	C110 - Marriage and Family	C110 – Introduction to Marriage and Family

Need

Sixty percent of students surveyed indicated that the primary reason for taking Social Sciences classes was to fulfill requirements for transfer to a four-year college. Courses in this area are required under Area D for General Educational requirements for transfer and under Area 4 in the IGETC transfer pattern. The California State and the University of California systems both have an American Institutions requirement which students must fulfill in order to receive a bachelor's degree. This is typically met through taking Political Science C180 and either History C170 or C175.

Fifty-three percent indicated that they were taking these courses to fulfill General Education requirements for an A.A. degree. Social Science courses are particularly important in helping students fulfill the Global and Multicultural Studies requirement for the Coastline A.A. Eighteen courses in Anthropology, Geography, History, Human Services, and Sociology meet this requirement.

Coastline Community College currently offers seven A.A. degree options which relate to the Social Sciences: majors in History, Human Services, Sociology, and areas of emphasis in American Studies or the Social and Behavioral Sciences. In addition there are Transfer Degrees offered in History and Sociology. According to the State Chancellor's Office, for the 2012-13 school year Coastline granted 1,432 A.A. or A.S. degrees. Of these, 64 were granted in Social Sciences. (4.5% of all degrees). Based upon this data it appears that degrees in the Social Sciences are not a major draw for students coming to Coastline. While it is certainly a goal of the department to increase the number of students completing A.A. degrees in Social Science majors, the primary focus of the program will remain supporting students in fulfilling requirements they need to complete other majors and for transfer.

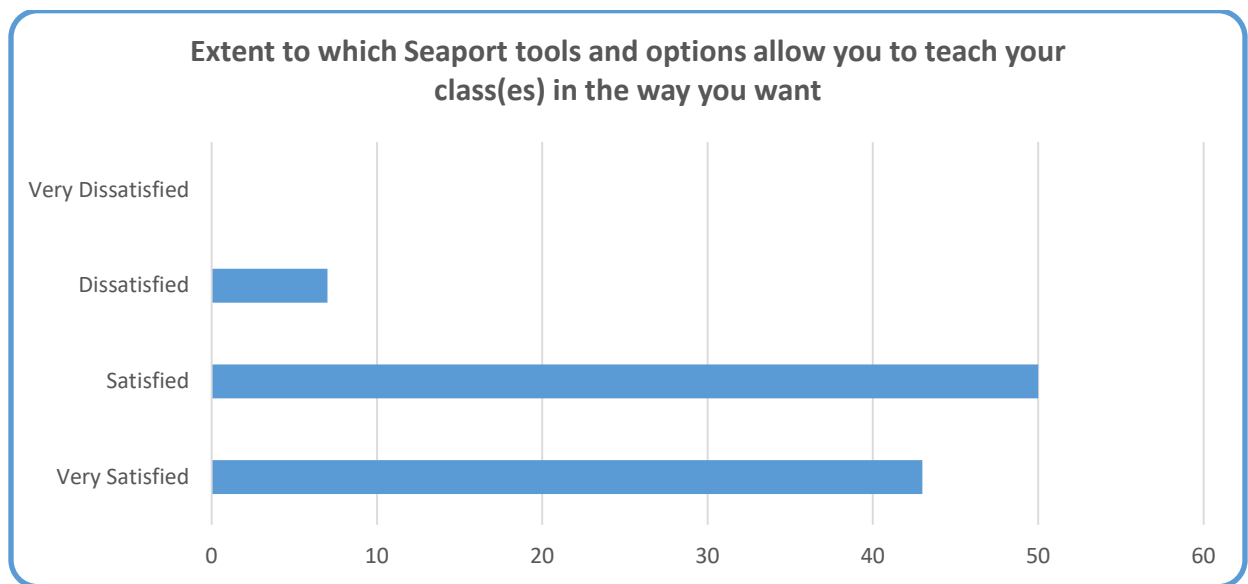
Aside from students taking our courses to fulfill G.E. requirements, a significant minority are involved in our Human Services program, seeking to obtain a Certificate or fulfill requirements to transfer to a Human Services program at a four year school, particularly CSU Fullerton. As of this year the 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. Undoubtedly the real world expansion in these professions will translate to increased demand for human services courses here at Coastline.

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 Newport Beach centers are generally sufficient for our purposes. The classrooms and environment at the new Newport Beach center are excellent and provide a good environment for instruction. These facilities are a significant improvement over those available at the old Costa Mesa center. Overall, 71% of the faculty who responded to the survey indicated that they were very satisfied with the facilities.

The Social Sciences faculty did express some concerns expressed about deficiencies in the Seaport course management system.



“I think the online courses offered through Coastline are maintained beautifully and the Seaport Learning Management System runs well.”

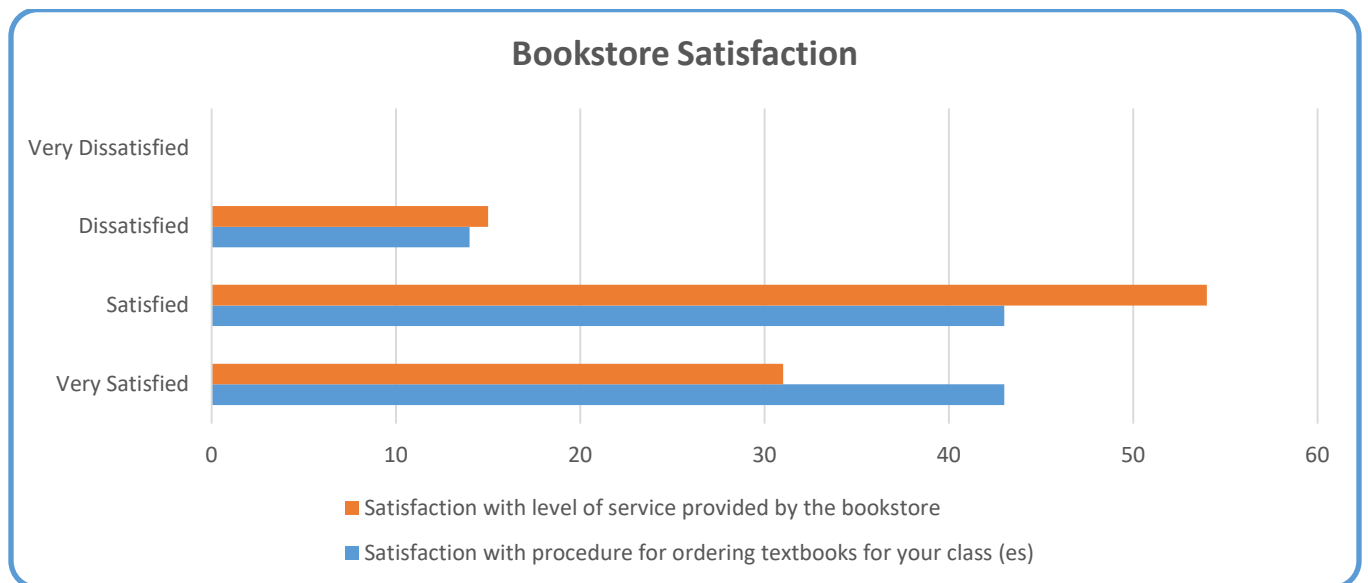
Since it is anticipated that Coastline will be adopting a new course management system in the near future, hopefully these concerns will be addressed.

While there are some issues with the system itself, overall faculty were extremely pleased with the support offered for distance learning. All of the faculty who responded indicated that they were either satisfied (36%) or very satisfied (64%) with

the support provided by the Distance Learning department. There was an even higher level of satisfaction with support offered to instructors teaching in Contract Education, with 100% indicating that they were very satisfied.

Students overall also appear to be satisfied with the facilities and resources used by the Social Sciences program. In terms of general facilities, over 98% said that they were satisfied or very satisfied. Students also appear to be happy with the current learning management system. A little over 5% expressed some dissatisfaction with the technical aspects of online education at Coastline.

The faculty did register significant discontent with the bookstore ordering process. The transition to the new Follett system has proven troublesome for the faculty.



Specific complaints ranged from failure to stock sufficient books, to pricing, to the cumbersome manner in which books are ordered.

“The ordering process is extremely cumbersome and the bookstore does not seem particularly responsive to student problems.”

Unfortunately there was no question on the Social Sciences student survey directly relating to textbook issues. However, this question was asked by the Distance Learning department in their recent Program Review and student responses did indicate dissatisfaction:

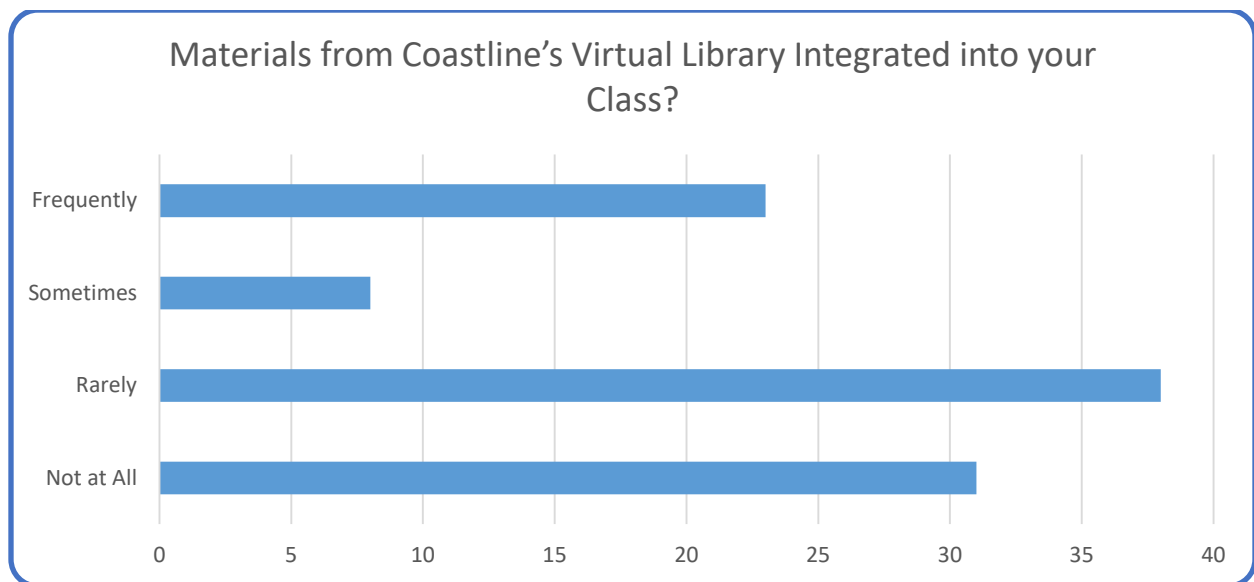
“There were many write-in comments from students complaining about the college bookstore, most summed up by “books cost too much!” In addition, there were some complaints about books on “back order” and a book purchasing website that is perceived as not user friendly.” – *Distance Learning Program Review, 2013*

Availability and cost of textbooks was also a major focus of the surveys deployed by the Distance Learning department for the incarcerated students served by our telecourses. Complaints here were

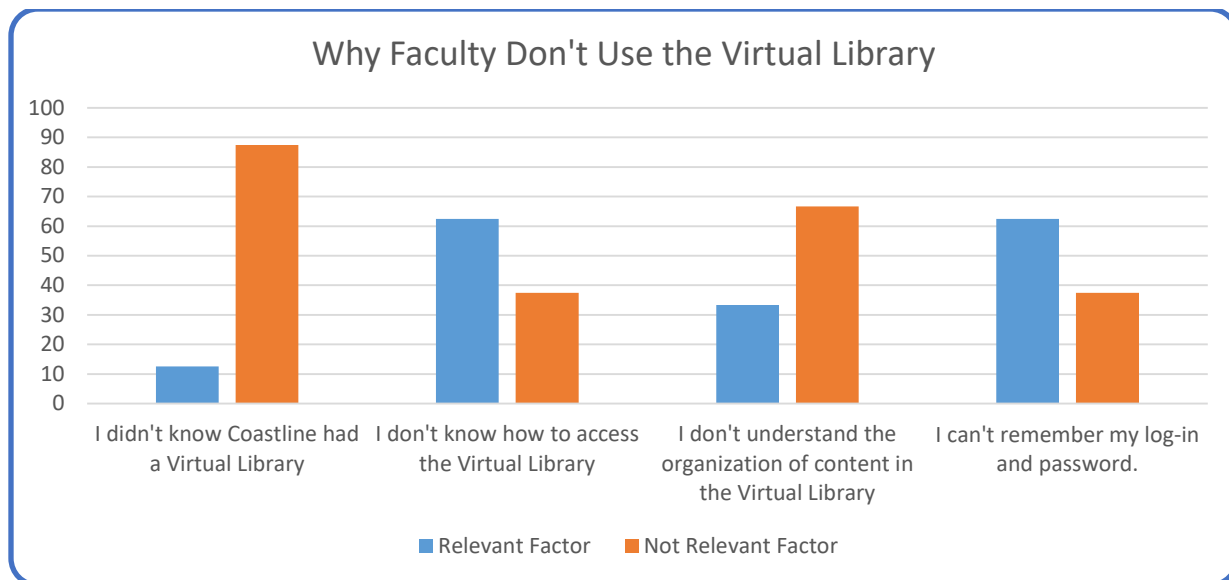
mostly related to logistical problems specific to this population. Incarcerated students face a number of barriers to ordering and receiving textbooks because of their limited access to the internet. Typically they aren't able to get information about the required textbooks until they have registered in the course and received the student handbook, and orders must be placed either through regular mail or sent to them by relatives or friends on the outside. Because of these difficulties, students often receive their textbooks late, hindering the efforts to be successful in the class. It was also apparent that, particularly for this population, the cost of textbooks was a heavy burden.

The cost of textbooks has been a major issue of discussion within the department. Some faculty reported stories of students attempting their courses without purchasing the required course materials, creating an obvious barrier to student success. Students do have expanded options from the past with greater access to lower cost e-books and in some cases rental options that reduce the cost still more. The department has also discussed the feasibility of adopting free open resource textbooks in certain disciplines. This is in line with a current state proposal to create open resource textbooks for key general education classes.

One resource that seems to be underutilized by the Social Sciences faculty is Coastline's Virtual Library. When asked if they integrated materials from the Library into their course, most faculty indicated that did not or did so rarely:



In some cases this reflected a faculty choice based upon the nature of their course and what they saw as the needs of their students. Approximately 50% indicated that they didn't use any research assignments and 28% indicated that they didn't have the time to grade these types of assignments. At the same time, a comparatively high percentage of faculty indicated that they were unaware of library resources or how to access them.



During the Fall 2013 the college Librarian visited the Social Sciences department meeting to talk about the services offered by the library and to provide some handouts with relevant information. The department will continue to work with the librarian to ensure that faculty members in the Social Sciences are aware of this resource and how to access it.

As indicated in the overview section, we currently have twenty-three instructors who teach regular and contract education Social Science courses at Coastline. The breakdown of faculty members teaching credit classes per discipline in 2012-13 is as follows:

Discipline	Full-time Faculty	Part-Time Faculty	FTEF30 – 2012-13
Anthropology	0	2	1.0
Geography	0	2	0.1
History	1	7	4.0
Human Services	0	4	0.8
Political Science	1	5	2.5
Sociology	0	6	1.7
Total	2	23*	10.1

*Some individual faculty teach in more than one discipline

We have been very successful in recruiting highly qualified part-time instructors to teach in our program. The Sociology discipline clearly does have sufficient FTES to support an additional full-time faculty member who would provide additional support for the program as a whole. It has also been suggested as an alternative that a full-time faculty member could be hired with faculty service areas in both Psychology and Sociology to be shared by these disciplines.

Professional Development

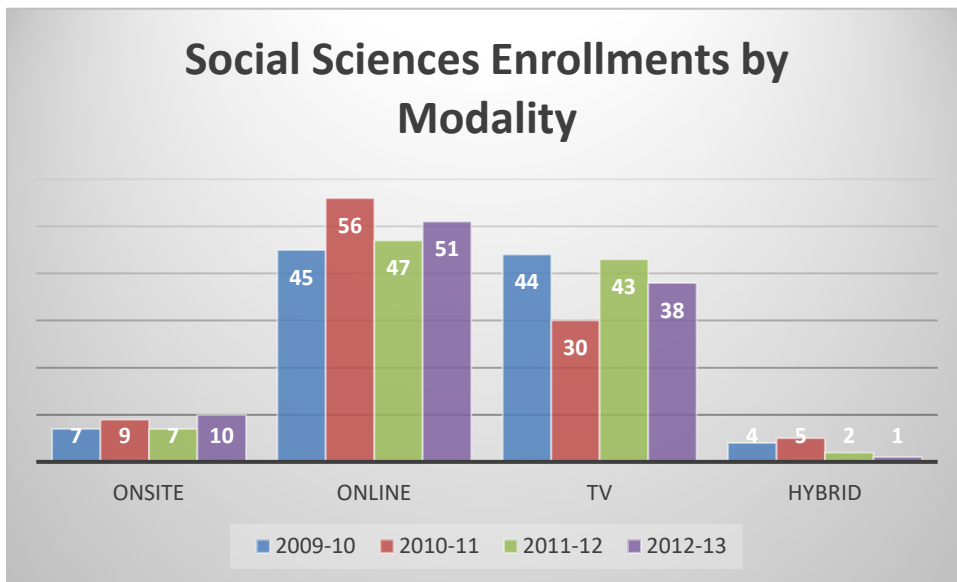
The Social Sciences program supports professional development by encouraging instructors to participate in a wide range of activities. It is expected that all faculty members remain current with the developments within their particular disciplines and that they have a solid grasp of the technologies employed by Coastline Community College. While the department largely relies on the individual faculty to pursue professional development within their disciplines, the department does seek a more active role in encouraging faculty participation in college and district run training opportunities.

FACULTY PARTICIPATION IN PROFESSIONAL DEVELOPMENT	Number*	Percent
CCC All-College Meeting in Fall and Spring	13	93%
Coastline Summer Technology Institute	9	64%
Discipline-related workshops	8	57%
Discipline-related reading	8	57%
Professional conferences	6	43%
Technology-related reading	5	36%
Other technology-related workshops	4	29%
SLO workshops/training	4	29%
Membership in professional associations	4	29%
Other workshops	3	21%
Other classes	2	14%
Professional training, including certification programs	1	7%
Graduate classes/program	0	0%
*14 faculty responding		

It should be noted that several of our faculty members have played important roles in in the college's Summer Institute, including participation in workshops as moderators or presenters. The Summer Institute has also been a popular source of professional development for the department, as indicated in the faculty survey. Several faculty communicated their personal disappointment when the Institute was cancelled for summer 2013. It is strongly urged that the college make resources available to continue these types of trainings, whether they are held during the summer or scheduled at some other time.

Course Data

History classes account for about 41% of the program's enrollments, with Sociology and Political Science representing 17% and 19%, respectively.



Approximately 90% of the program’s enrollments come from distance learning modalities. This has been the overall pattern over the last four years. The drop in telecourse enrollments in 2010-11 reflected state budgetary issues which led to a decline in support for the incarcerated students who are the principle demographic taking courses in this modality. There has also been a decline in the offering of hybrid courses. This reflects two changes. First, in the past STAR courses were offered in a hybrid format. However, the newly restructured STAR program which began in 2012-13 no longer utilizes this modality. Second, the Social Sciences program was involved in an experimental program to offer courses in a multi-modal format. These were hybrid courses with the onsite component offered simultaneously at different centers utilizing streaming technology. It was ultimately determined that the problems arising from offering courses in this format outweighed the benefits.

Specific considerations for future course offerings in different modalities follows.

Onsite

One component sustaining onsite enrollments in the Social Sciences was our partnership with the Newport-Mesa School District in the Early College High School. A number of courses in Anthropology, History, and Political Science were taught at the Costa Mesa center in support of this program. However, Coastline’s participation in this program has ceased.

The creation of the new STAR program also boosted onsite enrollments. This was in part simply because it was structured to ensure both an onsite and online track for all students and because it expanded overall enrollment in the STAR program. These factors will continue to sustain onsite enrollments for the foreseeable future. There was also a significant bump in overall enrollments for history courses (both onsite and online) since one of the three degree tracks initially offered by STAR was in history. Low enrollment, however, has led to the discontinuance of this track which will have some impact on overall course offerings in the future.

The opening of the Newport Beach has created an opportunity to expand our onsite offerings. We are currently offering sections of Anthropology, Geography, History, and Sociology at this center and enrollments have been encouraging. One of our long term goals is to expand our presence at this center. However, enrollment in Social Sciences courses at the center remained low for the 2013-2014 school year. The program needs to consider strategies for boosting enrollments at this center, although it is currently difficult to proceed on this since Newport Beach does not currently have a permanent Dean.

Online

Our online courses remain the most popular option for students. One of our challenges for the immediate future is to ensure that we have a sufficient offering of online classes to enable students to complete their degrees and certificates. There are currently sufficient opportunities for students to take online classes in Anthropology, History, Human Services, and Political Science, however, online courses in Geography and Sociology are still offered in only a limited number. Indeed, until Summer 2013 we had never offered an online section of Geography C100 – it was only offered in one onsite class, once a year. Since then we've added an online section which will be taught every semester and we're looking to offer other core courses in Geography. Several years ago we added an online version of the Introduction to Sociology course (Sociology C100) which has done very well, but to date we have never offered any sections of Sociology C110 (Marriage and Family) in any format other than telecourse. Since Sociology courses appear to be in high demand and we now have a transfer degree in Sociology, it appears logical for us to expand the diversity of our offerings in this subject, particularly in the popular online format.

Telecourse

Telecourse enrollments remain very strong, thanks to our incarcerated students program. It is anticipated that this trend will continue into the foreseeable future as we are one of the few community colleges in California that offers significant numbers of telecourses and this is virtually the only format (aside from correspondence courses) that incarcerated students can utilize.

There are concerns about ensuring the currency of these courses. Throughout the nation there are fewer and fewer colleges offering classes in this format, meaning that production of new telecourses has virtually ceased. Many of the telecourses we currently use are quite old and need to be revitalized. Fortunately, the Distance Learning department has taken the initiative in finding ways to update the content of these courses. One of the first classes targeted for this upgrade is our Political Science C180 telecourse which is currently being revised by two of our instructors (who are being compensated for their services) working with the telecourse provider. The Distance Learning department is requesting money be set aside to continue this process with all of our telecourses to ensure their continued vitality.

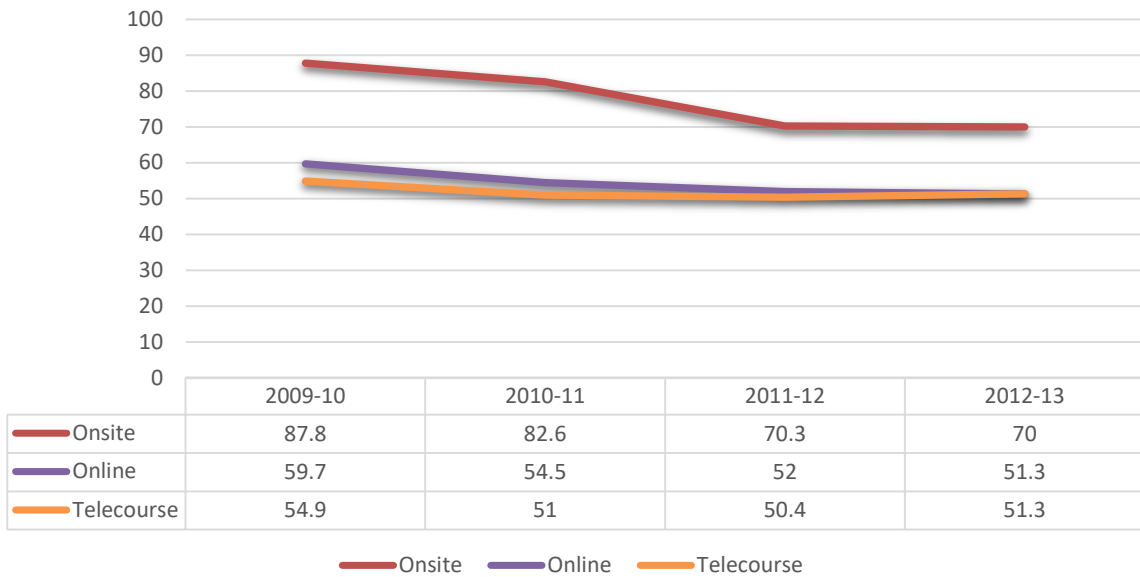
Retention and Success Rates

Analysis of information from the Chancellor's Datamart indicates that there has been a significant drop in the success rate for students taking Social Sciences courses.

Comparison of Retention and Success Rates					
	Enrollment	Retention	Success	Ret. Rate	Succ. Rate
Coastline - Social Sciences*					
2009-10	4079	3479	2448	85.3	60.0
2010-11	4838	3963	2716	81.9	56.1
2011-12	4755	3846	2515	80.9	52.9
2012-13	4729	3873	2525	81.9	53.4
Coastline - All Other Disciplines*					
2009-10	36289	31540	24369	86.9	67.2
2010-11	40459	33415	26368	82.6	65.2
2011-12	38750	32323	25406	83.4	65.6
2012-13	35993	29637	23188	82.3	64.4
OCC & GWC - Social Sciences					
2009-10	27843	24471	19297	87.9	69.3
2010-11	29158	24784	19541	85.0	67.0
2011-12	29153	24631	19198	84.5	65.9
2012-13	27616	23959	18391	86.8	66.6
California - Social Sciences					
2009-10	917399	765322	579125	83.4	63.1
2010-11	921625	769238	584282	83.5	63.4
2011-12	887076	745459	571670	84.0	64.4
2012-13	869029	743274	570648	85.5	65.7
*Credit Only					

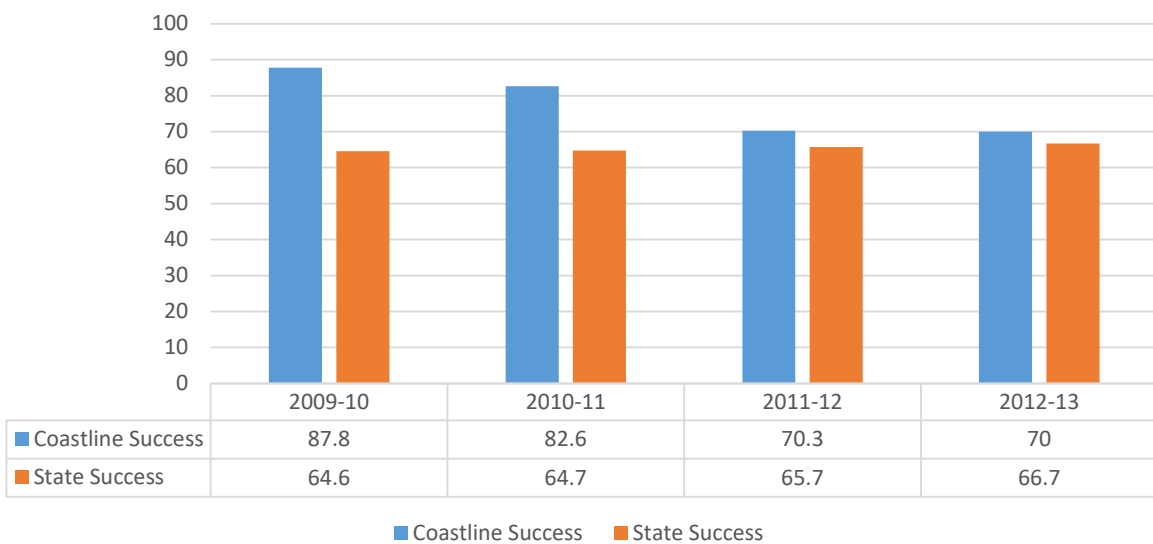
Data from Chancellor's Datamart

Coastline Social Sciences - Success Rate by Modality

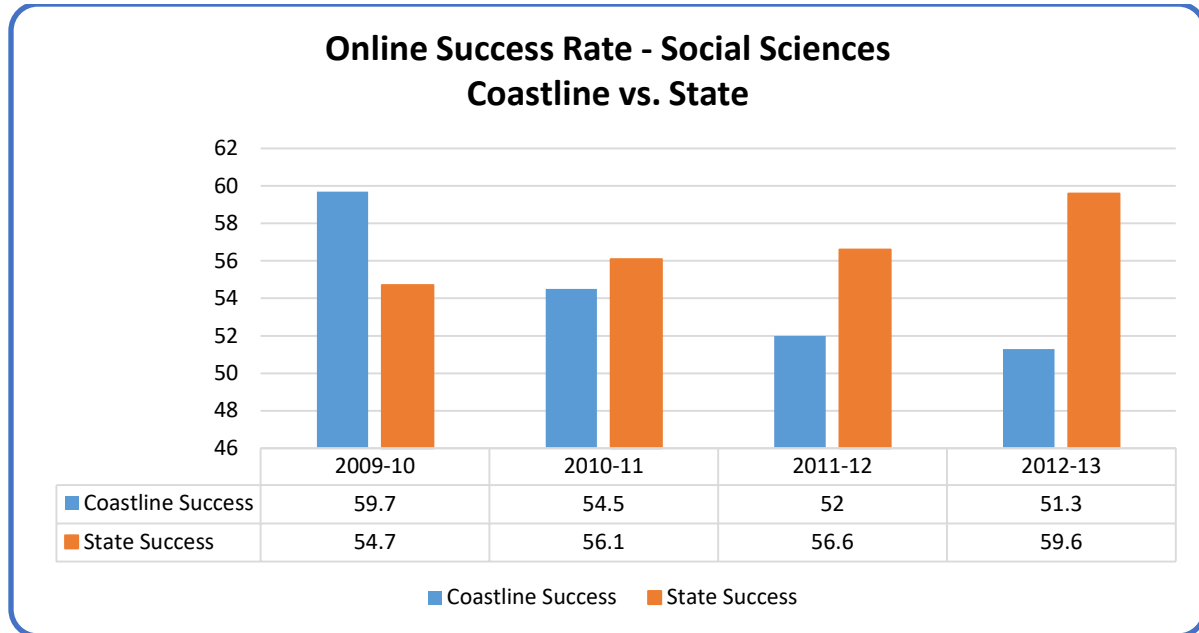


Part of the explanation for this lies in the fact that a large number of the Social Sciences courses are offered in online and telecourse formats. The data confirms that there is a significant gap between the success rate for onsite classes versus those taught in a distance learning modality. However, as indicated below, this is not the whole picture.

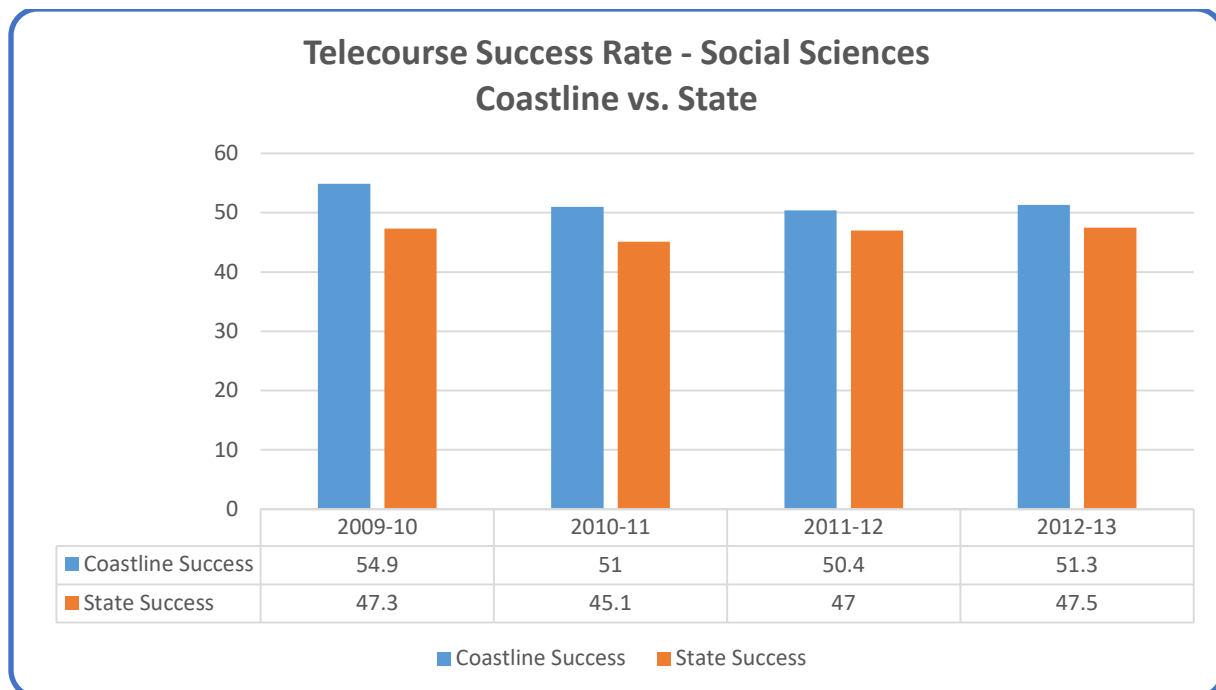
Onsite Success Rate - Social Sciences Coastline vs. State



Coastline’s success rate for onsite classes has been consistently higher than the state average, although there has been a drop in our success rate over time. The reasons for this drop are not clear.

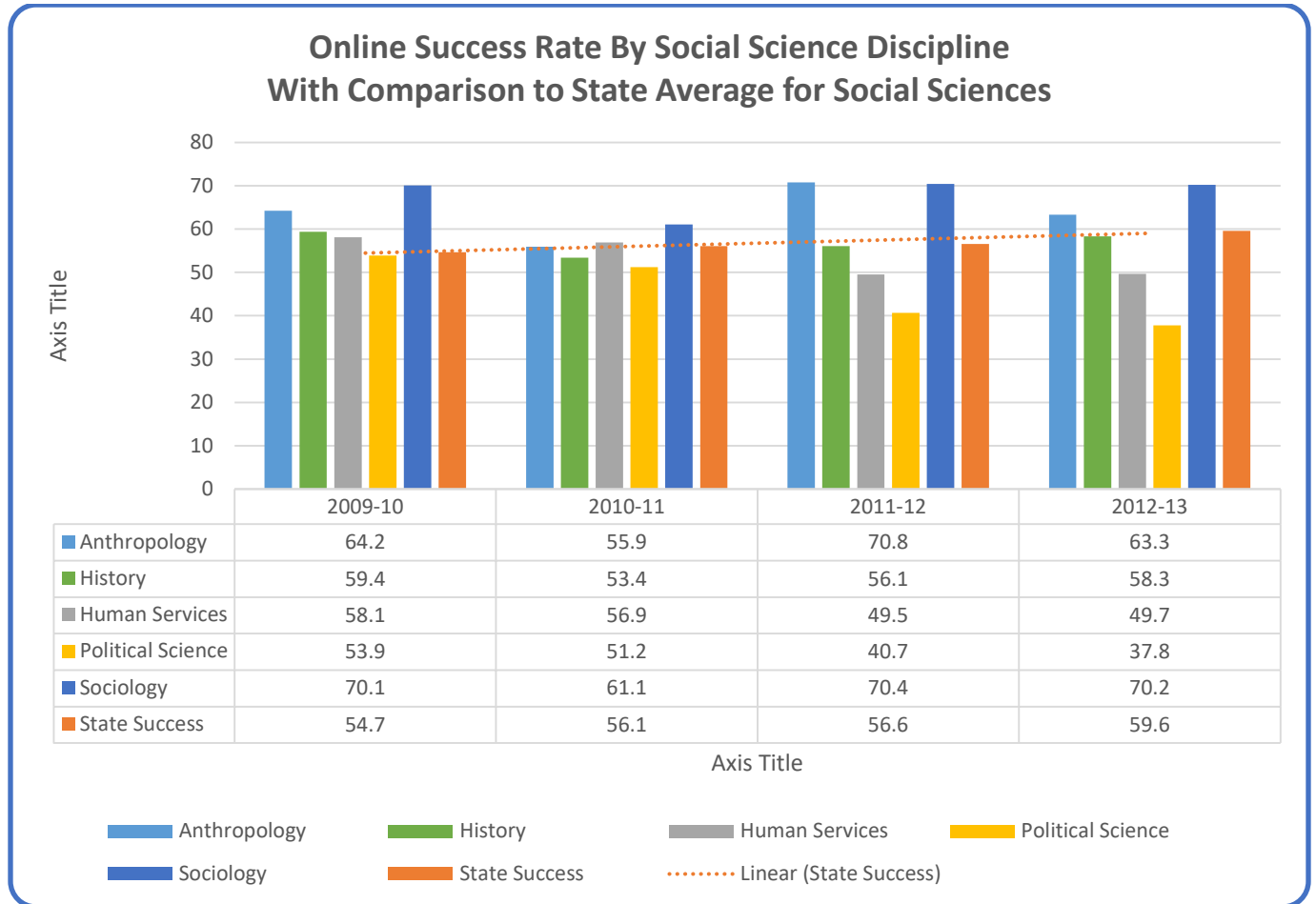


There has been a troubling drop in the success rate for online courses. In this case Coastline’s social science courses have dropped significantly below the state averages for online social science classes.



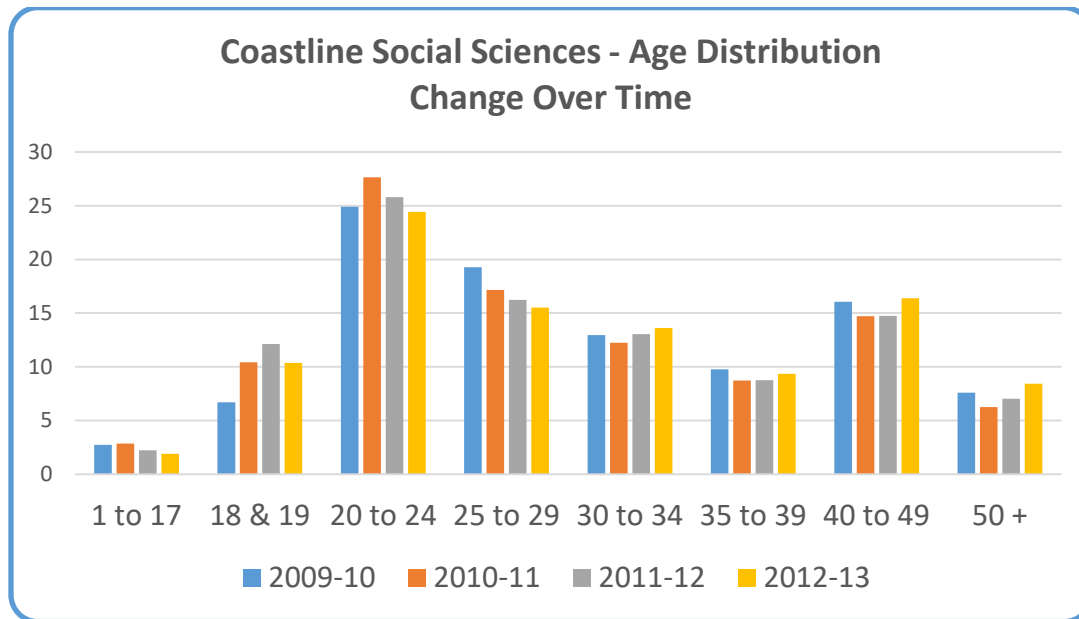
In comparison, Coastline’s success rate for social science telecourses has been stable over time and consistently higher than the state average.

It is apparent from these comparisons that a key problem area for the social sciences program is in its online courses. A breakdown of our online courses by discipline reveals further information.



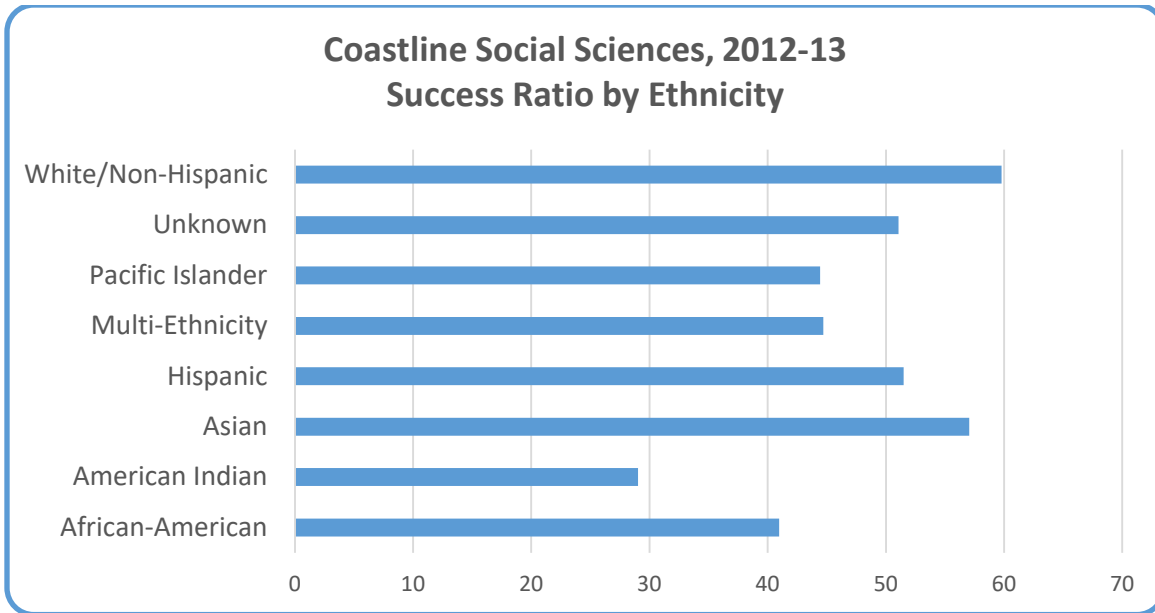
There is no data for Geography since no courses were offered in this format during this time frame. This chart clearly demonstrates that several disciplines (Anthropology, History, and Sociology) are close to or exceed the state average for success in online social science classes. Most of the drop in our success rates can be attributed to a decline in success rates for Human Services courses and a very sharp drop in the success rate for online Political Science courses. It’s clear that one of the goals for the social sciences department must be addressing these particular problem areas.

Student Elements

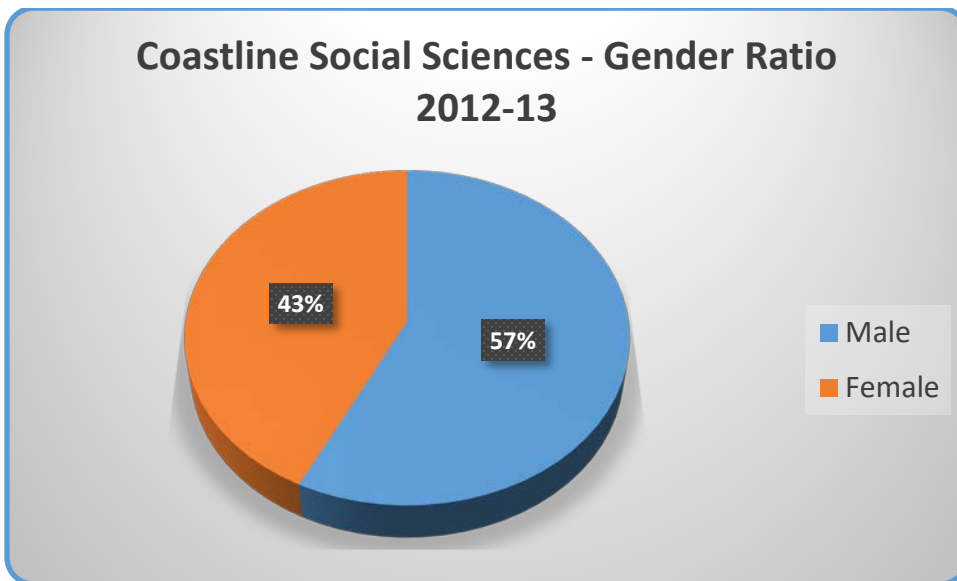


The age of students taking social science classes at Coastline has remained relatively stable over time, although there has been some decline in the 20-29 year old range. If the long term goal of Coastline is to attract younger students coming out of high school, there's no strong indication that this demographic shift is occurring, at least in the social sciences program.

There is significant ethnic diversity among students taking social science classes. There has been some increase in this diversity over time.



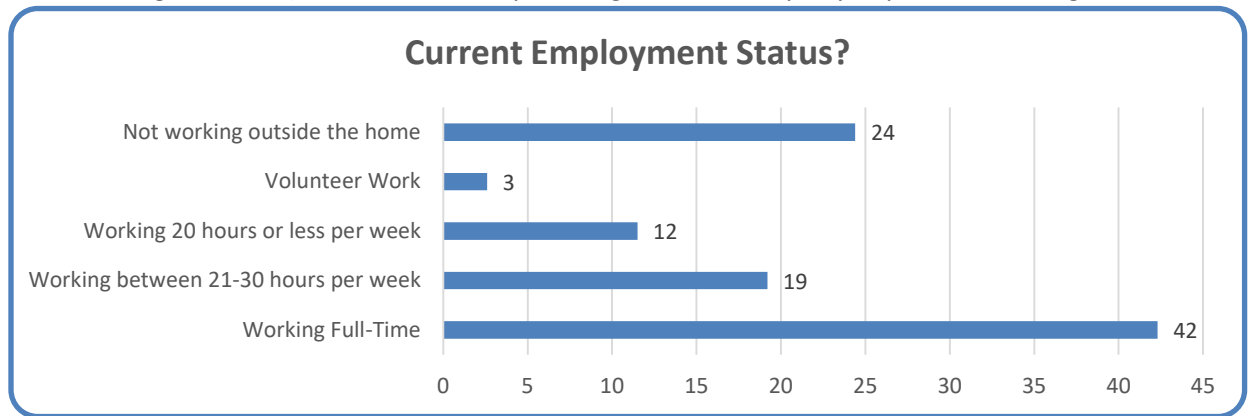
There are some differences in students' successful completion of courses. Pacific Islander, American Indian, and African-American populations are significantly less likely to complete courses with a grade of "C" or higher.



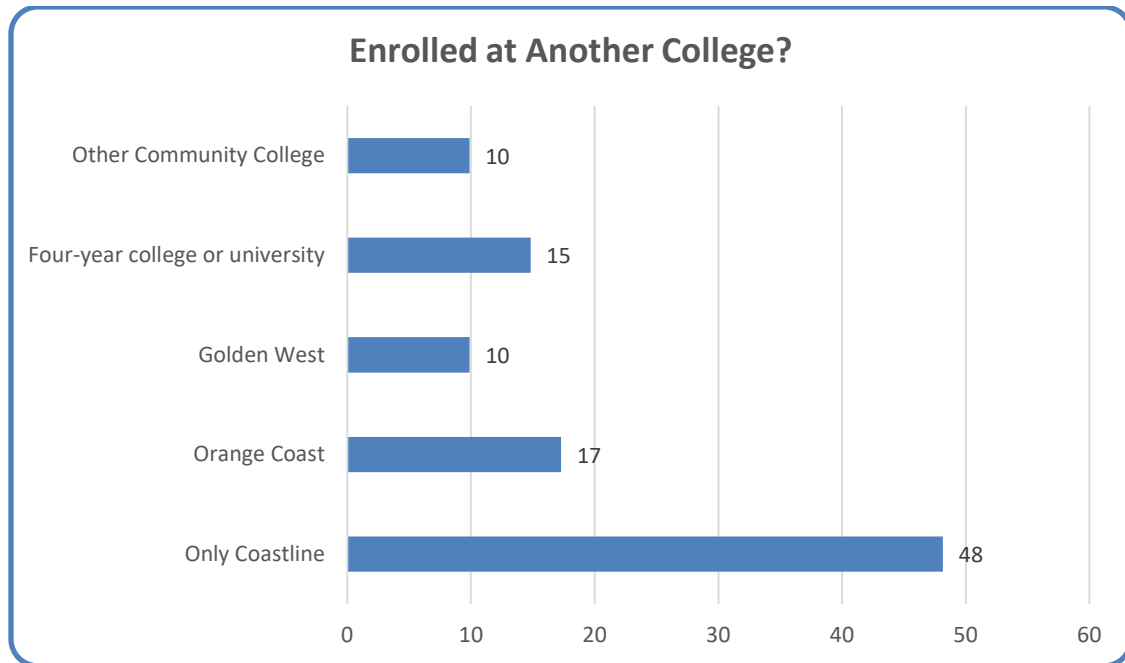
The gender ratio in the program is slightly skewed towards men because of the large number of incarcerated students served through our telecourse offerings.

The data also indicates that, as in the past, most of our students have significant work commitments, including over 40% who work full-time. It's quite likely that our student population skews in this manner in part because so many of our courses are in a distance learning mode, since traditional onsite classes

are difficult for working students to attend. In the recent past it has been suggested that the college as a whole should seek to greatly enlarge our enrollment of “traditional” students (18-22 year olds who attend college full-time). This is still an important goal, but it’s equally important to recognize that

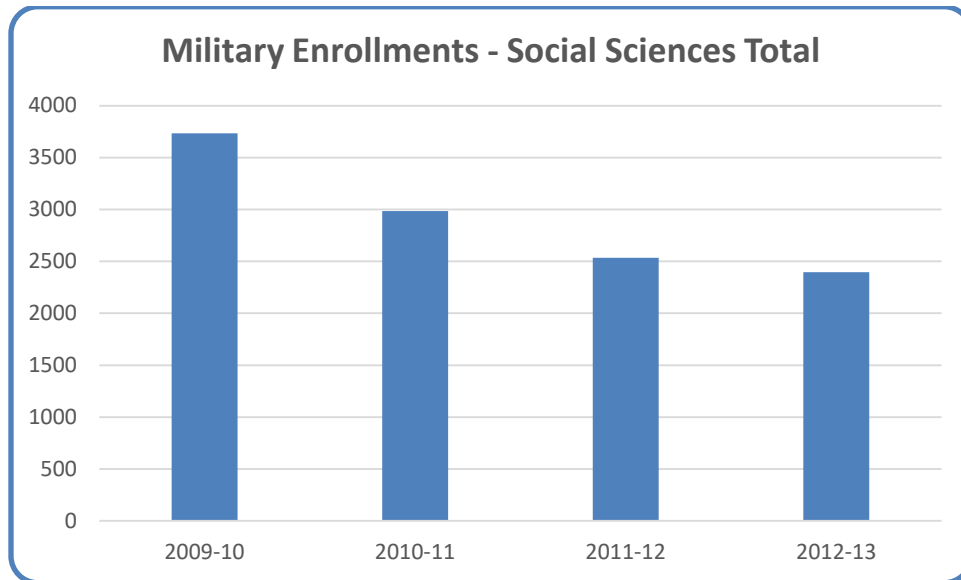


Coastline has developed a significant base among “non-traditional” students who are older and work full-time. This remains an important “niche” market for us and it would be foolish for the college to abandon our efforts to tap into this market, particularly because of the ferocious competition amongst our fellow community colleges for the more traditional demographic of 18-22 students.

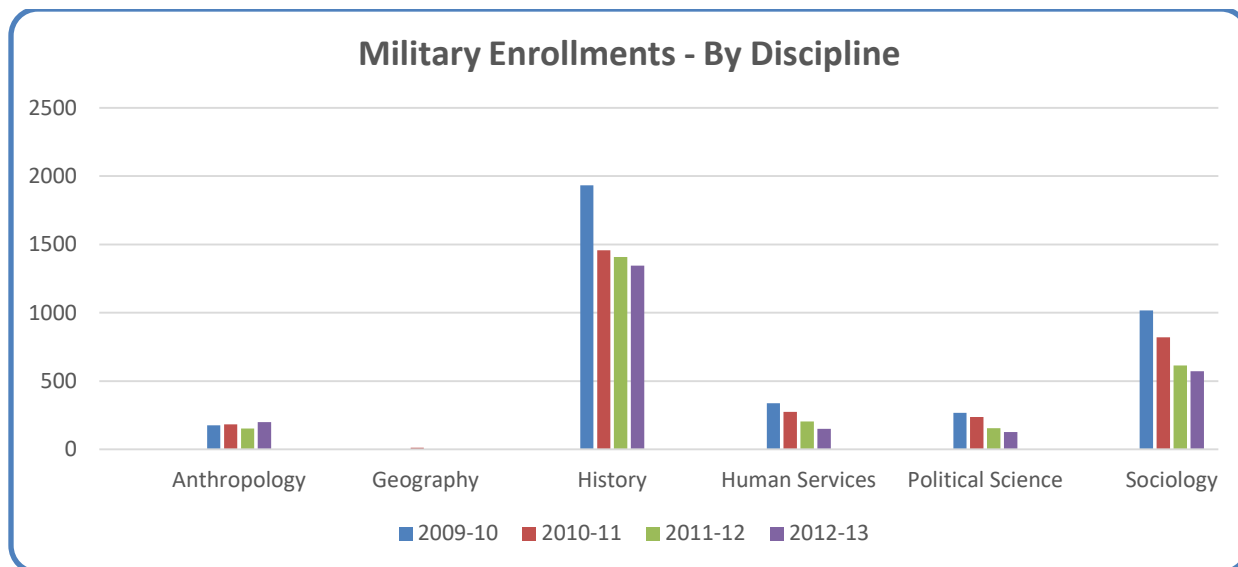


One very positive trend seen in the data is the relatively large number of students who are enrolled only at Coastline (almost 50%). With the growing state emphasis upon completion of degrees and certificates it’s encouraging that we do have significant numbers of students who identify themselves as “Coastliners.” At the same time, half of our students are enrolled at other colleges and presumably most of these are coming to Coastline primarily to pick up single classes that they need to complete degrees elsewhere. As elsewhere, the fact that so many students see Coastline as an alternative venue to take classes undoubtedly stems from the large number of courses we offer in a distance learning modality.

It's likely that in the not so distant future the percentage of students coming to us from other colleges may decline as other institutions expand their offerings of online courses. This makes it particularly important that the college continue to focus on expanding the number of students who are true "Coastliners" who are committed to receiving their degrees and certificates from us. This urgency also stems from the possibility that the state may shifting funding from a FTES basis to an outcome basis derived from the number of degree and certificate completions.



The Social Sciences have always been robustly represented in the courses offered by our Contract/Military Education division. In recent years, however, there have been significant drops in enrollment. This reflects more upon changes in the Contract/Military Education division rather than anything specific to Social Sciences. Contract education enrollments as a whole have declined for a number of reasons, including rising competition from other institutions, reductions in military personnel as a result of changes in our foreign policy (the ending of our military involvements in Iraq and Afghanistan), and changes in government policy towards providing educational benefits to military dependents. The goal of the Social Sciences department will be to assist the Contract/Military Education division in any way possible to bolster their program, for instance by finding ways to lower the costs associated with student textbooks.

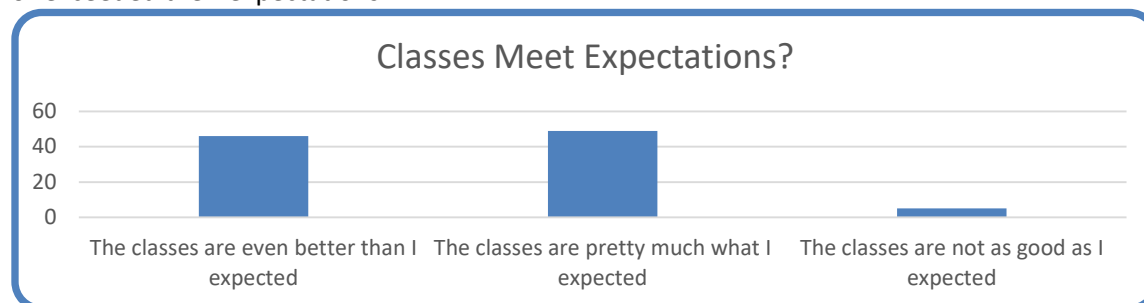


The military program has requested the development of some additional History courses that they think will be popular with students which we are currently developing. It has also been suggested that we might successfully expand offerings of core Geography courses as part of the Contract/Military Education program.

Another area where the Social Science department has co-operated with the Contract/Military Education division has been in the development of their EBUS program (Education Bound United States). The Social Sciences department chair worked closely with the program to recruit faculty in Anthropology, History, and Sociology to teach in the pilot overseas program in China. While this program has achieved some success, there have also been significant challenges. Finding faculty who are willing to spend several weeks in China has proven very difficult. The Social Sciences department will continue to work the EBUS program as it expands into other parts of the world to find ways to offer our courses in effective modalities and to ensure that we are recruiting top notch faculty to teach these courses.

Student Satisfaction

Based upon the survey data collected, overall student satisfaction with the program is high. The overwhelming majority of students indicated that the classes they had taken in the Social Sciences met or exceeded their expectations.



This satisfaction is also reflected in a more detailed breakdown of student reactions to various components of the courses. Many students indicated a very positive experience in both onsite and online courses:

Level of Satisfaction in Course Elements

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Rating Count
Quality of instruction	48.1% (37)	42.9% (33)	6.5% (5)	2.6% (2)	77
Variety of classes	35.7% (25)	55.7% (39)	8.6% (6)	0.0% (0)	70
Relevance of classes to your academic or vocational needs	48.0% (36)	45.3% (34)	6.7% (5)	0.0% (0)	75
Relevance of assignments and exams to the course material you are studying	44.7% (34)	47.4% (36)	5.3% (4)	2.6% (2)	76
Clarity and comprehensiveness of the instructions for completing assignments	47.4% (37)	41.0% (32)	7.7% (6)	3.8% (3)	78
Adequacy of instructional facilities	44.8% (30)	53.7% (36)	1.5% (1)	0.0% (0)	67
Staff support for the program and classes	40.0% (30)	53.3% (40)	6.7% (5)	0.0% (0)	75
Extent to which faculty and staff meet the needs of culturally diverse students	45.3% (29)	53.1% (34)	0.0% (0)	1.6% (1)	64
Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, active duty military, etc.)	49.3% (35)	46.5% (33)	2.8% (2)	1.4% (1)	71
Overall quality of the program	46.1% (35)	48.7% (37)	2.6% (2)	2.6% (2)	76
Your own success in the program	50.0% (38)	44.7% (34)	3.9% (3)	1.3% (1)	76

Level of Satisfaction in Course Elements – Distance Learning

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Rating Count
Quality of instruction in my distance learning course	58.6% (34)	31.0% (18)	3.4% (2)	6.9% (4)	58
Amount of interaction with other students in the class	43.9% (25)	47.4% (27)	5.3% (3)	3.5% (2)	57
Amount of interaction with the instructor	58.6% (34)	27.6% (16)	6.9% (4)	6.9% (4)	58
Speed with which the instructor responds to questions	58.9% (33)	30.4% (17)	3.6% (2)	7.1% (4)	56
Helpfulness of feedback on quizzes, assignments, and/or exams	51.7% (30)	34.5% (20)	5.2% (3)	8.6% (5)	58
Reliability of the technology used to deliver the course	57.9% (33)	36.8% (21)	5.3% (3)	0.0% (0)	57
Adequacy/functionality of the online quiz system in Seaport	62.3% (33)	34.0% (18)	1.9% (1)	1.9% (1)	53
Adequacy/functionality of Scantron quizzes (if used in your class)	59.5% (25)	35.7% (15)	4.8% (2)	0.0% (0)	42
Availability of technical support, if needed	49.0% (24)	44.9% (22)	4.1% (2)	2.0% (1)	49

Many students commented that they found the online courses well run and effective. They noted the convenience of these classes, particularly for working students, and indicated that the learning experience could be just as good as or even superior to taking the class onsite.

“The convenience of online courses is what got me started but after a few courses, I realized that I have learned and read more of the material than traditional courses (with the exception of hands on participation). The courses I've taken are very well outlined and materials are well covered.”

“I have been pleasantly surprised with how robust the online learning environment is. In between electronic texts, online lectures and videos, and interactive homework programs or sites, it has actually been superior to my learning experience in some classroom settings.”

“The online program's features such as the discussion forum is very helpful in bringing students together and the instructors as well (who often post responses on the discussion forum). This is very helpful because it gives me more of a "real" college experience while still allowing me to work a full time work schedule.”

Not surprisingly, students particularly praised instructors who responded quickly to their inquiries, posted grades promptly, and created an interactive environment through the effective use of discussion forums.

“I have probably had more contact with students in _____'s online class than I do in some of my on-campus classes.”

They also singled out instructors who were well organized and provided resources that helped students succeed in their class.

“most of my online teachers offer a study guide or a chance to view a quiz before i take it allowing me to study, and elevate test anxiety”

There were some areas of frustration. Some students noted that they were not always able to get the courses that they needed or that there was not a great variety of courses offered.

“I am a little disappointed that Coastline, compared to OCC and GWC, doesn't offer as many classes. I need two classes that Coastline doesn't offer to fulfill my major requirements, and I have to do the hassle with applying to the other colleges, but then it is still not guaranteed if I get in those classes.”

“I wish there were more options for history or anthropology.”

“Bigger variety in course selections.”

“My particular concerns include lack of professor contact via internet coursework. It takes someone special to be able to not only plan the course, but to also maintain it with current assignments, feedback, etc. It is like having a class setting all of the time.”

“With the distance learning classes. i feel that you are strictly teaching yourself. obligatory 2 comments (initial and response) to the discussion board. Students are so disengaged...”

Other students had problems with their classes, particularly in the online format, because their instructors were unresponsive and too “hands off” in how they approached the material. They were particularly critical of instructors who were too reliant on the textbook and on just using publisher provided material and who failed to engage the students through devices such as the discussion board.

“The professor has NO contact with students. There is no discussion other than posting the obligatory 2 comments (initial and response) to the discussion board. Students are so disengaged that there is little happening except at the very end of the cut-off for each lesson.”

“The online teachers need to provide more than just the book to help our knowledge. Maybe they could film themselves lecturing about each chapter, instead of expecting us to read the book and understand it completely without any further questions.”

Overall, students are happy with the program and generally positive about their educational experience in taking Social Sciences classes at Coastline. However, there are clearly some areas where we need to improve, particularly in ensuring that instructors create a good classroom environment in our online courses and in offering students more options in the variety of classes we’re offering.

Cost Data

The Social Sciences program will employ two full-time faculty and twenty-one part-time faculty for the 2013-14 academic year. It should be noted that the cost for one of the full-time faculty members comes out of the budget for Golden West College, based upon the arrangement that was made when he was re-assigned to Coastline.

SOCIAL SCIENCES COST ANALYSIS - 2013-14 BUDGET					
Discipline	Current Budget	FTEs Generated 2012-13	Approximate Revenue*	Net Revenue	
Anthropology	\$38,000	47	\$211,500	\$173,500	
Geography	\$6,000	4	\$18,000	\$12,000	
History	\$122,769	194	\$873,000	\$750,231	
Human Services	\$35,000	30	\$135,000	\$100,000	
Political Science	\$55,000	129	\$580,500	\$525,500	
Sociology	\$54,000	115	\$517,500	\$463,500	
Misc. Social Sciences**	\$3,600	0	\$0	-\$3,600	
Social Sciences Total	\$314,369	519	\$2,335,500	\$2,021,131	
*based on approximate value of \$4,500 per FTE and 2012-13 levels of FTES generation					
**Instructional Unit Assistant Stipend					

There are no additional costs for the department. We do not require any special facilities, support staff, or equipment. There some specialized supplies requested in the past, such as physical maps for the Geography courses, but these sorts of requests are rare.

The Social Sciences department as a whole generates significant income for the college. Because we carry the costs for only one full-time faculty member and because a significant number of our courses are offered in large-load or telecourse sections, our instructional costs are quite low compared to the number of FTES generated. To put this in perspective, the Social Sciences department accounts for about 9% of the FTES generated income for the college but expends only about 3% of our outlay for instructional costs (based upon the Coastline 2012-13 Adopted Budget).

Program Outcomes

All courses within the Social Sciences have up to date Student Learning Outcomes. In addition, three of the disciplines which have associated degrees or certificates have Program Student Learning Outcomes (see Appendix B):

- History
- Human Services
- Sociology

A number of courses within the various disciplines also have assigned Institutional level SLOs. The linkage of these Institutional Outcomes to specific courses was done during the Spring 2012 department meeting. However, there seems to be a wide variation in terms of the criteria used to link ISLOs to courses – it is suggested that the college as a whole needs to have further discussion of how ISLOs are assessed.

All course and program level SLOs were reviewed by the faculty during the Fall 2012 Department meeting and suggested changes were incorporated into the curriculum. There was also a discussion of what types of assignments should be linked to SLOs assessments and how SLOs outcomes could be improved. Discussion of specific Course and Program level SLOs was conducted by break out groups in each discipline. The conversation about assignments and improving outcomes was done as an entire department.

A review of SLOs reporting from Spring 2013 indicates that the Social Sciences faculty have generally been diligent in reporting their outcomes. Overall, 91% of all Social Sciences sections reported on Student Learning Outcomes. Please see Appendix C for a complete breakdown of SLOs reporting for Spring 2013.

Conclusions

The Social Sciences department remains an important part of the college, as demonstrated by our continued strength in enrollments and our overall role in helping students achieve their goals of obtaining a degree or certificate from Coastline. The program is particularly strong in our distance learning offerings which enable our students (many of whom work full-time) to complete their degrees in a timely manner. As indicated in student surveys, the level of satisfaction with our program is very high.

This program review also demonstrated some areas where we need to improve. While overall educational quality is excellent, there has been a drop in our success rate which needs to be addressed. We also face some ongoing technical and pedagogical challenges, including ensuring that our telecourses are current and relevant and making sure that our online courses consistently provide an outstanding educational experience that reflect the cutting edge in the ever evolving field of distance learning. We also need to ensure that our students are offered the variety of courses that they need and desire in appropriate modalities. While the majority of our students opt for distance learning, we believe that a robust onsite presence is critical as well. The program is also still struggling to establish a strong onsite presence, particularly at the new Newport Beach Center.

In Fall 2013 the Social Sciences department also made a request for two full-time faculty members: one in History and one in Sociology/Human Services. While the program overall requires relatively few resources from the college to operate, it is clear that it will be difficult for us to achieve significant expansion and innovation without this additional staffing and we urge the college to find the resources to support our department.

Recommendations

- Work with the college to obtain additional full-time faculty members in History and Sociology/Human Services
- Work with college webmaster (when hired) to ensure a robust presence for the Social Sciences on the college webpage.
- Work with the Contract/Military Education division to help facilitate the expansion of their initiatives.
- Coordinate with college outreach efforts to promote site based Social Sciences courses.

Goals

Progress on goals from previous program review:

Goal	Status	Comments
Create a department website to facilitate program marketing and to establish a student community.	Partially Complete	Some work has been done on creating the elements of the department website, but it has not been deployed, in part because of difficulties in accessing the college webpage and the absence of a full-time webmaster.
Complete the identification and mapping of course, program, and degree-level SLOs and implement an effective assessment cycle.	Completed	All courses in the Social Sciences have developed course level outcomes which are assessed in a regular cycle. Program level outcomes have been developed for History, Human Services, and Sociology. These outcomes are being measured at the course level (although there was an error in the entry of the History PSLOs which has prevented their collection). Selected courses are also linked to Institutional
Complete revision of all Social Sciences curriculum.	Completed	All curriculum was revised during the last Program Review cycle. The Program is currently going through another cycle and is in the middle of completing another curriculum review. Since the last Program Review the department has also revised the Human Services Certificate and Major and implemented two new Associate Degrees for Transfer in History and Sociology

<p>Continue to identify key areas of student demand and expand course offerings to meet those needs</p>	<p>Partially Completed</p>	<p>This is an intrinsically open ended goal. The Social Sciences continues to work with the college to identify areas where we need to expand our offerings or schedule sections in alternative modalities. The department worked intensively with the STAR program to schedule classes and more recently, with the opening of the Newport Beach Center, we have been scheduling onsite classes there which we think will draw students. It is hoped that the implementation of DegreeWorks will give us additional information which will help us accomplish this goal.</p>
<p>Explore alternative ways to create student and faculty communities through the use of traditional and virtual resources.</p>	<p>Not Started</p>	<p>There is continued recognition of the need for the creation of faculty and student communities. The program has experimented with using Google groups to create a dialog amongst the History faculty, but the experiment has proven less than successful.</p>
<p>Enhance the use of technology through the use of rich media and interactive communication methods.</p>	<p>Partially Complete</p>	<p>As with the previous two goals, this is really an ongoing process. Social Sciences faculty have done an excellent job incorporating a wide variety of technological solutions in improve course quality and communication., such as the incorporation of video lessons, interactive homework sites, and use of tools such as CCCConfer.</p>
<p>Better accommodate students speaking English as a second language.</p>	<p>Not Started</p>	<p>After some reflection the department came to the conclusion that this is more appropriately a college level goal and that Coastline needs to find ways to better prepare students with the college level English skills that are necessary to succeed in the Social Sciences.</p>
<p>Improve student success rates by increased emphasis on development of basic skills.</p>	<p>Partially Complete</p>	<p>This has been a subject of discussion for several department meetings. Resources which can be incorporated into courses to improve basic skills have been shared among the faculty. As with some other goals, this one is dependent in large</p>

		part upon college wide initiatives.
Increase the student population in on-site courses by identifying high-demand classes and improving teaching and course delivery methods.	Partially Complete	There has been an increase in onsite courses offered and we hope to continue this process, particularly by further expansion into the new Newport Beach facilities.

New Five Year Goals

Goal	Target Date
1. Diversify course offerings to ensure students more options, both in terms of classes and learning modalities.	Ongoing goal beginning Fall 2014
2. Develop Geography transfer major	Spring 2015
3. Improve retention and success rates throughout the program, but particularly in Political Science.	Ongoing goal beginning Fall 2014
4. Work with the faculty and the college to lower costs for students, specifically with regard to textbooks.	Ongoing goal beginning Fall 2014
5. Work with the Dean at Newport Beach to develop alternative scheduling patterns which will improve onsite enrollments.	Ongoing goal beginning Fall 2014
6. In conjunction with the Distance Learning department, ensure that all telecourses offered in the program are current.	Ongoing goal beginning Fall 2014

Appendix A – Degrees and Certificates

Degrees

History Major - Associate in Arts

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:

All courses must be completed with a grade of "C" or better.

Units

HIST C161 World History 1 3.0

HIST C162 World History 2 3.0

HIST C170 United States History to 1876 3.0

HIST C175 United States History Since 1876 3.0

Subtotal 12.0

Select two courses from:

HIST C115 Latin American History and Culture 3.0

HIST C121 History of American Women 3.0

HIST C122 Latino History and Culture 3.0

HIST C124 Vietnamese American History and Culture 3.0

HIST C125 Modern Iraqi History and Culture 3.0

HIST C128 History Of Modern China 3.0

HIST C132 History of Britain and Ireland 1 3.0

HIST C135 History of Britain and Ireland 2 3.0

HIST C146 History of Mexico 3.0

HIST C150 History of California 3.0

HIST C155 The American West 3.0

HIST C180 Western Civilization 1 3.0

HIST C185 Western Civilization 2 3.0

Subtotal 6.0

Total Units 18

History ADT - Associate in Arts for Transfer

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:

All courses must be completed with a grade of "C" or better.

Required Core:

Units

HIST C170 United States History to 1876 3.0

HIST C175 United States History Since 1876 3.0

List A - Select 3 units from each group:

Group 1

HIST C161 World History 1 3.0

HIST C180 Western Civilization 1 3.0

Group 2

HIST C162 World History 2 3.0

HIST C185 Western Civilization 2 3.0

List B - Select one course from each of the following 2 areas

Area 1:

ANTH C150 World Cultures 3.0
GEOG C100 World Regional Geography 3.0
HIST C115 Latin American History and Culture 3.0
HIST C121 History of American Women 3.0
HIST C122 Latino History and Culture 3.0
HIST C124 Vietnamese American History and Culture 3.0
HIST C128 History Of Modern China 3.0
HIST C146 History of Mexico 3.0
HIST C161 * World History 1 3.0
HIST C162 * World History 2 3.0
PSCI C185 Comparative Government and Politics 3.0

Area 2:

Any history course from List A or List B Area 1 not previously used to fulfill a requirement or:

ANTH C100 Cultural Anthropology 3.0
ART C100 Art History And Appreciation 1 3.0
ART C101 Art History And Appreciation 2 3.0
GEOG C185 Cultural Geography 3.0
HIST C132 History of Britain and Ireland 1 3.0
HIST C135 History of Britain and Ireland 2 3.0
HIST C155 The American West 3.0
MUS C100 History and Appreciation of Music 3.0
MUS C139 History of Rock Music 3.0
MUS C143 History of Jazz 3.0
PSCI C180 American Government 3.0
PSYC C100 Introduction To Psychology 3.0
SOC C100 Introduction To Sociology 3.0

CSU General Education or IGETC pattern: 37-39 units

Transfer Electives as needed to reach 60 transferable units

DEGREE TOTAL 60 UNITS

Subtotal 18.0

Total Units 18

*if not previously used to fulfill List A requirement

Human Services Major - Associate in Arts

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:

All courses must be completed with a grade of "C" or better.

Units

HSVC C100 Introduction To Human Services 3.0
HSVC C101 Helping Theories And Intervention Strategies 3.0

or

HSVC C102 Introduction To Crisis Intervention 3.0
HSVC C104 Treatment Issues Substance Abuse 3.0
HSVC C273 Human Services Practicum 3.0

Subtotal 12.0

Select 6 units from the following courses:

ANTH C100 Cultural Anthropology 3.0
GERO C120 Professional Issues In Gerontology 3.0

GERO C130 Techniques of Working With Frail Elderly 3.0
PSYC C100 Introduction To Psychology 3.0
PSYC C116 Child Growth and Development 3.0
PSYC C170 Psychology of Aging 3.0
SOC C100 Introduction To Sociology 3.0
SOC C110 Introduction to Marriage And Family 3.0
SOC C120 Introduction To Gerontology 3.0

Subtotal 6.0

Total Units 18

Sociology Major - Associate in Arts

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:

All courses must be completed with a grade of "C" or better.

Required core:

Units

SOC C100 Introduction To Sociology 3.0

MATH C160 Introduction To Statistics 4.0

Subtotal 7.0

Select four courses from:

ANTH C100 Cultural Anthropology 3.0

HSVC C100 Introduction To Human Services 3.0

HSVC C101 Helping Theories And Intervention Strategies 3.0

HSVC C102 Introduction To Crisis Intervention 3.0

HSVC C104 Treatment Issues Substance Abuse 3.0

MS C102 Human Relations in Business 3.0

SOC C110 Introduction to Marriage And Family 3.0

SOC C120 Introduction To Gerontology 3.0

SOC C130 Globalization and Social Change 3.0

International Language Course 2.5 - 5

Subtotal 11.5-14.0

Total Units 18.5 - 21

Sociology ADT - Associate in Arts for Transfer

The Associate in Arts for Transfer Sociology major emphasizes a scientific approach to the study of human society, utilizing a variety of theories and research methods to understand the interaction between human groups and institutions and their influences on each other. Sociology ranges from the study of relationships in intimate social settings to the study of large bureaucratic institutions. Students taking this major will examine a variety of social institutions, including family, religion, and education, and will gain a better understanding of the roles played by social class, gender, and race in shaping social interactions. Successful students will develop their ability to think critically about social relationships, perform scientific social research, construct analytical arguments, and communicate their ideas effectively. Completion of this major will provide a solid foundation for people interested in a wide variety of careers, including law and law enforcement, social welfare, gerontology, urban planning, business, education, and public health.

Required for the major:

All courses must be completed with a grade of "C" or better.

Units

SOC C100 Introduction To Sociology 3.0

List A - Select two courses:

SOC C185 Analysis of Social Problems 3.0
MATH C160 Introduction To Statistics 4.0
PSYC C280 Introduction To Research Methods In Psychology 4.0

List B - Select two courses:

Any course from List A not used to fulfill List A requirements
SOC C110 Introduction to Marriage And Family 3.0
PSYC C260 Social Psychology 3.0

List C - Select one course:

Any course from List A or List B not used to fulfill List A or B requirements
ANTH C100 Cultural Anthropology 3.0
GEOG C185 Cultural Geography 3.0
PSYC C100 Introduction To Psychology 3.0
SOC C120 Introduction To Gerontology 3.0
SOC C130 Globalization and Social Change 3.0

CSU General Education or IGETC pattern: 37-39 units

Transfer Electives as needed to reach 60 transferable units

DEGREE TOTAL 60 UNITS

Subtotal 19.0-21.0

Total Units 19 - 21

Certificates

Human Services - Certificate of Accomplishment

This online certificate 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

Students will complete the following courses:

Units

HSVC C100 Introduction To Human Services 3.0
HSVC C101 Helping Theories And Intervention Strategies 3.0

or

COUN C101 Helping Theories and Intervention Strategies (R)
HSVC C102 Introduction To Crisis Intervention 3.0
HSVC C104 Treatment Issues Substance Abuse 3.0
HSVC C273 Human Services Practicum 3.0

Subtotal 12.0 - 15.0

Program Electives

Select 3 units from the following:

ANTH C100 Cultural Anthropology 3.0
GERO C120 Professional Issues In Gerontology 3.0
GERO C130 Techniques of Working With Frail Elderly 3.0
PSYC C100 Introduction To Psychology 3.0
PSYC C116 Child Growth and Development 3.0
PSYC C170 Psychology of Aging 3.0
SOC C100 Introduction To Sociology 3.0
SOC C110 Introduction to Marriage And Family 3.0
SOC C120 Introduction To Gerontology 3.0

Subtotal 3.0
Total Units 15 - 18

Appendix B – Program Outcomes

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

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

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 ¹ - 3, 6, 7	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7
2. Analyze the meaning of primary and/or secondary historical sources and their significance as evidence.	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7

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 ¹ - 3, 6, 7	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7
2. Analyze the meaning of primary and/or secondary historical sources and their significance as evidence.	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7	X ¹ - 3, 6, 7

Key: X = High priority SLO for this course; x = Second-level priority SLO, not measured; ¹ = 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 Sociology Department Course Learning Outcomes Matrix

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	
2. Demonstrate the role of theory in sociology.	X	X	
3. Demonstrate understanding of the role of evidence and qualitative and quantitative methods.	X		X
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
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 Core 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& 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, or 8)

*"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>

Appendix C – Student Learning Outcomes – Spring 2013

Course Level SLOs: Spring 2013

ANTHROPOLOGY

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Using key anthropological concepts and methodology, evaluate how societies and individuals utilize culture to survive and solve problems.	C	ANTH-C100	60.61 %	14.55 %	24.85 %
Using key anthropological concepts and methodology compare and contrast the underlying similarities as well as the wide range and variability of human culture.	C	ANTH-C100	60.61 %	13.33 %	26.06 %
Using key anthropological concepts and methodology, analyze the factors involved in cultural developments.	C	ANTH-C100	62.42 %	10.91 %	26.67 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Based on case studies and/or research, be able to describe and analyze the development of evolutionary theory and explain the basic principles of biological evolution, natural selection, and heredity.	C	ANTH-C185	54.05 %	13.51 %	32.43 %
Use case studies, scenarios, or observations to compare and contrast the morphology and behavior of humans and nonhuman primates to recognize the similarities and differences within the order of Primates.	C	ANTH-C185	54.05 %	8.11 %	37.84 %
Using specific case examples or case studies, analyze and interpret the major theories relating to hominid evolution and the origin and dispersal of modern humans.	C	ANTH-C185	51.35 %	16.22 %	32.43 %
Based on case studies and/or research, synthesize the biological and socio-cultural perspectives in the description and explanation of human variation and apply this to the concept of race.	C	ANTH-C185	64.86 %	10.81 %	24.32 %

GEOGRAPHY – No geography courses taught, Spring 2013

HISTORY

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Given a key economic, political, social, or cultural trend or event in U.S. women's history, develop a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	C	HIST-C121	62.50 %	25.00 %	12.50 %
Given primary and/or secondary sources relating to the history of women in the United States, analyze their meaning and usefulness as evidence.	C	HIST-C121	62.50 %	25.00 %	12.50 %
Given a key economic, political, social, or cultural trend or event in U.S. women's history, evaluate the connections between this past event or trend and the present status of women in American society.	C	HIST-C121	31.25 %	56.25 %	12.50 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Given a key economic, political, social, or cultural trend or event in California's historical development, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	C	HIST-C150	32.14 %	35.71 %	32.14 %
Given primary and/or secondary sources relating to the history of California analyze their meaning and usefulness as evidence.	C	HIST-C150	42.86 %	28.57 %	28.57 %
Given a key economic, political, social, or cultural trend or event in California's history, evaluate the connections between this past event or trend and current conditions in California.	C	HIST-C150	50.00 %	25.00 %	25.00 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
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.	C	HIST-C161	57.14 %	19.05 %	23.81 %
Given primary and/or secondary sources relating to World History to 1500, analyze their meaning and usefulness as evidence.	C	HIST-C161	38.10 %	23.81 %	38.10 %
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 events.	C	HIST-C161	57.14 %	9.52 %	33.33 %
Given a key economic, political, social, or cultural trend or event in World History to 1500, evaluate how issues of cultural, racial, ethnic, gender, or class diversity influenced this trend or event.	C	HIST-C161	38.10 %	38.10 %	23.81 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
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.	C	HIST-C162	38.46 %	15.38 %	46.15 %
Given primary and/or secondary sources relating to World History since 1500, analyze their meaning and usefulness as evidence.	C	HIST-C162	46.15 %	15.38 %	38.46 %
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 events.	C	HIST-C162	69.23 %	7.69 %	23.08 %
Given a key economic, political, social, or cultural trend or event in World History since 1500, evaluate how issues of cultural, racial, ethnic, gender, or class diversity influenced this trend or event.	C	HIST-C162	69.23 %	7.69 %	23.08 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
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SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Given a key economic, political, social, or cultural trend or event in the history of the United States to 1876, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	C	HIST-C170	53.05 %	31.10 %	15.85 %
Given primary and/or secondary sources relating to the history of the United States to 1876, analyze their meaning and usefulness as evidence.	C	HIST-C170	54.88 %	29.27 %	15.85 %
Given a key economic, political, social, or cultural trend or event in the history of the United States to 1876, evaluate the connections between this past event or trend and conditions in modern America.	C	HIST-C170	76.27 %	15.25 %	8.47 %
Given a key economic, political, social, or cultural trend or event in the history of the United States to 1876, evaluate how issues of cultural, racial, ethnic, gender, or class diversity influenced this trend or event.	C	HIST-C170	79.66 %	11.86 %	8.47 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Given a key economic, political, social, or cultural trend or event in the history of the United States since 1876, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	C	HIST-C175	51.27 %	16.10 %	32.63 %
Given primary and/or secondary sources relating to the history of the United States since 1876, analyze their meaning and usefulness as evidence.	C	HIST-C175	52.12 %	14.41 %	33.47 %
Given a key economic, political, social, or cultural trend or event in the history of the United States since 1876, evaluate the connections between this past event or trend and conditions in modern America.	C	HIST-C175	58.90 %	11.44 %	29.66 %
Given a key economic, political, social, or cultural trend or event in the history of the United States since 1876, evaluate how issues of cultural, racial, ethnic, gender, or class diversity influenced this	C	HIST-C175	56.78 %	18.64 %	24.58 %

[trend or event.](#)

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Given a key economic, political, social, or cultural trend or event in the history of Western Civilization before 1550, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	C	HIST-C180	46.88 %	40.63 %	12.50 %
Given primary and/or secondary sources relating to the history of Western Civilization before 1550, analyze their meaning and usefulness as evidence.	C	HIST-C180	71.88 %	21.88 %	6.25 %
Given a key economic, political, social, or cultural trend or event in the history of Western Civilization before 1550, evaluate the connections between this past trend or event and current world society.	C	HIST-C180	62.50 %	28.13 %	9.38 %
Given a key economic, political, social, or cultural trend or event in the history of Western Civilization before 1550, evaluate how cultural diversity influenced this trend or event.	C	HIST-C180	81.25 %	12.50 %	6.25 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Given a key economic, political, social, or cultural trend or event in the history Western Civilization since 1550, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.	C	HIST-C185	59.09 %	15.15 %	25.76 %
Given primary and/or secondary sources relating to the history of Western Civilization since 1550, analyze their meaning and usefulness as evidence.	C	HIST-C185	59.09 %	15.15 %	25.76 %
Given a key economic, political, social, or cultural trend or event in the history of Western Civilization since 1550, evaluate the connections between this past event or trend and conditions in modern society.	C	HIST-C185	59.09 %	15.15 %	25.76 %
Given a key economic, political, social, or cultural trend or event in the history of Western Civilization since 1550, evaluate how issues of cultural, racial, ethnic, gender, or class diversity influenced this	C	HIST-C185	59.09 %	15.15 %	25.76 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
trend or event.					

HUMAN SERVICES

(No SLOS reported for HSVC C273)

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
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.	C	HSVC-C100	45.16 %	16.13 %	38.71 %
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.	C	HSVC-C100	48.39 %	12.90 %	38.71 %
Through observation, interviews, and other research, identify the cultural competence skills needed to provide effective services; articulate personal reflections 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.	C	HSVC-C100	51.61 %	3.23 %	45.16 %

SLO Achievement

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Given case studies or interviews with clients with various problems	C	HSVC-C101	56.25 %	12.50 %	31.25 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
and in various contexts, make correct decisions about when to make referrals to other helping professionals.					
Select and implement effective and ethical helping intervention strategies based on analysis of client needs, culture, and values.	C	HSVC-C101	50.00 %	3.13 %	46.88 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
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.	C	HSVC-C102	45.71 %	0.00 %	54.29 %
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.	C	HSVC-C102	45.71 %	0.00 %	54.29 %
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.	C	HSVC-C102	45.71 %	0.00 %	54.29 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Assess treatment issues in substance dependency	C	HSVC-C104	40.54 %	18.92 %	40.54 %
Describe the principles of prevention, treatment and recovery	C	HSVC-C104	40.54 %	18.92 %	40.54 %
Appraise models of diagnosis and treatment	C	HSVC-C104	35.14 %	27.03 %	37.84 %
Identify the role of family members, organizations, and communities in chemical dependency	C	HSVC-C104	43.24 %	16.22 %	40.54 %
Describe the major issues related to rehabilitation	C	HSVC-C104	40.54 %	18.92 %	40.54 %
Identify the major issues of rehabilitation	C	HSVC-C104	40.54 %	16.22 %	43.24 %
Identify the elements of relapse and relapse prevention	C	HSVC-C104	37.84 %	21.62 %	40.54 %

POLITICAL SCIENCE

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Critically evaluate news media and other information sources to identify and define key crises in the modern world.	C	PSCI-C101	50.00 %	3.64 %	46.36 %
Analyze potential solutions to these crises by applying appropriate political science methodology.	C	PSCI-C101	20.91 %	19.09 %	60.00 %
Acquire the data necessary for an informed assessment of potential solutions and be able to systematically assess the data's appropriateness and reliability.	C	PSCI-C101	24.55 %	10.00 %	65.45 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Utilize political science theory and terminology to analyze how the national government of the United States and California state and local governments distribute political power, make laws and policies, and enforce or carry out these laws and policies.	C	PSCI-C180	27.55 %	36.73 %	35.71 %
Utilize political science theory and terminology to assess the rights, liberties and obligations of U.S. citizens.	C	PSCI-C180	55.44 %	23.13 %	21.43 %

SOCIOLOGY

SLO Achievement

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
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.	C	SOC-C100	53.51 %	23.68 %	22.81 %
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	C	SOC-C100	48.25 %	26.32 %	25.44 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
such as gender, race, and social class and taking into consideration historical context in explaining behavior, issues, and events.					
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 based on analysis of cultural norms and expectations.	C	SOC-C100	48.68 %	26.32 %	25.00 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Given a scenario or case study about a particular adult's behavior, analyze that behavior from a specific sociological theory.	C	SOC-C110	49.11 %	29.46 %	21.43 %
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.	C	SOC-C110	49.11 %	29.46 %	21.43 %

SLO Achievement

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Apply valid research principles, including the correct use and citation of sources, in the interpretation and application of sociological theories and principles of aging.	C	SOC-C120	59.68 %	13.71 %	26.61 %
Interpret and apply sociological theories and principles of aging to determine their impact on and implications for the individual and society as a whole.	C	SOC-C120	45.97 %	27.42 %	26.61 %

Program Level SLOs: Spring 2013

HISTORY

(Because of an error in the file uploaded to the Seaport shells, only History C121 reported on Program Level SLOS)

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Analyze the meaning of primary and/or secondary historical sources and their significance as evidence.	P	HIST-C121	62.50 %	25.00 %	12.50 %
Critically evaluate the social, cultural, political and/or economic characteristics of past societies and how and why these characteristics change over time.	P	HIST-C121	62.50 %	25.00 %	12.50 %
Evaluate the impact of social and cultural diversity upon the development of past societies.	P	HIST-C121	62.50 %	25.00 %	12.50 %

HUMAN SERVICES

SLO Achievement

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate intervention skills within fields of human services.	P	HSVC-C100	54.84 %	16.13 %	29.03 %
Demonstrate intervention skills within fields of human services.	P	HSVC-C101	71.88 %	3.13 %	25.00 %
Demonstrate intervention skills within fields of human services.	P	HSVC-C102	48.57 %	2.86 %	48.57 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate intervention skills within fields of human services.	P	HSVC-C273	88.89 %	0.00 %	11.11 %
Utilize human services helping skills and resources to enhance career prospects.	P	HSVC-C100	54.84 %	16.13 %	29.03 %
Utilize human services helping skills and resources to enhance career prospects.	P	HSVC-C101	71.88 %	3.13 %	25.00 %
Utilize human services helping skills and resources to enhance career prospects.	P	HSVC-C102	48.57 %	2.86 %	48.57 %
Utilize human services helping skills and resources to enhance career prospects.	P	HSVC-C273	88.89 %	0.00 %	11.11 %

SOCIOLOGY

SLO Achievement

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Apply major theories and principles to everyday life and determine the impact of these theories on the individual and/or society as a whole.	P	SOC-C120	62.90 %	15.32 %	21.77 %
Articulate the process of social change and diversity in the US and in the international context.	P	SOC-C100	42.11 %	28.95 %	28.95 %
Demonstrate critical thinking and the use of sociological theory in analyzing social reality.	P	SOC-C100	48.68 %	23.25 %	28.07 %
Demonstrate critical thinking and the use of sociological theory in analyzing social reality.	P	SOC-C110	59.82 %	22.32 %	17.86 %
Develop an understanding of the sociological perspectives and apply the logic to the analysis of issues.	P	SOC-C100	53.07 %	24.12 %	22.81 %
Distinguish between personal opinion and evidence gathered using the scientific process.	P	SOC-C100	55.70 %	20.61 %	23.68 %
Distinguish between personal opinion and evidence gathered using the scientific process.	P	SOC-C110	66.96 %	16.96 %	16.07 %
Distinguish between personal opinion and evidence gathered using the scientific process.	P	SOC-C120	59.68 %	20.16 %	20.16 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Follow directions and apply effective communication skills in a variety of settings.	P	SOC-C120	65.32 %	12.10 %	22.58 %
Support opinions/ideas using solid research principles.	P	SOC-C120	64.52 %	12.90 %	22.58 %

Institutional Level SLOs: Spring 2013

ANTHROPOLOGY

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate understanding and respect for cultural and global diversity.	I	ANTH-C100	81.15 %	6.28 %	12.57 %
Use effective communication and interpersonal skills.	I	ANTH-C100	75.79 %	7.89 %	16.32 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Use scientific and quantitative reasoning.	I	ANTH-C185	72.97 %	5.41 %	21.62 %

GEOGRAPHY – (No Geography classes taught Spring 2013)

HISTORY

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate understanding and respect for cultural and global diversity.	I	HIST-C121	100.00 %	0.00 %	0.00 %

HUMAN SERVICES

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate ethical civic, environmental, and social responsibility.	I	HSVC-C100	74.19 %	3.23 %	22.58 %
Demonstrate understanding and respect for cultural and global diversity.	I	HSVC-C100	67.74 %	3.23 %	29.03 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate ethical civic, environmental, and social responsibility.	I	HSVC-C102	54.29 %	2.86 %	42.86 %

POLITICAL SCIENCE

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate ethical civic, environmental, and social responsibility.	I	PSCI-C101	57.27 %	5.45 %	37.27 %
Demonstrate ability to apply critical thinking and analysis.	I	PSCI-C101	70.00 %	1.82 %	28.18 %
Demonstrate innovative thinking, and adaptive, creative problem solving skills.	I	PSCI-C101	56.36 %	6.36 %	37.27 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate understanding and respect for cultural and global diversity.	I	PSCI-C101	45.45 %	5.45 %	49.09 %
Demonstrate information competency.	I	PSCI-C101	50.00 %	10.00 %	40.00 %
Use effective communication and interpersonal skills.	I	PSCI-C101	50.00 %	2.73 %	47.27 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate ethical civic, environmental, and social responsibility.	I	PSCI-C180	65.31 %	17.35 %	17.35 %
Demonstrate ability to apply critical thinking and analysis.	I	PSCI-C180	79.59 %	7.82 %	12.59 %
Demonstrate information competency.	I	PSCI-C180	61.56 %	13.95 %	24.49 %

SOCIOLOGY

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate ability to apply critical thinking and analysis.	I	SOC-C100	71.93 %	8.77 %	19.30 %
Use effective communication and interpersonal skills.	I	SOC-C100	73.68 %	9.21 %	17.11 %
Use scientific and quantitative reasoning.	I	SOC-C100	61.84 %	19.30 %	18.86 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate ability to apply critical thinking and analysis.	I	SOC-C110	76.79 %	9.82 %	13.39 %
Demonstrate innovative thinking, and adaptive, creative problem solving skills.	I	SOC-C110	69.64 %	14.29 %	16.07 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate ability to apply critical thinking and analysis.	I	SOC-C120	74.19 %	7.26 %	18.55 %

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Demonstrate information competency.	I	SOC-C120	75.00 %	7.26 %	17.74 %
Use effective communication and interpersonal skills.	I	SOC-C120	78.23 %	5.65 %	16.13 %