

Peralta Community College District



Annual Program Update: Laney Social Sciences

Final Version: May 20, 2017

I. Program Information

Program Name: SOCIAL SCIENCES

Date: 10/23/2017

Program Type: INSTRUCTIONAL

College or District Mission Statement:

Laney College, located in downtown Oakland, California, is a diverse, urban community college committed to student learning. Our learner-centered college provides access to quality transfer and career- technical education, foundation skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

Program Mission:

The Social Sciences Department at Laney College includes Psychology, Sociology, History, Political Science, and Labor Studies (as a CTE Program that will be reported on separately). Generally, the Social Sciences deals with the study of human behavior, and the goal of the Social Sciences Department at Laney is to give students a holistic understanding of how human behavior shapes their place in the local community, the state, the nation, and the global community. With this in mind, the ongoing goal of the Department is to empower students with a sense of agency and an understanding of human-based phenomena with the goal of encouraging civic engagement and social awareness. Moreover, given Laney's mission statement, the Department is focused on reaching our diverse population and providing the steps needed to achieve real equity in the Bay Area and beyond. Currently, the Department offers an AA degree in Social Sciences, which covers a wide breadth of disciplines, as well as AAT degrees in Psychology, Sociology, Political Science, and is awaiting approval for our History AAT submission.

Date of Last Comprehensive Program Review: 10/16/15

Date of Comprehensive Program Review Validation:

UNKNOWN IF REVIEW WAS VALIDATED OR NOT...

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

<p>Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)</p>	<p>Which institutional goals will be advanced upon completion? (circle all that apply)</p>	<p>Progress on goal or AUO attainment (choose option & date)</p>	<p>Explanation and Comments (If a goal or AUO is Revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)</p>
<p><u>Assessment</u> Develop and maintain a common, active, ongoing, and effective Assessment Cycle.</p>	<p>1. PCCD Strategic Goal: D. Strengthen Accountability, Innovation and Collaboration</p> <p>2. College Goals: 3. Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs.</p>	<p>Ongoing: 10/23/17</p>	<p>Progress has been slow on getting faculty investment in assessment as currently constituted at the College. There is a great deal of resistance to the current structure of assessments, which some faculty view as ineffective, and skepticism regarding assessment has been difficult to address because of a lack of information or evidence regarding the effectiveness of assessment (or lack thereof) as currently constituted at Laney.</p> <p>More successful has been efforts made to focus on more tangible data such as course success rates, course retention rates, and grade distribution. We are now looking at</p>

			that data and will be trying to use that data to better dive into the required assessments as mandated by the College and accreditation.
<u>Curriculum</u> Develop and maintain up-to-date and high quality curriculum.	<p>1. PCCD Strategic Goals: C. Build Programs of Distinction</p> <p>2. College Goals: 2. Accreditation: Take the necessary actions to reaffirm Laney College's accreditation.</p>	Ongoing: 10/23/17	<p>Social Sciences have almost entirely caught up on out-of-date curriculum and have been actively updating curriculum over the last year.</p> <p>One major challenge for the last year+ is that CurricunetMeta still does not function well for the Social Sciences and has proven to date to be more of a hindrance than a help—the process remains sporadic and balky...</p>
Instruction: Maintain and build high-quality, consistent, and effective face-to-face and DE instruction.	<p>1. PCCD Strategic Goal: A. Advance Student Access, Equity, and Success</p> <p>2. College Goals: 1. Student Success: Develop new and strengthen existing interventions and strategies to increase students' access and success</p>	Ongoing: 10/23/17	As increased attention is paid to course, and instructor, success and retention rates and grade distribution we have had ongoing conversations and support for faculty—especially new faculty—seeking to boost student learning and performance.

<p>Student Success and Student Equity: Defining, developing, and supporting “student success” and “student equity” in the context of the Social Sciences and across the College, District, and community.</p>	<p>1. PCCD Strategic Goals: D. Strengthen Accountability, Innovation and Collaboration.</p> <p>2. College Goals: 1. Student Success: Develop new and strengthen existing interventions and strategies to increase students’ access and success</p>	<p>Ongoing: 10/23/17</p>	<p>From initial efforts to define “student success” and “student equity,” the Social Sciences is pushing to not only recognize but to address and remedy identified weaknesses and inequities within our program and department.</p> <p>What remains a major impediment is a lack of coordination and support at the College, District, and community levels that, until it is addressed, will inevitably limit what the Social Sciences will be able to do to for students on its own.</p>
<p>Professional Development, Institutional and Professional Engagement, and Partnerships: Spearhead cross-departmental, cross-program, cross-college, and community partnerships to improve and strengthen departmental, program, and college student learning and experience.</p>	<p>1. PCCD Strategic Goals: B. Engage and Leverage Partners</p> <p>2. College Goals: 4. Resources: Increase, develop and manage the College’s resource capacity in the areas of personnel, finances, facilities, technology and partnerships in order to advance the quality of education provided.</p>	<p>Ongoing: 10/23/17</p>	<p>As it’s become clearer that a bottom-up approach is required to better “engage and leverage” partnerships between the College, District, and community, the Social Sciences has begun to reach out to partners across the College, District, and community to improve, strengthen, and support our faculty and students.</p>

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). Comments about changes:

History

A. Demographics - Gender and Ethnicity

Term	Fall 2015	Term	Fall 2016	Fall % Chg	Term	Spring 2016	Term	Spring 2017	Spring % Chg
Values		Values			Values		Values		
Sum of Male	175	Sum of Male	184	5%	Sum of Male	186	Sum of Male	139	-25%
Sum of Female	153	Sum of Female	190	24%	Sum of Female	154	Sum of Female	169	10%
Sum of Unknown	4	Sum of Unknown	2	-50%	Sum of Unknown	5	Sum of Unknown	2	-60%
Sum of Age less than 20	79	Sum of Age less than 20	91	15%	Sum of Age less than 20	59	Sum of Age less than 20	60	2%
Sum of Age 20-24	152	Sum of Age 20-24	181	19%	Sum of Age 20-24	156	Sum of Age 20-24	153	-2%
Sum of Age 25-39	84	Sum of Age 25-39	83	-1%	Sum of Age 25-39	103	Sum of Age 25-39	84	-18%
Sum of Age 40 or greater	17	Sum of Age 40 or greater	21	24%	Sum of Age 40 or greater	27	Sum of Age 40 or greater	13	-52%
Sum of American Indian/Alaskan	0	Sum of American Indian/Alaskan	2	#DIV/0!	Sum of American Indian/Alaskan	2	Sum of American Indian/Alaskan	2	0%
Sum of Asian	101	Sum of Asian	108	7%	Sum of Asian	92	Sum of Asian	92	0%
Sum of African American	73	Sum of African American	82	12%	Sum of African American	82	Sum of African American	63	-23%
Sum of Hispanic/Latino	93	Sum of Hispanic/Latino	97	4%	Sum of Hispanic/Latino	79	Sum of Hispanic/Latino	77	-3%
Sum of Pacific Islander	4	Sum of Pacific Islander	4	0%	Sum of Pacific Islander	4	Sum of Pacific Islander	2	-50%
Sum of Two or more Races	16	Sum of Two or more Races	27	69%	Sum of Two or more Races	20	Sum of Two or more Races	25	25%
Sum of Unknown/ Not Reported	8	Sum of Unknown/ Not Reported	13	63%	Sum of Unknown/ Not Reported	13	Sum of Unknown/ Not Reported	6	-54%
Sum of White	37	Sum of White	43	16%	Sum of White	53	Sum of White	43	-19%

Political Science

A. Demographics - Gender and Ethnicity

Term	Fall 2015	Term	Fall 2016	Fall % Chg	Term	Spring 2016	Term	Spring 2017	Spring % Chg
Values		Values			Values		Values		
Sum of Male	176	Sum of Male	162	-8%	Sum of Male	160	Sum of Male	193	21%
Sum of Female	163	Sum of Female	222	36%	Sum of Female	214	Sum of Female	247	15%
Sum of Unknown	4	Sum of Unknown	0	-100%	Sum of Unknown	2	Sum of Unknown	5	150%
Sum of Age less than 20	66	Sum of Age less than 20	88	33%	Sum of Age less than 20	63	Sum of Age less than 20	81	29%
Sum of Age 20-24	162	Sum of Age 20-24	169	4%	Sum of Age 20-24	184	Sum of Age 20-24	218	18%
Sum of Age 25-39	92	Sum of Age 25-39	94	2%	Sum of Age 25-39	105	Sum of Age 25-39	119	13%
Sum of Age 40 or greater	23	Sum of Age 40 or greater	33	43%	Sum of Age 40 or greater	24	Sum of Age 40 or greater	27	13%
Sum of American Indian/Alaskan	2	Sum of American Indian/Alaskan	0	-100%	Sum of American Indian/Alaskan	3	Sum of American Indian/Alaskan	0	-100%
Sum of Asian	71	Sum of Asian	81	14%	Sum of Asian	87	Sum of Asian	118	36%
Sum of African American	106	Sum of African American	96	-9%	Sum of African American	106	Sum of African American	105	-1%
Sum of Hispanic/Latino	78	Sum of Hispanic/Latino	119	53%	Sum of Hispanic/Latino	98	Sum of Hispanic/Latino	123	26%
Sum of Pacific Islander	3	Sum of Pacific Islander	2	-33%	Sum of Pacific Islander	2	Sum of Pacific Islander	2	0%
Sum of Two or more Races	29	Sum of Two or more Races	26	-10%	Sum of Two or more Races	28	Sum of Two or more Races	26	-7%
Sum of Unknown/ Not Reported	12	Sum of Unknown/ Not Reported	17	42%	Sum of Unknown/ Not Reported	13	Sum of Unknown/ Not Reported	11	-15%
Sum of White	42	Sum of White	43	2%	Sum of White	39	Sum of White	60	54%

Psychology

A. Demographics - Gender and Ethnicity

Term	Fall 2015	Term	Fall 2016	Fall % Chg	Term	Spring 2016	Term	Spring 2017	Spring % Chg
Values					Values				
Sum of Male	234	Sum of Male	172	-26%	Sum of Male	202	Sum of Male	179	-11%
Sum of Female	331	Sum of Female	326	-2%	Sum of Female	360	Sum of Female	310	-14%
Sum of Unknown	2	Sum of Unknown	5	150%	Sum of Unknown	5	Sum of Unknown	7	40%
Sum of Age less than 20	164	Sum of Age less than 20	127	-23%	Sum of Age less than 20	142	Sum of Age less than 20	132	-7%
Sum of Age 20-24	225	Sum of Age 20-24	213	-5%	Sum of Age 20-24	240	Sum of Age 20-24	200	-17%
Sum of Age 25-39	148	Sum of Age 25-39	140	-5%	Sum of Age 25-39	153	Sum of Age 25-39	141	-8%
Sum of Age 40 or greater	30	Sum of Age 40 or greater	23	-23%	Sum of Age 40 or greater	32	Sum of Age 40 or greater	23	-28%
Sum of American Indian/Alaskan	2	Sum of American Indian/Alaskan	2	0%	Sum of American Indian/Alaskan	6	Sum of American Indian/Alaskan	1	-83%
Sum of Asian	112	Sum of Asian	101	-10%	Sum of Asian	119	Sum of Asian	103	-13%
Sum of African American	175	Sum of African American	143	-18%	Sum of African American	154	Sum of African American	119	-23%
Sum of Hispanic/Latino	150	Sum of Hispanic/Latino	139	-7%	Sum of Hispanic/Latino	168	Sum of Hispanic/Latino	168	0%
Sum of Pacific Islander	6	Sum of Pacific Islander	6	0%	Sum of Pacific Islander	5	Sum of Pacific Islander	6	20%
Sum of Two or more Races	43	Sum of Two or more Races	29	-33%	Sum of Two or more Races	34	Sum of Two or more Races	31	-9%
Sum of Unknown/ Not Reported	15	Sum of Unknown/ Not Reported	7	-53%	Sum of Unknown/ Not Reported	16	Sum of Unknown/ Not Reported	8	-50%
Sum of White	64	Sum of White	76	19%	Sum of White	65	Sum of White	60	-8%

Sociology

A. Demographics - Gender and Ethnicity

Term	Fall 2015	Term	Fall 2016	Fall % Chg	Term	Spring 2016	Term	Spring 2017	Spring % Chg
Values					Values				
Sum of Male	204	Sum of Male	171	-16%	Sum of Male	201	Sum of Male	174	-13%
Sum of Female	297	Sum of Female	244	-18%	Sum of Female	298	Sum of Female	265	-11%
Sum of Unknown	2	Sum of Unknown	0	-100%	Sum of Unknown	4	Sum of Unknown	3	-25%
Sum of Age less than 20	134	Sum of Age less than 20	110	-18%	Sum of Age less than 20	118	Sum of Age less than 20	113	-4%
Sum of Age 20-24	220	Sum of Age 20-24	191	-13%	Sum of Age 20-24	230	Sum of Age 20-24	193	-16%
Sum of Age 25-39	124	Sum of Age 25-39	91	-27%	Sum of Age 25-39	126	Sum of Age 25-39	113	-10%
Sum of Age 40 or greater	25	Sum of Age 40 or greater	23	-8%	Sum of Age 40 or greater	29	Sum of Age 40 or greater	23	-21%
Sum of American Indian/Alaskan	1	Sum of American Indian/Alaskan	1	0%	Sum of American Indian/Alaskan	2	Sum of American Indian/Alaskan	2	0%
Sum of Asian	121	Sum of Asian	97	-20%	Sum of Asian	114	Sum of Asian	92	-19%
Sum of African American	159	Sum of African American	117	-26%	Sum of African American	146	Sum of African American	131	-10%
Sum of Hispanic/Latino	115	Sum of Hispanic/Latino	118	3%	Sum of Hispanic/Latino	129	Sum of Hispanic/Latino	107	-17%
Sum of Pacific Islander	12	Sum of Pacific Islander	7	-42%	Sum of Pacific Islander	10	Sum of Pacific Islander	13	30%
Sum of Two or more Races	34	Sum of Two or more Races	24	-29%	Sum of Two or more Races	35	Sum of Two or more Races	29	-17%
Sum of Unknown/ Not Reported	11	Sum of Unknown/ Not Reported	16	45%	Sum of Unknown/ Not Reported	13	Sum of Unknown/ Not Reported	9	-31%
Sum of White	50	Sum of White	35	-30%	Sum of White	54	Sum of White	59	9%

Given that a two semester, or even four semester, comparison cannot provide a statistically meaningful trend and that there is no comparable college, or cross-college, data provided, there's no effective baseline or terms for comparison beyond the most basic comments regarding number of students (which is itself problematic because of the changes that have occurred in number of course offerings—and which courses offered—in the last three years as History, Political Science, and Sociology each added a new full-time instructor in Fall 2015 and Psychology added two new full-time instructors (losing one full-time instructor due to retirement) which additionally makes it difficult to incorporate longer term data. Additionally, there is no data provided regarding the other 3 colleges History, Political Science, Psychology, and Sociology departments to serve as a further basis of comparison or, perhaps, explain smaller fluctuations in what is a problematic sample as-is. Finally, there is no disaggregation for specific class offerings (course, instructor, time of day, day of week, etc.) so it's extremely difficult, and dangerously misleading, to derive trend analysis from such a poor sample. Barring additional data, the most meaningful trend to derive from the above data is quite obvious: that more sections seem to increase number of students enrolled while, as below, negatively impacting productivity.

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

History

B. Enrollment

SUBJECT	HIST	SUBJECT	HIST	Fall % Chg	SUBJECT	HIST	SUBJECT	HIST	Spring % Chg
Values		Values			Values		Values		
Sum of Laney SECTIONS_F15	10	Sum of Laney SECTIONS_F16	11	10%	Sum of Laney SECTIONS_S16	11	Sum of Laney SECTIONS_S17	10	-9%
Sum of Laney CENSUS_F15	337	Sum of Laney CENSUS_F16	381	13%	Sum of Laney CENSUS_S16	353	Sum of Laney CENSUS_S17	318	-10%
Sum of Laney Productivity _F15	16.85	Sum of Laney Productivity _F16	17.318	3%	Sum of Laney Productivity _S16	16.045	Sum of Laney Productivity _S17	15.9	-1%

Political Science

B. Enrollment

SUBJECT	POSCI	SUBJECT	POSCI	Fall % Chg	SUBJECT	POSCI	SUBJECT	POSCI	Spring % Chg
Values		Values			Values		Values		
Sum of Laney SECTIONS_F15	12	Sum of Laney SECTIONS_F16	11	-8%	Sum of Laney SECTIONS_S16	11	Sum of Laney SECTIONS_S17	12	9%
Sum of Laney CENSUS_F15	344	Sum of Laney CENSUS_F16	384	12%	Sum of Laney CENSUS_S16	381	Sum of Laney CENSUS_S17	458	20%
Sum of Laney Productivity _F15	14.3198	Sum of Laney Productivity _F16	17.4545	22%	Sum of Laney Productivity _S16	17.3181	Sum of Laney Productivity _S17	17.5833	2%

Psychology

B. Enrollment

SUBJECT	PSYCH	SUBJECT	PSYCH	Fall % Chg	SUBJECT	PSYCH	SUBJECT	PSYCH	Spring % Chg
Values		Values			Values		Values		
Sum of Laney SECTIONS_F15	18	Sum of Laney SECTIONS_F16	16	-11%	Sum of Laney SECTIONS_S16	19	Sum of Laney SECTIONS_S17	16	-16%
Sum of Laney CENSUS_F15	581	Sum of Laney CENSUS_F16	525	-10%	Sum of Laney CENSUS_S16	590	Sum of Laney CENSUS_S17	504	-15%
Sum of Laney Productivity _F15	16.1388	Sum of Laney Productivity _F16	16.4062	2%	Sum of Laney Productivity _S16	15.5621	Sum of Laney Productivity _S17	15.75	1%

Sociology

B. Enrollment

SUBJECT	SOC	SUBJECT	SOC	Fall % Chg	SUBJECT	SOC	SUBJECT	SOC	Spring % Chg
Values		Values			Values		Values		
Sum of Laney SECTIONS_F15	15	Sum of Laney SECTIONS_F16	12	-20%	Sum of Laney SECTIONS_S16	15	Sum of Laney SECTIONS_S17	11	-27%
Sum of Laney CENSUS_F15	518	Sum of Laney CENSUS_F16	422	-19%	Sum of Laney CENSUS_S16	525	Sum of Laney CENSUS_S17	446	-15%
Sum of Laney Productivity _F15	17.267	Sum of Laney Productivity _F16	17.583	2%	Sum of Laney Productivity _S16	17.405	Sum of Laney Productivity _S17	20.222	16%

Again, adding new full-time faculty in Fall 2015 renders analysis about changes in enrollment difficult to do in such a short timeframe. Prematurely, we can note that initially productivity dropped in Fall 2015 due to a lack of preparation for expanding

course offerings and delays in altering the course schedule to accommodate new faculty and that subsequently as the department has moved toward additional online class offerings and “smart” scheduling of avoiding duplicative classes (same classes on same day/time and/or not scheduling elective classes the same semester as other colleges) we’ve seen small increases in productivity that indicate that the Social Sciences can reach and exceed the baseline 17.5 productivity target when enrollments increase in the District as a whole. Conversely we can see that Social Science productivity decreases when enrollments decrease in the District. At the same time we are not given enough data from Social Science Departments at the other colleges to draw larger conclusions or to compare data results to try to separate correlation and causation questions. Barring additional data, the most meaningful trend to derive from the above data is quite obvious: that course enrollments go up when student enrollment increases and that productivity increases when the number of students per section increases. From that we can conclude that increased student enrollment coupled with maintaining the current level of sections for our disciplines will increase our productivity.

C. Student Success (retention and completion rates, # of student contacts, etc.). Comments about changes:

History

C. Retention and Student Success Rates

SUBJECT	HIST	SUBJECT	HIST	Fall % Chg	SUBJECT	HIST	SUBJECT	HIST	Spring % Chg
Values		Values			Values		Values		
Sum of Laney Retention Rate _F15	82%	Sum of Laney Retention Rate _F16	75%	-8%	Sum of Laney Retention Rate _S16	72%	Sum of Laney Retention Rate _S17	72%	0%
Sum of Laney Success Rate _F15	58%	Sum of Laney Success Rate _F16	56%	-2%	Sum of Laney Success Rate _S16	54%	Sum of Laney Success Rate _S17	58%	7%

Political Science

C. Retention and Student Success Rates

SUBJECT	POSCI	SUBJECT	POSCI	Fall % Chg	SUBJECT	POSCI	SUBJECT	POSCI	Spring % Chg
Values		Values			Values		Values		
Sum of Laney Retention Rate _F15	85%	Sum of Laney Retention Rate _F16	88%	3%	Sum of Laney Retention Rate _S16	89%	Sum of Laney Retention Rate _S17	84%	-6%
Sum of Laney Success Rate _F15	65%	Sum of Laney Success Rate _F16	69%	6%	Sum of Laney Success Rate _S16	67%	Sum of Laney Success Rate _S17	71%	7%

Psychology

C. Retention and Student Success Rates

SUBJECT	PSYCH	SUBJECT	PSYCH	Fall % Chg	SUBJECT	PSYCH	SUBJECT	PSYCH	Spring % Chg
Values		Values			Values		Values		
Sum of Laney Retention Rate_F15	75%	Sum of Laney Retention Rate_F16	74%	-1%	Sum of Laney Retention Rate_S16	81%	Sum of Laney Retention Rate_S17	82%	2%
Sum of Laney Success Rate_F15	50%	Sum of Laney Success Rate_F16	55%	11%	Sum of Laney Success Rate_S16	58%	Sum of Laney Success Rate_S17	61%	4%

Sociology

C. Retention and Student Success Rates

SUBJECT	SOC	SUBJECT	SOC	Fall % Chg	SUBJECT	SOC	SUBJECT	SOC	Spring % Chg
Values		Values			Values		Values		
Sum of Laney Retention Rate_F15	83%	Sum of Laney Retention Rate_F16	82%	0%	Sum of Laney Retention Rate_S16	82%	Sum of Laney Retention Rate_S17	78%	-5%
Sum of Laney Success Rate_F15	68%	Sum of Laney Success Rate_F16	66%	-2%	Sum of Laney Success Rate_S16	63%	Sum of Laney Success Rate_S17	61%	-3%

There is not an analytically significant result or trend to derive from such a small sample (with such little variation) given the lack of differentiation between courses and instructors. This is meaningful only at the gross and superficial level.

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:

History

D. Distance Education Success Rates

TERM	Fall 2015	TERM	Fall 2016	Fall % Chg	TERM	Spring 2016	TERM	Spring 2017	Spring % Chg
Values		Values			Values		Values		
Sum of ONLNE	62%	Sum of ONLNE	50%	-20%	Sum of ONLNE	31%	Sum of ONLNE	49%	59%
Sum of HYBRID	0%	Sum of HYBRID	0%	#DIV/0!	Sum of HYBRID	0%	Sum of HYBRID	47%	#DIV/0!
Sum of FACE2FACE	56%	Sum of FACE2FACE	59%	5%	Sum of FACE2FACE	56%	Sum of FACE2FACE	61%	8%

Political Science

TERM	Fall 2015	TERM	Fall 2016	Fall % Chg	TERM	Spring 2016	TERM	Spring 2017	Spring % Chg
Values		Values			Values		Values		
Sum of ONLNE	28%	Sum of ONLNE	79%	178%	Sum of ONLNE	77%	Sum of ONLNE	78%	1%
Sum of HYBRID	0%	Sum of HYBRID	0%	#DIV/0!	Sum of HYBRID	0%	Sum of HYBRID	0%	#DIV/0!
Sum of FACE2FACE	71%	Sum of FACE2FACE	66%	-7%	Sum of FACE2FACE	64%	Sum of FACE2FACE	70%	10%

Psychology

D. Distance Education Success Rates

TERM	Fall 2015	TERM	Fall 2016	Fall % Chg	TERM	Spring 2016	TERM	Spring 2017	Spring % Chg
Values		Values			Values		Values		
Sum of ONLNE	36%	Sum of ONLNE	43%	17%	Sum of ONLNE	0%	Sum of ONLNE	41%	#DIV/0!
Sum of HYBRID	29%	Sum of HYBRID	0%	-100%	Sum of HYBRID	25%	Sum of HYBRID	59%	136%
Sum of FACE2FACE	53%	Sum of FACE2FACE	56%	7%	Sum of FACE2FACE	59%	Sum of FACE2FACE	65%	10%

Sociology

D. Distance Education Success Rates

TERM	Fall 2015	TERM	Fall 2016	Fall % Chg	TERM	Spring 2016	TERM	Spring 2017	Spring % Chg
Values		Values			Values		Values		
Sum of ONLNE	69%	Sum of ONLNE	68%	-3%	Sum of ONLNE	78%	Sum of ONLNE	58%	-25%
Sum of HYBRID	0%	Sum of HYBRID	0%	#DIV/0!	Sum of HYBRID	0%	Sum of HYBRID	0%	#DIV/0!
Sum of FACE2FACE	67%	Sum of FACE2FACE	66%	-1%	Sum of FACE2FACE	62%	Sum of FACE2FACE	61%	0%

Like last year, the provided data is—again—incorrect so it is impossible to comment on changes.

- **Other program specific data or unplanned events** that reflect significant change in the program.

No other program specific data has been provided. A change that might boost productivity and decrease enrollment moving forward is that we are decreasing sections due to perceived budget constraints caused, in part, by the excessive size of the District budget relative to spending on instruction and the continued underfunding of Laney College due to not implementing the Budget Allocation Model (BAM) that was agreed to by the Colleges, District, and Trustees in 2011. The decrease in sections should result in a decrease in enrollment and a slight increase in productivity that will generate less FTES for the District that will then lead to likely further decreases in sections which will then potentially further decrease revenue will boosting productivity. It’s likely then that within two years we will be a highly productive series of departments generating less FTES than we are now.

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

Equity is an area of major concern and it has been difficult to analyze the aggregated data available through the college/district due to the lack of a baseline, margin of error information based on sample size variation, and the absence of any controlling factors that would allow for an accurate granular analysis (for example, composites or breakdowns of students so that you can potentially isolate impacting factors—if a student is an older, African-American male military veteran with a learning disability how do we know what

is/are particular areas of equity concerns unless we have a number of other students with just one of those factors? Or, to get really into it, how can we account for the accumulation of factors that might cause lower completion rates?). Given the data that we do have, we can note that students coming from impoverished backgrounds, largely—but not at all exclusively—persons of color, have lower completion and success rates in Social Science courses with particular groups of concern being self-identified male African-American students and Hispanic/Latino students.

The Social Sciences has begun to focus more on class-by-class results to determine what disparities exist in what classes and what groups are, and are not, struggling in those specific classes. Once we have been able to determine what disparities exist in what classes with which instructors we can begin to strategize a response. Lacking that data, interventions made at this point, tutoring and increased instructor-student contact, are based more on good intentions than any actual strategy and the effectiveness of these activities is impossible to anticipate or predict and the impact of these ad-hoc interventions has not been tracked to date.

The overarching concern continues to be a lack of coordinated institutional effort if departments and programs are tasked, or left with, the responsibility of pursuing equity piecemeal. It remains the case that wraparound programs and services remain the most successful means to achieve equity—as research has shown with programs such as CUNY’s ASAP—and our well-meaning efforts at a departmental level intervention will remain inadequate so long as we fail to pursue a larger, dedicated, coordinated, and well-supported effort at the college, district, and (especially) community level.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

This is a difficult series of questions to parse and to respond to given that the separate series of plans above are not interlinked together, nor, to Social Sciences knowledge, coordinated with departments, programs, or even each other. Individually, efforts are made to support tutoring and remediation, support programs such as Umoja, and encourage student awareness of programs such as the Foundational Skills Pathway. Collectively little is done in coordinated fashion because there hasn’t been an ability to organize within Social Sciences around each of these different plans because each plan is, in fact, different and seems to operate in its own sphere with different responsible parties that are either new, transitioning, or unavailable. Social Sciences would certainly be supportive of increasing resources and support for students in a coordinated and concerted fashion, but we are currently unclear regarding what form that can currently take and how to bridge the existing gaps between the above plans and our departments and programs. We welcome a concerted and coordinated effort to cohere these plans into some larger program or effort with set individuals with whom Social Sciences can effectively interface and develop more effective partnerships.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

In the last two years the biggest change has been tracking and reviewing class and specific course retention and success rates and grade distribution for each instructor and comparing these within departments and across related departments in the College and District. This has proven very effective at engaging faculty, much more so than SLO, PLO, and ILO assessment, which has had the benefit of increasing discussion regarding student learning and outcomes but has also seemed to enable continued disinterest in SLO, PLO, and ILO assessment with which it has been difficult to connect with overall student outcomes.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

No, Social Sciences has continued to struggle with faculty formally assessing their courses according to College and accreditation requirements. The continued focus on ILO #2 has, unfortunately, seemed to reinforce faculty disinterest and disinvestment in the current assessment model as we've been able to generate little collaboration and follow through on SLO, PLO, and ILO assessment.

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

Progress on SLO, PLO, and ILO assessment is poor as the program continues to struggle with faculty engagement regarding assessing SLOs, PLOs, and ILOs. Where there has been traction is sharing and discussing student retention and success rates and grade distributions and faculty have been discussing those issues in the pursuit of strengthening student learning and outcomes. We are hopeful that as that attention moves from results-oriented, or summative, assessment of student learning outcomes via analysis and evaluation of success, retention, and grade distribution we can increase our focus on the formative assessments we are required, and admittedly largely failing, to perform for SLO, PLOs, and ILOs.

Fall 2017 SLO-PLO-ILO Assessment Mapping by Dept.

History

<p>HIST 3A</p>	<p>SLO: Analyze broad patterns of change and human interaction on both interregional scales and within complex societies.</p>	<p>PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.</p>	<p>ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.</p>	<p>October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report</p>
<p>HIST 3B</p>	<p>SLO: Analyze broad patterns of change and human interaction on both interregional scales and within complex societies.</p>	<p>PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.</p>	<p>ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.</p>	<p>October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report</p>
<p>HIST 7A</p>	<p>SLO: Analyze major political trends, attitudes, conflicts and events—including both mainstream and reform</p>	<p>PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the</p>	<p>ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve</p>	<p>October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report</p>

	efforts—and explain their historical significance.	ability to communicate them with accuracy, clarity and cultural sensitivity.	problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	
HIST 7B	SLO: Analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain their historical significance.	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report

Political Science

POSCI 1	SLO: Describe and evaluate the function of interest groups and political parties	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report
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POSCI 2	SLO: Characterize and evaluate the effectiveness of selected governments and their corresponding political leaders based on fundamental comparative elements.	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report
POSCI 21	SLO: Identify differences and parallels between the state and federal legal systems	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report

Psychology

PSYCH 1A	SLO: 3. (Cognitive, moral, physical and psychosocial development) Identify developmental changes in behavior and mental	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy,	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information,	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report
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	processes across the lifespan.	clarity and cultural sensitivity.	evaluating alternatives, synthesizing findings and implementing effective solutions.	
PSYCH 6	SLO: Use critical thinking and the scientific method to address questions on the way individuals think about, relate to and influence one another.	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report
PSYCH 7A	SLO: Demonstrate critical thinking skills in the gathering and interpretation of material focused on contemporary issues impacting children	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report
PSYCH 21	SLO: Use critical and creative thinking, and skeptical inquiry to solve problems related to the	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report

	development of the individual.	ability to communicate them with accuracy, clarity and cultural sensitivity.	problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	
PSYCH 28	SLO: Use critical and creative thinking, skeptical inquiry and the scientific approach to develop and test hypotheses related to behavior and mental processes.	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report

Sociology

SOC 1	SLO: Compare and contrast different forms of social institutions.	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report
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SOC 2	SLO: Differentiate between and evaluate the significance of major sociological approaches, theories, and methods used in analyzing contemporary social problems.	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report
SOC 5	SLO: Describe and explain the causes for the prevailing social, economic, and political conditions of racial-ethnic minority groups.	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report
SOC 13	SLO: Student will be able to compare and contrast traditional and social change family structures.	PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy, clarity and cultural sensitivity.	ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings	October, 2017: Consult Nov, 2017: Assess Dec, 2017: Report



			and implementing effective solutions.	
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- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

As of Spring 2016 and Fall 2016 the Social Sciences Chair collected and distributed course retention and success rates and grade distributions for each instructor by department. We are then individually and collectively reviewing and comparing and contrasting results both within our disciplines at Laney as well as the Peralta District to examine areas of strengths and weaknesses. Results are distributed via e-mail and discussed via e-mail as well as in person in face-to-face meetings between individuals as well as departmental meetings. This reflection and discussion has led to more open dialogue between instructors and we're hoping to see more collaboration regarding assessment moving forward as faculty can hopefully become more invested in the formative assessment they are required to perform by connected it with the positive outcomes that they are seeking.

When the Laney website update is completed and stable, hopefully by Spring 2018, the Social Sciences will be posting ILOs, PLOs and SLOs on individual discipline websites with a goal of completing basic pages for Spring 2018. The Social Sciences is also planning to launch a central Social Sciences website to interlink the departments as well as describe the Social Sciences program learning outcomes for the Social Sciences A.A. degree in Spring 2018.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

Plan 1. We will continue to distribute overall course success, retention, and grading distributions by instructor to all faculty so we can create a baseline of understanding of student outcomes and engage in the necessary conversation and development to improve student outcomes.

Plan 2. The continued implementation of a Social Science Common Assessment Plan (SSCAP) to develop continuous, common assessment for all Social Science courses and to align ILOs-PLOs-SLOs. This process began in Fall 2015 as the Social Sciences volunteered to serve as a "pilot program" for designing common assessment plans meant to positively implement full assessment

cycles in which all faculty, full-time and part-time, are able to take part in a supportive, reflective, and interactive manner. The effort stalled as it became clear that our 5 new instructors were having difficulties with assessment and while a number of assessments were done they were done piecemeal. Subsequently in Spring 2016 and Spring 2017 the effort fell apart when there was not a Department Chair for 6 weeks and faculty lost interest in pursuing the Common Assessment Plan. As of Fall 2017 we, again, our trying to move toward implementing a CAP and will be meeting on a monthly basis to review progress and ensure assessment and submission.

Plan 3. Related to the Social Science Common Assessment Plan, all of our faculty, full-time and part-time, within the individual Social Science disciplines are being encouraged and supported to develop assessment schedules for their discipline (preferably mapped to occur before curriculum updates so that we can follow the closer ties between curriculum-assessment-instruction being encouraged by the College) so we can better articulate our own “learning loop” tying together curriculum-assessment-instruction into a more productive, and successful, cycle of success for instructors, students, and the institution as a whole.

Plan 4. At an individual faculty level the department chair is committing to provide both increased support as well as oversight to encourage and enable faculty to better fully engage in the assessment cycle. Part of this process will be a clearer delineation of the assessment cycle and timeline, clear guidelines for and examples of assessment, the maintenance of an online depository of resources to help with assessment, and ongoing on-demand support as well as monthly meetings and individual meetings as necessary to support faculty as they begin to engage in the Social Science Common Assessment Plan. We remain hopeful that as a more established, positive, and effective assessment cycle begins in the Social Sciences we can shift to a more dynamic system of mutual support and, hopefully, effective instructional innovation tied to assessment findings.

VII. New Resource Needs Not Covered by Current Budget

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
<p>A coordinated and ongoing series of workshops on Blended Learning, Digital Humanities, Classroom Instructional Technology, and other topics as appropriate to update, improve, strengthen, and revitalize faculty teaching practice and enhance student learning outcomes as part of a Teaching and Learning Center—hopefully to become a dedicated office at Laney College or the Peralta District—leveraging the resources available through our larger teaching and learning</p>	<p>No.</p>	<p>CURRICULUM: Develop and maintain up-to-date and high quality curriculum.</p> <p>INSTRUCTION: Maintain and build high-quality, consistent, and effective face-to-face and DE instruction.</p> <p>STUDENT SUCCESS AND EQUITY: Defining, developing, and supporting “student success” and “student equity” in the context of the Social Sciences and across the College, District, and community.</p>	<p>Insofar as professional development aimed at improving teaching practice and support would positively impact faculty teaching and student learning outcomes this is absolutely connected to assessment results and plans.</p>	<p>A faculty that has updated and ongoing training would be able to better make use of current and future instructional technology, work on adapting and updating existing curriculum in response to current best practices, and—if training were to scale—could provide students with a more structured and consistent education across different instructors, classes, and programs which research has suggested is an important factor in student success.</p>	<p>1. Student Success: Develop new and strengthen existing interventions and strategies to increase students’ access and success</p> <p>2. Accreditation: Take the necessary actions to reaffirm Laney College’s accreditation.</p> <p>3. Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs.</p> <p>4. Resources: Increase, develop and manage the College’s resource capacity in the areas of personnel, finances, facilities, technology and</p>	<p>A. Advance Student Access, Equity, and Success</p> <p>B. Engage and Leverage Partners</p> <p>C. Build Programs of Distinction</p> <p>D. Strengthen Accountability, Innovation and Collaboration</p>

community in the Bay Area.		PROFESSIONAL DEVELOPMENT: Spearhead cross-departmental, cross-program, cross-college, and community partnerships to improve and strengthen departmental, program, and college student learning and experience.			partnerships in order to advance the quality of education provided.	
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Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016

APU Review Sign-Off:

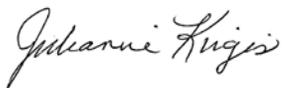
Department Chair/Faculty Lead: Blake Johnson and Felipe Wilson

Signature _____

Department/Discipline: Social Sciences

Date: 10/23/17

Division Dean _____

Signature  _____

Division Name & College _____

Date 10.24.2017 _____