

Peralta Community College District



**Annual Program Update: Laney Social Sciences**

Final Version: May 20, 2017

## I. Program Information

**Program Name:** SOCIAL SCIENCES

**Date:** 1/29/2019

**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: 10/23/17**

**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

<b>Program Goal or Administrative Unit Outcome (AUO)</b> (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	<b>Which institutional goals will be advanced upon completion?</b> (circle all that apply)	<b>Progress on goal or AUO attainment</b> (choose option & date)	<b>Explanation and Comments</b> (If a goal or AUO is <b>Revised</b> , please explain and describe the revision. Describe the impediments or detail what can be improved.)
<u>Assessment</u> <b>Develop and maintain a common, active, ongoing, and effective Assessment Cycle.</b>	1. PCCD Strategic Goal: <b>D. Strengthen Accountability, Innovation and Collaboration</b>  2. College Goals: <b>3. Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs.</b>	<b>Ongoing: 1/29/19</b>	<b>Progress has been slow on getting faculty investment in assessment as currently constituted at the College. There is some skepticism regarding assessment which 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.</b>  <b>More successful has been efforts made to focus on more tangible data such as course success rates, course retention rates, and grade distribution.</b>

<p><u>Curriculum</u> Develop and maintain up-to-date and high quality curriculum.</p>	<p>1. PCCD Strategic Goals: <b>C. Build Programs of Distinction</b></p> <p>2. College Goals: <b>2. Accreditation: Take the necessary actions to reaffirm Laney College’s accreditation.</b></p>	<p>Ongoing: 1/29/19</p>	<p>Social Sciences have been actively updating curriculum over the last year.</p>
<p>Instruction: Maintain and build high-quality, consistent, and effective face-to-face and DE instruction.</p>	<p>1. PCCD Strategic Goal: <b>A. Advance Student Access, Equity, and Success</b></p> <p>2. College Goals: <b>1. Student Success: Develop new and strengthen existing interventions and strategies to increase students’ access and success</b></p>	<p>Ongoing: 1/29/19</p>	<p>We have had ongoing conversations and support for faculty—especially new and adjunct faculty—seeking to boost student learning and performance.</p>
<p>Student Success and Student Equity: <b>Defining, developing, and supporting “student success” and “student equity” in the context of the Social Sciences and across the College, District, and community.</b></p>	<p>1. PCCD Strategic Goals: <b>D. Strengthen Accountability, Innovation and Collaboration.</b></p> <p>2. College Goals: <b>1. Student Success: Develop new and strengthen existing interventions and strategies to increase students’ access and success</b></p>	<p>Ongoing: 1/29/19</p>	<p>The Social Sciences is pushing 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. Until it is addressed, it will inevitably limit what the Social Sciences will be able to do to for students on its own.</p>

Professional Development, Institutional and Professional Engagement, and Partnerships: <b>Spearhead cross-departmental, cross-program, cross-college, and community partnerships to improve and strengthen departmental, program, and college student learning and experience.</b>	1. PCCD Strategic Goals: <b>B. Engage and Leverage Partners</b>  2. College Goals: <b>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.</b>	<b>Ongoing: 1/29/19</b>	<b>A more coordinated effort is required to better “engage and leverage” partnerships between the College, District, and community to improve, strengthen, and support our faculty and students.</b>
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### 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

Fall 2017				Spring 2018			
Age Range	Ttl Graded	Completions	Completion Rate	Age Range	Ttl Graded	Completions	Completion Rate
15 or younger	1	1	100 %	16-18	21	11	52 %
16-18	24	12	50 %	19-24	165	88	53 %
19-24	149	94	63 %	25-29	39	22	56 %
25-29	46	31	67 %	30-34	24	18	75 %
30-34	21	14	67 %	35-54	22	16	73 %
35-54	27	18	67 %	55-64	6	3	50 %
55-64	9	4	44 %	65 & Above	1	0	0 %
65 & Above	1	0	0 %	Gender	Ttl Graded	Completions	Completion Rate
Gender	Ttl Graded	Completions	Completion Rate	Female	113	71	63 %
Female	136	94	69 %	Male	164	87	53 %
Male	140	79	56 %	Unknown	1	0	0 %
Unknown	2	1	50 %	Ethnicity	Ttl Graded	Completions	Completion Rate
Ethnicity	Ttl Graded	Completions	Completion Rate	American Indian	2	0	0 %
Asian	73	55	75 %	Asian	70	38	54 %
Black / African American	43	21	49 %	Black / African American	66	37	56 %
Hispanic / Latino	82	46	56 %	Hispanic / Latino	70	38	54 %
Pacific Islander	4	2	50 %	Pacific Islander	3	3	100 %
Two or More	17	10	59 %	Two or More	16	10	63 %
Unknown / NR	4	3	75 %	Unknown / NR	3	1	33 %
White	55	37	67 %	White	48	31	65 %

## Political Science

Fall 2017				Spring 2018			
Age Range	Ttl Graded	Completions	Completion Rate	Age Range	Ttl Graded	Completions	Completion Rate
16-18	46	26	57 %	15 or younger	1	1	100 %
19-24	227	165	73 %	16-18	30	16	53 %
25-29	68	48	71 %	19-24	245	184	75 %
30-34	32	24	75 %	25-29	57	39	68 %
35-54	37	34	92 %	30-34	31	24	77 %
55-64	7	7	100 %	35-54	29	23	79 %
65 & Above	1	1	100 %	55-64	5	4	80 %
Gender	Ttl Graded	Completions	Completion Rate	Gender	Ttl Graded	Completions	Completion Rate
Female	246	188	76 %	Female	215	157	73 %
Male	164	112	68 %	Male	176	127	72 %
Unknown	8	5	63 %	Unknown	7	7	100 %
Ethnicity	Ttl Graded	Completions	Completion Rate	Ethnicity	Ttl Graded	Completions	Completion Rate
American Indian	1	1	100 %	American Indian	1	0	0 %
Asian	107	86	80 %	Asian	88	71	81 %
Black / African American	107	74	69 %	Black / African American	98	62	63 %
Hispanic / Latino	121	86	71 %	Hispanic / Latino	116	78	67 %
Pacific Islander	2	2	100 %	Pacific Islander	2	1	50 %
Two or More	21	13	62 %	Two or More	30	25	83 %
Unknown / NR	14	11	79 %	Unknown / NR	9	8	89 %
White	45	32	71 %	White	54	46	85 %

## Psychology

Fall 2017				Spring 2018			
Age Range	Ttl Graded	Completions	Completion Rate	Age Range	Ttl Graded	Completions	Completion Rate
15 or younger	1	1	100 %	15 or younger	3	3	100 %
16-18	67	41	61 %	16-18	35	21	60 %
19-24	275	117	43 %	19-24	244	116	48 %
25-29	75	44	59 %	25-29	70	34	49 %
30-34	50	34	68 %	30-34	35	18	51 %
35-54	51	31	61 %	35-54	40	24	60 %
55-64	7	5	71 %	55-64	2	1	50 %
Gender	Ttl Graded	Completions	Completion Rate	Gender	Ttl Graded	Completions	Completion Rate
Unknown	4	4	100 %	Unknown	5	3	60 %
Female	316	171	54 %	Female	270	136	50 %
Male	206	98	48 %	Male	154	78	51 %
Ethnicity	Ttl Graded	Completions	Completion Rate	Ethnicity	Ttl Graded	Completions	Completion Rate
American Indian	3	1	33 %	American Indian	1	0	0 %
Asian	111	69	62 %	Asian	104	60	58 %
Black / African American	155	64	41 %	Black / African American	120	48	40 %
Hispanic / Latino	148	66	45 %	Hispanic / Latino	112	53	47 %
Pacific Islander	5	3	60 %	Pacific Islander	2	1	50 %
Two or More	27	15	56 %	Two or More	23	9	39 %
Unknown / NR	14	10	71 %	Unknown / NR	11	7	64 %
White	63	45	71 %	White	56	39	70 %



## Sociology

Fall 2017				Spring 2018			
Age Range	Ttl Graded	Completions	Completion Rate	Age Range	Ttl Graded	Completions	Completion Rate
15 or younger	1	0	0 %	15 or younger	1	1	100 %
16-18	75	47	63 %	16-18	23	18	78 %
19-24	310	214	69 %	19-24	258	169	66 %
25-29	62	47	76 %	25-29	50	29	58 %
30-34	26	20	77 %	30-34	40	32	80 %
35-54	29	22	76 %	35-54	29	25	86 %
55-64	5	2	40 %	55-64	4	4	100 %
65 & Above	2	1	50 %	65 & Above	4	4	100 %
Gender	Ttl Graded	Completions	Completion Rate	Gender	Ttl Graded	Completions	Completion Rate
Unknown	6	6	100 %	Unknown	4	3	75 %
Male	246	173	70 %	Female	230	159	69 %
Female	258	174	67 %	Male	175	120	69 %
Ethnicity	Ttl Graded	Completions	Completion Rate	Ethnicity	Ttl Graded	Completions	Completion Rate
American Indian	1	0	0 %	American Indian	1	0	0 %
Asian	105	82	78 %	Asian	83	69	83 %
Black / African American	145	96	66 %	Black / African American	123	83	67 %
Hispanic / Latino	144	84	58 %	Hispanic / Latino	111	68	61 %
Pacific Islander	14	12	86 %	Pacific Islander	6	2	33 %
Two or More	37	23	62 %	Two or More	32	18	56 %
Unknown / NR	15	13	87 %	Unknown / NR	17	15	88 %
White	49	43	88 %	White	36	27	75 %

## Labor Studies

Fall 2017				Spring 2018			
Age Range	Ttl Graded	Completions	Completion Rate	Age Range	Ttl Graded	Completions	Completion Rate
No Data Available				19-24	1	1	100 %
				25-29	4	3	75 %
				30-34	3	3	100 %
				35-54	7	3	43 %
				55-64	4	3	75 %
				65 & Above	3	2	67 %
Gender	Ttl Graded	Completions	Completion Rate	Gender	Ttl Graded	Completions	Completion Rate
No Data Available				Unknown	1	1	100 %
				Female	10	9	90 %
				Male	11	5	45 %
Ethnicity	Ttl Graded	Completions	Completion Rate	Ethnicity	Ttl Graded	Completions	Completion Rate
No Data Available				Asian	1	1	100 %
				Black / African American	2	1	50 %
				Hispanic / Latino	11	8	73 %
				White	8	5	63 %

Given that a two 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 four 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, Labor Studies, and Sociology departments to serve as a further basis of comparison or, perhaps, explain smaller fluctuations in what is a problematic sample as-is. 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:**

Year 2017-18	Subject	Sum of Census		Sum of FTEF	Sum of FTES	Productivity
		Enrl				
	HIST	553		3.5	55.3	15.8
	POSCI	812		4.4	81.2	18.45454545
	PSYCH	954		5.8	95.5833	16.47987931
	SOC	916		5.2	91.6118	17.61765385
	LABST	22		0.4	2.2	5.5

We can note that initially productivity dropped in Spring 2018 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:**

Academic Year	Subject	Completion Rate	Retention Rate
2017-18	HIST	63 %	79 %
	POSCI	73 %	86 %
	PSYCH	52 %	77 %
	SOC	69 %	87 %
	LABST	Data	Unavailable

There is not an analytically significant result or trend to derive from such a small sample (with such little variation). 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:**

DE/Hybrid/F2F	Subject	Sum of Census Enrl	Sum of FTEF	Sum of FTES	Productivity
DE/Hybrid	HIST	184	1.2	18.4	15.33333333
DE/Hybrid	POSCI	144	0.8	14.4	18
DE/Hybrid	PSYCH	153	1	15.3	15.3
DE/Hybrid	SOC	38	0.2	3.8	19
DE/Hybrid	LABST	Data	Unavailable		
F2F	HIST	369	2.3	36.9	16.04347826
F2F	POSCI	668	3.6	66.8	18.55555556
F2F	PSYCH	801	4.8	80.2833	16.7256875
F2F	SOC	878	5	87.8118	17.56236
F2F	LABST	22	0.4	2.2	5.5

- **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. 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 while 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 Skyline College’s FutureVIEWS—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.**

### Spring 2018 SLO-PLO-ILO Assessment Mapping by Dept.

#### History

HIST 3A	SLO: Analyze broad patterns of change and human interaction on both interregional scales and within complex societies.	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, evaluating alternatives,	January, 2019: Consult Feb, 2019: Assess Mar, 2019: Report
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		clarity and cultural sensitivity.	synthesizing findings and implementing effective solutions.	
<b>HIST 3B</b>	<b>SLO: Analyze broad patterns of change and human interaction on both interregional scales and within complex societies.</b>	<b>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.</b>	<b>ILO 2: Critical Thinking and Problem Solving</b> Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	<b>January, 2019: Consult</b> <b>Feb, 2019: Assess</b> <b>Mar, 2019: Report</b>
<b>HIST 7A</b>	<b>SLO: Analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain their historical significance.</b>	<b>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.</b>	<b>ILO 2: Critical Thinking and Problem Solving</b> Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	<b>January, 2019: Consult</b> <b>Feb, 2019: Assess</b> <b>Mar, 2019: Report</b>
<b>HIST 7B</b>	<b>SLO: Analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain</b>	<b>PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate</b>	<b>ILO 2: Critical Thinking and Problem Solving</b> Students will be able to think critically and solve problems by identifying	<b>January, 2019: Consult</b> <b>Feb, 2019: Assess</b> <b>Mar, 2019: Report</b>



	<b>their historical significance.</b>	<b>them with accuracy, clarity and cultural sensitivity.</b>	<b>relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.</b>	
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### Political Science

<b>POSCI 1</b>	<b>SLO: Describe and evaluate the function of interest groups and political parties</b>	<b>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.</b>	<b>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.</b>	<b>January, 2019: Consult Feb, 2019: Assess Mar, 2019: Report</b>
<b>POSCI 2</b>	<b>SLO: Characterize and evaluate the effectiveness of selected governments and their corresponding political leaders based on fundamental comparative elements.</b>	<b>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.</b>	<b>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.</b>	<b>January, 2019: Consult Feb, 2019: Assess Mar, 2019: Report</b>

<b>POSCI 21</b>	<b>SLO: Identify differences and parallels between the state and federal legal systems</b>	<b>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.</b>	<b>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.</b>	<b>January, 2019: Consult Feb, 2019: Assess Mar, 2019: Report</b>
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### Psychology

<b>PSYCH 1A</b>	<b>SLO: 3. (Cognitive, moral, physical and psychosocial development) Identify developmental changes in behavior and mental processes across the lifespan.</b>	<b>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.</b>	<b>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.</b>	<b>January, 2019: Consult Feb, 2019: Assess Mar, 2019: Report</b>
<b>PSYCH 6</b>	<b>SLO: Use critical thinking and the scientific method to address questions on the way individuals think about, relate to and influence one another.</b>	<b>PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the ability to communicate them with accuracy,</b>	<b>ILO 2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information,</b>	<b>January, 2019: Consult Feb, 2019: Assess Mar, 2019: Report</b>

		clarity and cultural sensitivity.	evaluating alternatives, synthesizing findings and implementing effective solutions.	
<b>PSYCH 7A</b>	<b>SLO: Demonstrate critical thinking skills in the gathering and interpretation of material focused on contemporary issues impacting children</b>	<b>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.</b>	<b>ILO 2: Critical Thinking and Problem Solving</b> Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	<b>January, 2019: Consult</b> <b>Feb, 2019: Assess</b> <b>Mar, 2019: Report</b>
<b>PSYCH 21</b>	<b>SLO: Use critical and creative thinking, and skeptical inquiry to solve problems related to the development of the individual.</b>	<b>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.</b>	<b>ILO 2: Critical Thinking and Problem Solving</b> Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	<b>January, 2019: Consult</b> <b>Feb, 2019: Assess</b> <b>Mar, 2019: Report</b>
<b>PSYCH 28</b>	<b>SLO: Use critical and creative thinking, skeptical inquiry and the scientific approach to develop and test</b>	<b>PLO: SOCSI: Demonstrate knowledge of selected theories and or concepts within the social sciences and the</b>	<b>ILO 2: Critical Thinking and Problem Solving</b> Students will be able to think critically and solve	<b>January, 2019: Consult</b> <b>Feb, 2019: Assess</b> <b>Mar, 2019: Report</b>

	<b>hypotheses related to behavior and mental processes.</b>	<b>ability to communicate them with accuracy, clarity and cultural sensitivity.</b>	<b>problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.</b>	
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### Sociology

<b>SOC 1</b>	<b>SLO: Compare and contrast different forms of social institutions.</b>	<b>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.</b>	<b>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.</b>	<b>January, 2019: Consult Feb, 2019: Assess Mar, 2019: Report</b>
<b>SOC 2</b>	<b>SLO: Differentiate between and evaluate the significance of major sociological approaches, theories, and methods used in analyzing contemporary social problems.</b>	<b>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.</b>	<b>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.</b>	<b>January, 2019: Consult Feb, 2019: Assess Mar, 2019: Report</b>

<p><b>SOC 5</b></p>	<p><b>SLO: Describe and explain the causes for the prevailing social, economic, and political conditions of racial-ethnic minority groups.</b></p>	<p><b>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.</b></p>	<p><b>ILO 2: Critical Thinking and Problem Solving</b>  <b>Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.</b></p>	<p><b>January, 2019: Consult</b>  <b>Feb, 2019: Assess</b>  <b>Mar, 2019: Report</b></p>
<p><b>SOC 13</b></p>	<p><b>SLO: Student will be able to compare and contrast traditional and social change family structures.</b></p>	<p><b>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.</b></p>	<p><b>ILO 2: Critical Thinking and Problem Solving</b>  <b>Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.</b></p>	<p><b>January, 2019: Consult</b>  <b>Feb, 2019: Assess</b>  <b>Mar, 2019: Report</b></p>

## Labor Studies

<p><b>LABST 10</b></p>	<p><b>SLO:</b> Analyze and describe changes to American occupations and industries in the pre-colonial through early 21st century, including work systems, through independent research into events, organization, or individuals who contributed to the historical development of Unions.</p>	<p><b>PLO: SOCSI:</b> 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><b>ILO 2: Critical Thinking and Problem Solving</b> Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.</p>	<p><b>January, 2019: Consult</b> <b>Feb, 2019: Assess</b> <b>Mar, 2019: Report</b></p>
<p><b>LABST 12</b></p>	<p><b>SLO:</b></p>	<p><b>PLO: SOCSI:</b> 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><b>ILO 2: Critical Thinking and Problem Solving</b> Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.</p>	<p><b>January, 2019: Consult</b> <b>Feb, 2019: Assess</b> <b>Mar, 2019: Report</b></p>

- 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?

**We are 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 division's website update is completed and stable, hopefully during Spring 2019, the Social Sciences will be posting ILOs, PLOs and SLOs on individual discipline websites with a goal of completing basic pages for Spring 2019. 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 2019.**

- 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.**

**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)
A coordinated and ongoing series of workshops on Blended Learning, Digital Humanities, Classroom Instructional Technology, and other topics as appropriate to	No.	<b>CURRICULUM:</b> Develop and maintain up-to-date and high quality curriculum.  <b>INSTRUCTION:</b> Maintain and build high-quality, consistent, and	Insofar as professional development aimed at improving teaching practice and support would positively impact faculty teaching and student learning	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	1. Student Success: Develop new and strengthen existing interventions and strategies to increase students' access and success  2. Accreditation:	A. Advance Student Access, Equity, and Success  B. Engage and Leverage Partners



<p>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 community in the Bay Area.</p>		<p>effective face-to-face and DE instruction.</p> <p><b>STUDENT SUCCESS AND EQUITY:</b> 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><b>PROFESSIONAL DEVELOPMENT:</b> Spearhead cross-departmental, cross-program, cross-college, and community partnerships to improve and strengthen departmental, program, and college student learning and experience.</p>	<p>outcomes this is absolutely connected to assessment results and plans.</p>	<p>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>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 partnerships in order to advance the quality of education provided.</p>	<p><b>C. Build Programs of Distinction</b></p> <p><b>D. Strengthen Accountability, Innovation and Collaboration</b></p>
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Endorsed by the Planning and Budgeting Council, May 27, 2016

**APU Review Sign-Off:**

**Department Chair/Faculty Lead:** Tarek ElJarrari and Felipe Wilson

Signature \_\_\_\_\_

Department/Discipline: Social Sciences

Date: 1/29/19

**Division Dean** \_\_\_\_\_

Signature \_\_\_\_\_

Division Name & College \_\_\_\_\_



Date \_\_\_\_\_