

Los Angeles Harbor College

Academic Program/Pathway Review

Name of discipline or pathway: Social and Behavioral Sciences division

Division chair: Bradley Young

Phone number: ext. 4066

Names and types of program: Anthropology
Economics
History
Political Science
Psychology
Sociology

Degree programs: Psychology

History (approved by ACCJC; pending with state)

Social and Behavioral Sciences Liberal Arts degree

Program/Pathway mission:

A Program/Pathway Review Self-Study Committee will be formed two years prior to the program review completion date (See Appendix B. Program Review Schedule). Please submit the attached committee participant list to the appropriate dean by September 15. This committee will consist of:

Division Chair or Manager: Bradley Young

Program/Pathway Faculty (all full-time and adjunct): Full-time members

- Economics: Dr. Miller
- History: Dr. Joiner and Mr. Nguyen
- Political Science: Dr. Loiterman
Mr. Stanbery
- Psychology: Dr. Reigadas

LA Harbor College *Social and Behavioral Science Pathway*

- Sociology: Dr. Agopian and Ms. Sandell

HOURLY ASSIGNED FACULTY: highlighted denotes FT faculty on hourly seniority lists

<u>Name</u>		<u>EN</u>	<u>Discipline</u>
Acquaye	Lucille	716104	POL SCI
Agopian	Michael	7702243	SOC
Alexander	Patricia	1029772	PSYCH
Anang	Yuhaniz	806002	PD
Aquino	Francis	1015603	HIST
Barker	Robert	799888	PD
Barr	Kyran	1029623	PSYCH
Bartlett	Ross	1016111	AJ
Bird	Bethany	1023629	HIST
Botros	Helena	1029463	POL SCI
Brooks	Kristien	817737	SOC
Brown	Pamela	1029746	PSYCH
Burstein	Bonnie	807042	PD
Carter	King	698879	HIST
Chambers	Thomas	817204	SOC
Chan	Franny	1010786	ECON
Chima	Chris	796195	ECON
Clark	Carolyn	686168	SOC
Coffman	Daniel	1029181	FIRE
Colocho	Elizabeth	765950	PD
Diaz B	William	808323	HIST
Engquist	Marvin	1013365	AJ
Eula	Michael	819423	HIST
Fasteau	Sally	716282	LS
Fisher	Joy	717557	PD
Fishman	Robyn	1018929	HIST
Fridley	Beverly	634742	PSYCH
Garvin	Timothy	1029624	HIST
Gatlin	Darryle	805959	HIST
Graciano	Chris	802001	AJ
Graves	Wallace	1020052	AJ
Heffner	Scott	819754	POL SCI
Hillis	Timothy	804033	SOC
Hirsch	Steven	757784	PD
Hitt	Kathleen	1006551	HIST
Hoole	Wendy	805415	ANTHR
Hyde	Alan	800131	AJ

Jackson	Earlonda	1011006	PD
Joiner	Ellen	789325	HIST
Kato	Lorrie	1028863	PD
Khorooshi	Sholeh	783324	POL SCI
Kinrade	Michael`	819549	AJ
Krupa	Joseph	804802	AJ
Loiterman	William	663440	POL SCI
Lynn	Perry	769996	HIST
Macpherson	Lee	810505	FIRE
McClenney	Claudett	776004	PD
McGee	Linda	800625	PSYCH
Miles	Andrea	819422	HIST
Milick	Luke	785471	FIRE
Miller	Gary	634984	ECON
Murillo	Micaela	768021	PD
Myers	Judith	810441	PD
Nguyen	Son	1031931	HIST
Nunez	Daniel	1024399	PD
Orme	Denise	1029273	PSYCH
Parikh	Jalpa	1022528	ANTHR
Patterson	Craig	752270	HIST
Poole	Kenneth	1014511	POL SCI
Reid	Michael	801907	AJ
Reigadas	Elena	1012860	PSYCH
Richards	Bob	767623	SOC
Rigby	Jeffrey	770391	ANTHR
Robertson	John	1026395	AJ
Rodriguez	Paul	789998	POL SCI
Rojo	Rey	725471	FIRE
Royal	Shawn	1032689	PSYCH
Rueda	Mario	1029182	FIRE
Sandell	Janice	673236	SOC
Sandoval	Frank	810924	HIST
Shackelford	Ray	793383	FIRE
Sichan	Alicia	807100	PSYCH
Siegel	Harvey	804581	AJ
Smith	Kevin	785301	HIST
Smith	Karl	1028966	FIRE
Stanbery	James	671624	POL SCI
Steele	Susan	772595	PD
Steele	Donette	801908	PSYCH
Storey	Lilia	1027950	PD

Thomas	Michael	786664	FIRE
Thomas Spiegel Jo		778559	PSYCH
Thornton	Shantel	806182	PSYCH
Ursic	Theresa	785470	HIST
Valadez	Mario	1021509	HIST
Vega	Ruben	692466	POL SCI
Vogel	Nancy	708490	LS
Webber	Robert	698893	HIST
Wheeler	John	801836	PD
Witt	Harry	819424	ECON

Program Staff: Yvette Parra; division secretary

Administrator responsible for the area: Dr. Humphreys; Dean of Instruction

Vice-President of the Cluster: Mr. Rosas

One outside professional or alumni: Mr. Bruce Lemon

Program/Pathway Description and Overview: Please write a brief overview of the program or pathway. Align the program or pathway with the College mission, goals, student learning outcomes, and strategies.

The Social and Behavioral Sciences division made considerable progress from the 2009-2010 unit plan. The challenge of faculty and programs settling into the new buildings were completed without any significant issues or concerns. The learning environment was definitely impacted in a positive manner whereby the advanced Level II smart classrooms with the interactive delivery system enables the faculty to be creative in a multifaceted approach, capture the use of industry and government websites, and engage the students with critical thinking exercises that were not available in the former buildings.

The regular faculty members meet on a monthly basis to discuss our academic and career technology educational programs. The division priorities have been the continuation of student learning outcomes and the assessment for each class, and the new process of analyzing the assessment data. The recently required procedures with SLO's, assessment testing, and data analysis have increased the general preparation and recapitulation of semester data beyond the norms due to the fact most departments have one regular faculty member, and four departments are staffed with adjuncts. To compensate for the inverted ratio of regular verses adjunct faculty 26/76, our division schedules three full divisions meetings per academic year to encourage each discipline to confer on Title-5, SLO's, and assessment matters. Our division has learned the value of adjunct participation for overall program success.

On a regular basis, our faculty members discuss the need of additional regular or full-time faculty in the division to help offset the unfavorable balance of regular and adjunct faculty; i.e. history and psychology departments currently have a ratio of +-20% full-time/+80% adjunct. The Social and Behavioral Sciences division will continually present the need, and make the request to the hiring committee for new tenure track positions.

Our division has two career technology educational programs; Administration of Justice and Fire Technologies. Both disciplines routinely communicate with industry leaders through advisory committees, state and local organizations, and conference attendance.

The Social and Behavioral Sciences division is committed to support the academic endeavors and the college master plan.

Attach current course outlines, accepted by the Curriculum Committee, for all approved classes offered in the program; certify that COR has been reviewed and updated in the Electronic Curriculum Database (ECD) within the last five years as required for articulation. This review must take place in the year preceding the full self-study:

All courses offered in this Pathway have been electronically entered into the main database, fully revised by each discipline, approved by the college curriculum committee, and now posted in a PDF format for review and usage.

Current sample class syllabi for courses offered in the program/pathway are available for review in the Department/Division office. See below as sample.

PSYCHOLOGY 1 - GENERAL PSYCHOLOGY

LAHC - ONLINE COURSE SYLLABUS

Spring 2011

"Mental health is the ability to love and work."
- Sigmund Freud

INSTRUCTOR INFORMATION:

Joan Thomas-Spiegel, Ph.D.

Email: itspsych@hotmail.com (Once class begins, use the Etudes private message center.)
Personal Website: <http://jthomas-spiegel.pageout.net>
Telephone: (310) 233-4279
Course Website: <https://myetudes.org>
Office Hours: Within the online chat room and by appointment

About your instructor: Dr. Thomas-Spiegel has taught multiple psychology and personal development courses. She has served on the board of the National Council on Alcoholism, and worked in the fields of mental health, substance abuse, and research. Her primary interest is improving the learning process. As a result, she practices active learning in her classes. With this partnership between student and instructor, students are promised a wealth of activities and support in their educational journeys.

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ACTIVE LEARNER PROMISE (To be included in your first discussion)

I, _____, promise to take an active role in learning psychology. I will post on time to class discussions, read the materials, and participate in activities and assignments to the best of my ability. I will respect other people and be a supportive group member in this class.

Signed _____

Date _____

Letter to the Student

Dear Psychology 1 Student,

Welcome to this class! The semester will go by quickly, and I hope that you will find it interesting and personally rewarding. This introductory course in psychology covers a very broad range of topics. We will focus on the areas in your assignments, but I hope that you will also gain a better understanding of analyzing behavior of yourself and others. We will try to relate topics to your own experiences. For example, each discussion should be viewed as a **reflection**. You will connect key terms and main points of the exercise or assignment to your own life and thoughts. The effect is not only to help you learn the **key terms** or point of the exercise by repetition, but also to make the information relevant to you.

I look forward to our class experiences and reading your postings and assignments. I hope you enjoy this course and encourage you to communicate with me if you have questions or concerns about your progress or understanding in the class.

Have a great semester! Dr. Thomas-Spiegel

FAQ (Frequently Asked Questions)

1) What are the main expectations of this class? (i.e., What do I have to do to pass?)

Each week there are main discussions to which you must post an answer and reply to another learner. You do these discussions at your own time, but within the deadlines as shown on the calendar. You will also need to complete quizzes online and four papers that are assigned. Look at the points for grading to see how important each part of the course is toward your grade.

2) What if I miss a test or deadline?

Points will be deducted for any late work. No late work is accepted after one week past the deadline. In the case of the last assignment, no late work is accepted after that due date.

3) What if I have a computer or technical problem?

If you have a problem taking an online test, you MUST notify me immediately to arrange an alternative before the deadline. Unfortunately, I cannot help you with your own computer, but I can suggest some alternatives. First, check the system requirements and browser settings in the Etudes login page before you log on. This takes care of most problems. If you still have a problem, consider taking your work to any library since they all have free access, a public access area such as a coffee shop, or a friend's house to see if the problem is with your computer rather than Etudes. It is RARELY Etudes!

4) What if I miss the submission deadline by a few minutes?

The deadlines are all set for 11:59 pm on the due dates. That means you need to click submit or finished BEFORE that time. Discussions should be done several days before deadlines so that there is time for a true discussion. If you post your main postings and comments around midnight on a due date, you may lose points since you have not actually participated in the discussion with others. Do not leave work until the last minute or even the last day. Everything is available before the deadlines and that means if you have a problem, you have time to solve it.

5) What if I decide to drop the class?

If you feel you are falling behind, send me a message or talk to me. You may have other options. If you decide to drop, you need to follow the college policies and procedures. You will be dropped by the instructor if you are inactive in the first two weeks. At the end of the semester, I cannot assign a W to a student! It is up to the student to drop if that is his or her decision.

Student Learning Outcomes

The activities and assignments for this course will focus on abnormal psychology and mental health, development of the person from infancy to aging, cognitive development and the brain's role, research and scientific critical thinking, and vocabulary. Satisfactory completion of all assignments will ensure that you meet course objectives.

At the end of this course, the student will be able to:

1. Demonstrate familiarity with the nature and origins of psychology, theoretical perspectives, and historical trends.
2. Apply the scientific method to psychological constructs using basic research methods of design and interpretation.
3. Demonstrate familiarity with major psychological concepts and empirical findings, including: biological bases for behavior, sensation, perception, and states of consciousness.
4. Apply psychological principles to personal, social, and organizational issues.
5. Recognize, understand, and respect the complexity of sociocultural and international diversity.
6. Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

All chapters of the book will be discussed and tested. Rather than memorizing definitions of key terms, understanding examples of what the words represent are nearly always most important.

Resources

Required text: Lahey, Benjamin B. (2009). Psychology: An introduction, Tenth Edition. McGraw-Hill. ISBN 978-0-07-353198-4. You may purchase this book at the Los Angeles Harbor College Bookstore, 1111 Figueroa Place, Wilmington, CA. The required activity handouts are available at my website, but hard copies are often easier for people to use. You may want to print them out. Go to my webpage at <http://jthomas-spiegel.pageout.net> to find links to an electronic version of the text. The course content sections by chapter do not take the place of the full text. They are simply additional help.

Additional materials:

Students must have an email account, Internet access, and a word processing program, such as Microsoft Word. Students should be familiar with how to attach a file and how to save files as a .doc, .rtf, or .txt.

Grading Procedures

Possible Points:		B	80-89%	288-323
4 Assignments	110 points	C	70-79%	252-287
6 Quizzes (60) and Final (30)	90 points	D	60-69%	216-251
<u>Discussion Postings (20)</u>	<u>160 points</u>	F	≤59%	215 or below
TOTAL points possible	360 Points			

PLUS

Service Learning - 12 Extra Credit

Extra credits - with assignments 3 pts each and special events – any combination up to a maximum total extra credit points of 15 pts.

<u>Grade</u>	<u>Percent</u>	<u>Points Needed</u>
A	≥90%	324 or above

Posting Reflections (Discussions) and Assignments

Reflections (discussion postings) are an explanation **over 1/2 page long** of what you thought about the assignment or activity, as well as how it relates to what is in the book and what you have learned in class. You must use **key terms from the book** so that it is clear to the instructor that you have read the appropriate material. Your initial posting to each discussion should be in the form of a reflection. Replies to other learners should be substantive (not just "good job") and add a key term or concept to the discussion. If these requirements are not met, you will lose points for that discussion.

There are generally 2 discussions per week. You must respond to at least one other learner each time. Each discussion is worth 8 points: up to 5 for your original response to my question and up to 3 for your responses to other learners. There will be 20 discussions.

IMPORTANT: You may copy/paste into the courseroom assignment section. Otherwise, assignments are submitted as attachments and need to be in MS Word (.doc), .rtf or .txt format. LATE assignments will have points deducted after the due date listed in the course calendar. Assignments are not accepted after one week and the last assignment is the cut-off for ALL late work.

For extra credit, you may include anything related to the topic of the current study section, such as pertinent articles or movies--an additional source from the course. You must *write a reflection* about it and how it relates to the section and this course using key terms from the text and include references.

ASSIGNMENTS

Details for all assignments are located in the Tasks, Tests, and Surveys tab of the Etudes courseroom.

Assignment 1 – Research (30 pts.) (SLOs #2 and 5.)

Design your own experiment - You do not actually perform the study, so let your imagination go and design the best experiment you can as if you had access to any group of people or materials. Use the handout to help guide you, but follow the instructions in detail. Assignments in this class are science reports, not literature essays. I expect complete sentences and appropriate college writing, and follow the report formats that I give you in the assignment.

Assignment 2 - Dream Journal (20 pts.) (SLOs #3, 4 and 6.)

Complete the dream analysis from the 3-night dream journal. You must use key terms from the book! Follow the instructions on the bottom of the third page of 5.1 handouts. A high score will result from an analysis that uses many of the key terms in the dream and sleep section of the textbook.

Assignment 3 –Development (30 pts.) (SLOs #1, 3, 4 and 5.)

Observe someone for 30 minutes. Evaluate the typical developmental stages for a particular age. Be sure to follow the format in the tasks tab exactly.

Assignment 4 - Mental Disorders (30 pts.) (SLOs #1, 2, 3, 4, 5 and 6.)

You may choose any mental disorder from the DSM-IV-TR (table of contents provided in the resources). Follow the detailed instructions in the assignment section of the course for your report.

SERVICE LEARNING Extra Credit (12 points):

You will earn up to 12 extra credit points and also earn 1 unit credit on your transcripts by signing up for this 1 unit class and completing the total 10 or more hours during the semester and the workbook available in the student store or online. YOU MUST SIGN UP early in the semester, but you have until nearly the end of the course to complete your service time.

Service learning is a volunteer experience in a setting related to a course--in this case, psychology. In some of the approved agencies, adults have Alzheimer's or other illnesses that preclude their staying at home alone. The activities you will do with them, such as playing Bingo, singing songs, or helping with art projects, enable you to interact with adults with special challenges and observe social and group interactions. It is important that you have your choice of agency pre-approved. For your extra credit points you must volunteer a minimum of 10 hours and answer questions in a workbook purchased in the bookstore or downloaded from my website. If you complete your hours and workbook, you will satisfy your requirements for this class for extra credit and the 1 unit of credit on your transcripts during semesters the service learning class is offered.

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Disclaimer Regarding Offensive Material: **There may be videos or other material presented that may be construed in some way to be offensive to someone.**

Honesty Policies: **This class follows all honesty (dishonesty) and other college policies as described in the College catalog.**

COURSE SCHEDULE and CALENDAR

Discussion <i>Main Postings and Responses</i> to other learners Due <u>BY</u> Wednesday OR Friday before midnight according to due date. Quizzes are available for two-days <u>prior</u> to the due date.		
Due BY Dates	Discussions	Quizzes and Assignments
Feb 11	D1	You are expected to post AND respond to someone else before the deadlines each week.
Feb 16	D2	
Feb 23	D3	
Feb 25	D4	
Mar 2	D5	
Mar 4		Quiz Ch. 1-3 Assignment 1 DUE
Mar 9	D6	
Mar 11	D7	
Mar 16	D8	
Mar 18	D9	
Mar 23		Quiz Ch. 4-6 Assignment 2 DUE
Mar 25	D10	
Apr 1	D11	
Apr 6		Quiz Ch. 7-9 Assignment 3 DUE
Apr 8	D12	
Apr 13	D13	
Apr 15	D14	
Apr 27		Quiz Ch. 10-12
Apr 29	D15	
May 6	D16	
May 13		Quiz Ch. 13-15 Assignment 4 DUE NO late work accepted after this date
May 18	D17	
May 20	D18	
May 25	D19	

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May 27	D20	Quiz Ch. 16-17
May 31-Jun 3	FINAL and course evaluation closed on Jun 3.	

Current Unit Plan:

Academic Unit Plan

Division: Social and Behavioral Sciences

Academic Year: 2011-2012 proposed

Division Chair: Bradley J. Young

Executive Summary

The Social and Behavioral Sciences division made considerable progress from the 2010-2011 unit plan. The challenge of faculty and programs settling into the new buildings were completed without any significant issues or concerns. The learning environment was definitely impacted in a positive manner whereby the advanced Level II smart classrooms with the interactive delivery system enabled the faculty to be creative in a multi-technical approach, capture the use of industry and government websites, and engage the students with critical thinking exercises that were not available in the former buildings.

The regular faculty members meet on a monthly basis to discuss our academic and career technology educational programs. The division priorities have been the continuation of student learning outcomes and the assessment for each class, and the new process of analyzing the assessment data. The recently required procedures with SLO's, assessment testing, and data analysis have increased the general preparation and recapitulation of semester data beyond the norms due to the fact only a few departments have one regular faculty member, and five departments are staffed with adjuncts. To compensate for the inverted ratio of regular verses adjunct faculty; 83% adjunct/17% regular faculty, our division schedules three full division meetings per academic year to encourage each discipline to confer on Title-5, SLO's, and assessment matters. Our division has learned the value of adjunct participation for overall program success.

Our faculty members discuss on a regular basis the need of additional regular or full-time faculty in the division to offset the unfavorable balance of regular and adjunct faculty; see below.

Administration of Justice:	3.6 FTE	18 sections	no regular faculty
Anthropology:	1.2 FTE	6 sections	no regular faculty
Economics:	1.8 FTE	9 sections	no regular faculty
Fire technology:	1.6 FTE	8 sections	no regular faculty
History:	7.2 FTE	37 sections	2.6 regular faculty
Learning Skills:	0.8 FTE	12 sections	no regular faculty; 1.6 FTE in-house assignments
Personal Development	1.2 FTE	10 sections	no regular faculty; 1.2 FTE in-house counselors
Political Science:	4.8 FTE	24 sections	1.4 regular faculty
Psychology:	4.8 FTE	24 sections	1.0 regular faculty

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Service Learning:	.2 FTE	1 section	
Sociology:	4.0 FTE	20 sections	1.0 regular faculty
Statistics:	.4 FTE	2 sections	
Tutor:	0.0 FTE	5 sections	1.0 absorbed with other assignments

DIVISION TOTALS: **31.6 FTE** **176 sections** 6 regular faculty--FALL-2011 4th week active numbers

83% hourly assignments division-wide – 17% full-time assignments

Our division has two career technology educational programs; Administration of Justice and Fire Technologies. Both disciplines routinely communicate with industry leaders through advisory committees, state and local organizations, and conference attendance.

The Social and Behavioral Sciences division is committed to support the academic endeavors and the college master plan.

The division faculty members have recommended to FHPC

- #1 Administration of Justice
- #2 Sociology

The three-year division plan will likely include and recommend to FHPC in 2012-2013 and 2013-2014

- Economics
- Political Science
- Psychology
- History
- Fire Technology

Due to the uncertainty with the college budget and future funding sources, our division has agreed on a systematic plan for reduction in offered sections. Below is the submitted fall 2011 schedule with four scheduling alternatives in the event our division is requested to reduce course sections.

Social and Behavioral Sciences Division Fall 2011

SCHEDULE PLANS DO NOT INCLUDE OUTREACH OR P.A.C.E. SECTIONS

- **Base-line divisional section count:** **186 sections**
Inclusive to all divisional offerings both on and off campus
- **Plan “A” original schedule from previous year:** **167 sections**
Reduced by an additional 19 sections to meet target reductions
- **Plan “B” schedule: Current schedule submitted:** **143 sections**
Reduced by an additional 24 sections to meet 15% budget cut. Staff, miscellaneous 1-385’s, 911-941, low WSCH sections, Saturday, and some late start classes removed.
- **Plan “C” schedule: Future schedule if requested:** **TBD 129 sections**
Add’l section cuts indicated in red ” * ”
Reduced by an additional 14 sections to meet the additional 10% budget cut
- **Plan “D” schedule: Future schedule if requested:** **TBD 111 sections**
Add’l section cuts indicated in red “ ** ”
Reduced by an additional 18 sections to meet additional 15% budget cut

Progressive Reduction Formula

- **Base count reductions to Plan “A” total 10% cut or 19 sections**
- **Plan “A” to “B” division base 22% cut or 38 sections reduced**
- **Plan “B” to “C” division base 32% cut or 52 sections reduced**
- **Plan “C” to “D” division base 47% cut or 70 sections reduced**

Plan “A” was not requested; however, all courses with low enrollment, conflicting schedules with faculty, or the opportunity exists to cancel a section arose, division chairs were asked to cancel the section. Our division cancelled 15 sections for the fall 2011 semester.

A similar plan indicating systematic reductions by specific courses and faculty to be furloughed will be submitted to Academic Affairs once the final spring 2012 schedule is released by the scheduling office.

Activities Description Narrative (not in order of priority): please describe suggested activities, including grant proposals to be written, new course or program initiatives, or program viability studies.

1. The Social and Behavioral Sciences division will continually request that all vacancies *from retirements and resignations* be properly staffed with newly hired tenure track instructors. The following positions will be requested by our division to the Faculty Hiring Priority Committee (FHPC) to replace June 2011 retirements: 1. Administration of Justice, 2. Anthropology, 3. Economics, and 4. Sociology. The division also recommended a fifth position in Political Science, and the possibility of Economics be presented as an inter-discipline position with Political Science.
2. The Anthropology department created two new classes that will begin in the fall and spring program rotation. The faculty has requested the purchase of new evolutionary equipment and digital delivery programs to enhance their presentations, and to sustain their academic delivery for transferability.
3. The History, Sociology, Psychology, Political Science, and Administration of Justice departments will continue to support and present whenever requested for the various ethnically and culturally sponsored events on campus.
4. The Psychology department was approved for an Associate degree two years ago, and as a result, will graduate their first student in June 2011. Additional students have been identified within the same primary TOP Code. The faculty has created a student psychology club on campus that is currently meeting with other community colleges and higher educational institutions on a monthly basis.

The Psychology department developed the curriculum to meet the needs of transferring students in the behavioral sciences with the Statistics program, along with Research Methods. Both programs will utilize the SPCC (Statistical Package for the Social Sciences) in the computer labs.

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The behavioral science statistics program no longer requires our students to attend another community college to meet the transfer requirements. Historically, math statistics has been the norm; however, due to the fact the Math class no longer meets the transferability needs for our students transferring to CSULA, CSULB, or CSUDH, the Statistics SPSS package was budgeted and approved by Academic Affairs for this fiscal year.

5. The History department will continue a full rotation of classes within the History discipline to support the newly added Associates degree in History. The History department formed a new student's club: "the History Union" that meets weekly. The faculty and club members have made campus-wide presentations on a variety of historical times.

6. The Social and Behavioral Sciences division, along with our Special Population and ADA department, have determined a need for the Recovery Specialist program < formerly known as the Drug and Alcohol Counseling certificate >. The program was certified by the Mental Health Division of the County of Los Angeles and the State of California. This program will employ successful students in one of the fastest growing medical fields in Los Angeles County-Mental Health areas. The program requires new classes to be added to the Psychology and Sociology rotation of scheduled classes; therefore, our college grant writing unit will be exploring new avenues for funding sources. As of the fall 2011, the grant writing unit has been unsuccessful in obtaining a grant to support this program; therefore, the curriculum developed and overall program review will be placed on hold until funding is available.

7. The Social and Behavioral Sciences division has, and will support the academic program being offered at the federal prison with instructional support. This program is coordinated through the PACE program.

8. The Fire Technology program underwent a thorough review with faculty, advisory committee members, and the state Fire Directors Association. The review recommended that the Fire program work more closely with industry partners to develop a specialized program unique to Harbor College. The secondary outcome was to increase the rotation of classes to ensure that the certificate and degree programs were obtainable.

8. The Administration of Justice and Fire Technology departments were approved for on-line standalone degrees by our college, our district, State Chancellor's Office, and WASC/ACCJC. The on-line or distant learning degree and certificate programs were approved by means of a Substantive Change request. With both disciplines approved for on-line programs, and the fact that each advisory committee recommended this specific delivery format, Academic Affairs approved additional classes to each discipline rotation of four classes per semester, along with four classes per semester in the general education department from within our division. These additional classes were approved as permanent sections to our division's schedule of classes.

9. The Social and Behavioral Sciences division has been a support mechanism for the new Labor Track program being initiated by Academic Affairs and the Huerta Labor Institute. Our faculty members have written new courses in History and Political Science specifically addressing the labor industry, and will begin offering these courses in fall 2010. Our division fully supports our faculty members that have, and are currently attending meetings throughout the Los Angeles basin to ensure our college is offering the appropriate curriculum that meets the needs of the Labor Track initiatives.

10. The Administration of Justice program routinely meets with industry partners on a monthly basis. The faculty members are actively involved with state and local agencies; i.e. State Commission on Peace Officers Standards and Training <P.O.S.T.>, California Association of Administration of Justice Educators <CAAJE>, Police Academy Directors, etc. The review and

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evaluation of research suggest that the cross discipline approach with Sociology and Political Science may well be the future within the academic studies of criminal justice.

11. The Political Science department has met with our college president and the senior administrators with the Port of Los Angeles. The purpose was to create a new 'Public Administration' educational track for the port employees, and to offer an alternative track in the Administration of Justice. Several meetings and written proposals were exchanged during the spring and summer 2011, and will continue through the spring 2012 focusing on the contractual issues. The goal is to have a program in-place for the 2012/2013 academic year.

12. The faculty members have reviewed the specialized study of Forensics. In previous years, the faculty has recommended a Forensic program at Harbor College; however, not until a facility is designed and built for the program. The long-term Harbor College Master Plan allowed for a Forensic lab and Crime Scene room be housed within the old administration building, and should have been ready for use in the summer 2011; however, the master plan was recently changed to permit a city jobs program in the area; therefore, the program was placed on the shelf until a location and funding is approved.

13. Faculty are working with area leaders to seek out both traditional and non-traditional approaches to maximize the educational benefits in public safety employment, and how to best prepare our students to achieve their goals; such as a South Los Angeles Pre-Academy Training Center for public safety applicants in specific and required physical training skills, and the assessment and counseling of potential applicants in the areas of reading, writing, and critical thinking skills. The Pre-Academy and assessment models are a direct result of advisory committee members working frequently throughout the year. The Fire Technology department will continue to expand their program and partnerships with the Los Angeles City Fire Department and local fire departments, and continue to mentor our feeder high school fire academy training program.

14. Our division is in full support of the Teacher Pathway program in partnership with CSU Dominguez Hills. Our division will supply instructors as requested. These positions will be in addition to the planned and programmed section offerings from this division, and not in a rotation format.

15. The Personal Development, Life Skills, and Learning Skills departments are vital programs from our division. Classes from these departments are offered by dedicated faculty members that are assigned as adjunct in addition to their primary discipline teaching assignments.

SLO Assessment Results Narrative: please describe assessment activities that support proposed unit initiatives.

1. All departments within the Social and Behavioral Sciences division have been actively working on the Student Learning Outcomes and Assessment processes.
2. Each department has complied with the Student Learning Outcome initiative mandated by Academic Affairs.
3. Each department is currently involved with the implementation of one or more assessment question(s) per SLO to be examined. The assessments results will then be reviewed and discussed the discipline members. The results will determine program modifications as indicated in their report.

Academic Program/Pathway Review Policy and Procedures Manual

4. The Social and Behavioral Sciences division will encourage Harbor College to host relevant training in these areas during hours that adjunct members are available; a minimum of each night of the week, and at least two Saturdays during the fall 2010 semester.

Staffing Implications: if any request will require additional classified support or training, please describe its extent.

1. The Social and Behavioral Sciences division will not be requesting additional classified support.

Technology Implications: if any request involves technology, please describe its impact on the network, licensing, repair, training and support.

1. The Social and Behavioral Science division has two full in-line computer labs. Our division recommends the continued support from the IT department for routine maintenance, and the installation of new software needs with each discipline.

2. The Psychology department requests the routine maintenance with the SPSS software package for Statistics. Additionally, Academic Affairs has approved the SPSS software license annual fee for 2011-2013.

3. Our division will require IT support for faculty members using laptop computers.

4. Our division requests the full support of IT for the daily maintenance of the classroom and office electronics. Spare projector bulbs are necessary to maintain existing classroom presentations.

In the following sections, please write an analysis and response to the data:

I. Internal Data:

A.) Student Learning Outcomes:

All Student Learning Outcomes; discipline, division, and institutional are recorded on the college "Student Learning Outcome and Assessment" webpage(s). All assessment results and percentages are all recorded as directed by the Academic Senate.

B.) Number of full-time faculty FTEF BY FALL SEMESTER* since last review or previous five years:

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	05	06	07	08	09	10
• ANTHROPOLOGY	1.0	1.0	1.0	1.0	0.8	1.0
• ECONOMICS	2.2	1.8	1.8	1.6	1.0	1.4
• HISTORY	5.0	5.7	5.0	5.2	5.4	6.2
• POLI SCIENCE	2.9	3.4	3.7	3.7	3.5	4.1
• PSYCHOLOGY	3.8	4.0	4.2	4.4	4.0	4.8
• SOCIOLOGY	3.4	3.4	3.4	3.5	4.0	4.0
• STATISTICS	0.2	0.0	0.0	0.0	0.4	0.4

FALL 2005-2009 EFFICIENCY

LAHC Fact Book and Planning Resource Guide 2010 Efficiency

ANTHROPOLOGY 882 706 746 777 881
Annual % Change -20.0% 5.7% 4.2% 13.4%
 ECONOMICS 967 702 662 674 701
Annual % Change -27.4% -5.7% 1.8% 4.0%
 HISTORY 2,902 2,818 2,599 3,314 4,420
Annual % Change -2.9% -7.8% 27.5% 33.4%
 POLI SCIENCE 1,548 1,613 1,665 2,011 2,407
Annual % Change 4.2% 3.2% 20.8% 19.7%
 PSYCHOLOGY 3,146 3,168 3,202 3,247 3,866
Annual % Change 0.7% 1.1% 1.4% 19.1%
 SOCIOLOGY 2,693 2,653 2,739 3,144 3,284
Annual % Change -1.5% 3.2% 14.8% 4.5%
 STATISTICS 31 0 0 0 176

C.) Number of adjunct FTEF BY FALL SEMESTER since last review or previous five years.

2005	2006	2007	2008	2009
21.5	22.8	24.2	26.8	27.6

D.) Number of FTEF taught as overload by full-time faculty since last review or previous five years.

2005	2006	2007	2008	2009
0.8	0.8	0.8	0.8	0.8

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List total numbers for past five years:

Degrees awarded: Social and Behavioral Liberal Arts Degree: 2,345

Certificates awarded: none

Skills certificates awarded: none

Retention rate by program & course not by major/elective, etc.:

GE courses:

Anthropology	84.7%	85.0%	88.4%	83.6%	82.6%
Economics	78.5%	84.2%	82.3%	85.3%	85.9%
History	84.6%	85.3%	83.3%	84.0%	88.1%
Poli Science	81.8%	79.1%	83.3%	80.6%	76.4%
Psychology	88.8%	87.1%	88.4%	88.1%	86.5%
Sociology	90.3%	82.9%	87.1%	84.7%	88.3%
Division Rates	86.0%	84.6%	86.3%	85.3%	86.8%

Successful course and program completion since last review or last five years:

GE courses:

Anthropology	57.8%	87.2%	60.0%	65.1%	63.6%
Economics	38.8%	42.8%	49.1%	46.6%	51.5%
History	65.3%	63.9%	67.1%	60.8%	68.2%
Poli Science	66.5%	62.3%	64.9%	61.3%	59.5%
Psychology	72.4%	66.3%	68.4%	65.2%	69.8%
Sociology	72.9%	65.0%	75.4%	67.0%	69.5%
Division Rates	66.5%	62.8%	67.2%	64.1%	66.1%

II. External Data:

Advisory Committee: For programs requiring advisory committees, attach minutes from the last five meetings indicating that SLOs have been reviewed and recommendations have been discussed along with a list of the advisory board members.

No advisory committees required.

What are the strengths of the program? Include reference to SLO assessment results.

What areas of the program need strengthening? Include reference to SLO assessment results.

Summarize program and unit plan modifications necessary for program improvement, including objectives, budgets, and timelines for implementation. This section should inform the six-year Plan of Action—Pre/Post Validation form attached.

***Most of the data in the College *Fact Book* is derived from fall semester totals. CTE programs should include data from the LAEDC Labor Market Scan.**

Los Angeles Harbor College

Academic Program/Pathway Review

Program/Pathway Review Self-Study Committee

A Program/Pathway Review Self-Study Committee will be formed two years prior to the program review completion date (See Appendix B. Program Review Schedule). This committee will consist of:

Program Name: SOCIAL AND BEHAVIORAL SCIENCES PATHWAY	
Division Chair or Manager:	Bradley J. Young
Program Faculty (all full-time and adjunct):	Harvey Siegel
	Ellen Joiner
	Jan Sandell
	Gary Miller
	Michael Agopian
	Jim Stanbery
	Bill Loiterman
	Elena Reigadas
Program Staff:	Yvette Parra
Administrator responsible for the area:	David Humphreys
Vice-President of the Cluster:	Luis Rosas
One outside professional or alumni:	Bruce Lemon

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Plan of Action – Pre/Post Validation
(Six-Year Evaluation)

Department _____ Program _____

In preparing this document, refer to the discipline or program/pathway data collected during the self-study and the recommendations of the validation team. Identify the actions the discipline or program/pathway will take during the next six years. Be as specific as possible and indicate a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives.) The completed final plan should be reviewed by the department as a whole. Be sure the signature page is attached.

Recommendations to improve *desired student outcomes* and improve student performance

**Theme/Objective/
Strategy from
strategic plan** **Target
Date for
each of 6
years**

	Theme/Objective/ Strategy from strategic plan	Target Date for each of 6 years

Recommendations to accommodate anticipated changes in *student characteristics*

**Theme/Objective/
Strategy from
strategic plan** **Target Date
for each of 6
years**

	Theme/Objective/ Strategy from strategic plan	Target Date for each of 6 years
Enrollment changes:		
Demographic changes:		
Other		

Recommendations to improve the *educational environment*

**Theme/Objective/
Strategy from
strategic plan** **Target Date
for each of
6 years**

	Theme/Objective/ Strategy from strategic plan	Target Date for each of 6 years
Curricular Changes		
Co-Curricular Changes		
Neighboring College and University Plans:		
Related Community Plans:		
Other		

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Recommendations that require <i>additional resources</i>	Theme/Objective/ Strategy from strategic plan	Target Date for each of 6 years
Facilities:		
Equipment:		
Staffing (faculty, administrator, & classified):		
Other		

Validation Team Duties

A program/pathway review involves the visitation, observation and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

Duties of the Team Member

Pre-Visit Responsibilities

- Study the self-study report prepared by the faculty.

Visit Responsibilities

- Meet with program/pathway faculty.
- Examine teaching materials, supplies, and equipment presently being used in the program.

Post-Visit Responsibilities

- Develop an executive summary of team findings and recommendations.

The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program/pathway improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information materials which would be helpful in preparing the executive summary. This team should meet at least twice.

At the first meeting, attended by the Review Team Chair and the appropriate Dean, the members of the Validation Team hear a 15-20 minute presentation about the program/pathway from the Review Team Chair. The Chair then provides them with a copy of the Program Review document and takes the team on a tour of the campus facilities and introduces any faculty members as appropriate.

During the interim between the meetings, the Validation Team studies the Program Review document and formulates their opinions of the program/pathway.

At the second meeting, also attended by the Review Team Chair and the appropriate Dean, the members of the Validation Team ask any pertinent questions that have arisen. The Review Team Chair then leaves the meeting and the Validation Team members identify the program/pathway's strengths, concerns, and recommendation. The appropriate Dean takes notes and then writes up the executive summary.

Program/Pathway Review -- Validation Team Members

TO: Academic Dean

Date: 11/2/09

FROM: Bradley J. Young

We recommend the following persons for consideration for validation team:

Program: **Social and Behavioral Sciences Pathway**

Anthropology, Economics, History, Political Science, Psychology, and Sociology

The validation team should be comprised of the dean of the area, one faculty member from a related discipline/program, two faculty members from unrelated disciplines, and two members from outside of the CollegeCollege.

(Name)	(Related discipline/program)
Laura Robles	Dean, Natural and Behavioral Sciences, CSUDH
(Name)	(Unrelated discipline/program)
Clare Weber, Kate Fawver,	Sociology and Political Sciences, CSUDH
(Name)	(Unrelated discipline/program)
Ericka Verba, Laura Talmante, Chris Monty, and Irene Vasquez; History Dept., CSUDH	

In addition to the above, the validation team should also include at least two individuals from outside of the institution. This may be someone from a four-year institution in the same discipline, someone from another community College in the same discipline, a high school instructor in the same discipline, or a member of College community employed in the area of the program.

(Name)	(Title)
_____	_____
(Affiliation)	(Telephone Contact Number)
_____	_____
(Mailing Address)	

(Name)	(Title)
_____	_____
(Affiliation)	(Telephone Contact Number)
_____	_____
(Mailing Address)	

Academic Program/Pathway Review Policy and Procedures Manual

EXECUTIVE SUMMARY
(Validation Team Report)

(Program/Pathway)
(Year)

2010

MAJOR FINDINGS and RECOMMENDATIONS

Letters of evidence pertaining to each Pathway discipline, reviews of each program, and recommendations are enclosed in separate letters on letterhead from the university. See attached.

HISTORY department was 43 pages, therefore; attachment was necessary.

POLITICAL SCIENCE AND ECONOMICS

April 22, 2010

TO: Laura Robles, Dean
College of Natural and Behavioral Sciences

FROM: Richard Palmer, Chair
Department of Political Science and Economics

RE: Comments of Harbor College Course Materials of Political Science and
Economics

The material provided by Harbor College for review was interesting. We do not get the opportunity on a regular basis to see what our colleagues in the community colleges are covering in their curriculum. Below you will find specific comments on each course for which material was provided.

POL 1: The list of course objectives and student learning outcomes was appropriate and complete. The supporting data on student learning outcomes was most informative. It would be ideal if similar data was available for the other courses (both in POL and ECO). The inclusion of a sample course syllabus would help the reviewer understand the amount of class time that is allocated to the respective course objectives.

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POL 2: This appears to be a new course so student learning outcomes data is not available. The lists of course objectives and learning objectives are appropriate. A sample syllabus of how the topics would be distributed across a semester would be helpful.

POL 7: The student learning objectives are appropriate. The absence of a sample syllabus and learning outcomes data makes an assessment of course quality difficult.

ECO 001 and 002: Very good documentation was provided including explanation of course objectives and student learning outcomes (“exit skills”). All were assessed as appropriate. SLO data would add to a reviewer’s ability to assess the courses.

ECO 007: Limited material was provided. A sample syllabus and learning outcomes data would allow a more confident assessment.

PSYCHOLOGY

The materials submitted by Harbor College in the area of Psychology were reviewed by five faculty members at CSU Dominguez Hills that teach similar courses. Please see the feedback below.

Psychology 002 -General Psychology II

This course’s description and the list of topics outlined in the Course Content section are in keeping with the standards used in universities around the country. However, the Course Objectives and the Student Learning Outcomes (SLO) do not address all of the information that would be typically covered in a text book. It is not clear if these objectives and outcomes are meant to be representative of the major emphases in the course, and the omitted objectives and outcomes are implicit. For example, for the Content “Learning, Memory and Amnesia” the Course Objective and SLO are “Describe 5 pieces of current research in the biopsychology of learning and memory.” Does this mean that students are assumed to have learned such related information as the physiological basis of different types of learning and memory (brain sites, neurotransmitters, environmental factors)? Are the 5 pieces of research sufficiently diverse to assure that the student learns about a variety of factors contributing to learning and memory? This same issue arises for other objectives and outcomes that focus on describing research studies. Perhaps if the Objectives and SLOs were rewritten to specify that the student’s analysis of the research includes descriptions and explanation of the biological substrates, there would be more assurance that the SLO more closely matched the Course Content.

Psychology 003– Personality and Social Development

The Course Description and Course Content are clear and thorough. However, the Course Objectives and SLOs do not address (a) theories other than Psychoanalytic ones, (b) psychopathology, (c) parenting, (d) death and dying, and (e) cultural and ethnic diversity.

Psychology 014 – Abnormal Psychology

Content and course objectives are appropriate for the course and are similar to the content and objective for our PSY 363 – Abnormal Personality course. Higher mastery of content is reported

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than I experience in similar courses, based on the summary of data collected. However, less than a third of the mastery of content is assessed by exams and most of the mastery of content in my comparable course is assessed by exam and is closed book rather than open book. Since there is no course syllabus provided nor copies of assessment tools, it is difficult to evaluate the quality of the course. This lecture course is offered as an online course. It is unclear how the content is presented.

Psychology 041-Lifespan Psychology

It appears that major areas of content important for an introductory course on psychology are covered adequately. Other learning objectives I might add/emphasize include:

1. Demonstrate knowledge of the fundamental concepts and issues in the field of psychology
2. Understand the goals of psychology and the use of the scientific method to reach those goals
3. Learn and use a language for observing and describing psychological phenomena
4. Appreciate the influences of culture, physiology, the nervous system, physical environment, and social situations on our thoughts, emotions, and behaviors
5. Apply existing theoretical perspectives in psychology (i.e. behaviorism, psychoanalytic, cognitive, humanistic, etc.) and their historical antecedents to the study and profession of psychology
6. Understand how the study of psychology can enrich one's studies of other subjects, personal relationships, mental and physical health and other important aspects of everyday life
7. Develop skill in reflective and critical thinking consistent with the manner and style of psychologists
8. Pursue additional coursework in the field of psychology based on the foundation of knowledge obtained

The student learning assessment strategies also appear reasonable. I might add online quizzes for each content area. I might also add a weekly personal journal to help students develop skills in reflective and critical thinking though this may not be feasible depending on class size.

Psychology 041 – Lifespan Psychology: From Infancy to Old Age

The course content and objectives are appropriate for such a course and are similar to content and objectives in like courses at CSU Dominguez Hills.

Statistics 001- Elementary Statistics for the Social Sciences

The student learning outcomes for statistics meet and exceed what is to be expected for this course. The writer has made excellent use of bloom taxonomy in this report in formulating outcomes for student centered learning. In my opinion, the course content covered provides social science students with skills and abilities necessary to succeed in their majors more appropriate than material covered in statistics courses offered in math departments.

ANTHROPOLOGY

Program Review for the Department of Anthropology

April 27, 2010

Prepared by Dr. Ana Pitchon, Department of Anthropology, California State University Dominguez Hills

The Anthropology curriculum fulfills the requirement for the Physical Universe and Life Forms and the Social, Political, and Economic Institutions sections. There are currently only two courses in Anthropology offered: 101 – Human Biological Evolution and 102 – Human Ways of Life: Cultural Anthropology. Both of these offered courses are important to a traditional curriculum in Anthropology as well as necessary for an adequate foundation in the discipline. However, in order to be competitive with other community colleges offering courses in Anthropology, it is recommended that a third introductory course in Archaeology be included in the curriculum.

Typically students are required a foundation in all three sections of the discipline as prerequisites for the major within the University of California system and the California State University system. Additionally, many students already enrolled in both of the California systems of higher education seek to complete these prerequisites at the community college level in order to expedite their process toward graduation through summer courses or courses offered at more convenient times. Given the popularity of the two courses (average size 58.1) it would follow that a third course would be similarly well attended, benefiting both the students and the college.

A need for expanded funding for the program was expressed. Given the current financial predicament, this may not be feasible, however, I concur with the request for display cases for models and the purchase of visual materials. Physical anthropology demands visual aids in order to be effective, including current fossil casts, human skeletal samples, genetic models, and various other artifacts that are essential for success in the discipline. Since these courses serve at most four-year institutions as general education requirements, comprehensive preparation pertaining current artifacts is in the best interest of Harbor College to remain competitive as both a top transfer institution and a complimentary institution for students already enrolled in the CSU or UC systems.

ANTHRO 101 – Human Biological Evolution

The course description for the catalog is comprehensive and covers all elements of a standard physical anthropology course. There is mention in this section of analysis of living non-human primates. While this is appropriate, it does not appear that the course content actually covers this area, nor is it identified in the course objectives. For consistency, I advise that this area be explicitly expressed in the course content and in the measurable outcomes.

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The textbook selected for this course is consistent with discipline standards. Given the dynamics of this particular sub-field of Anthropology in terms of changing data, it is advised that both the curriculum and supplementary materials (texts and casts) be evaluated annually in order to remain consistent with current findings. While it was stated in the materials provided that procedure is taken with regard to the entire Anthropology curriculum, this step is critical for this course due to the changing nature of the data.

The objectives/exit skills for this course are consistent with discipline standards. The means for assessment for each of the six points outlined are satisfactory. If current artifacts are available, I would advise an additional assessment criteria based on fossil cast identification for points two and three. This can be accomplished during exams as an addendum to the exam process. It can also be accomplished by turning this course into a lab-based course, which would expand the viability of the course. For example, at CSU Dominguez Hills, this course is offered as a lab course and therefore applies toward both the major in Anthropology as well as satisfying the general education requirement for life sciences and may be taken in lieu of Introduction to Biology.

ANTHRO 102 - Human Ways of Life: Cultural Anthropology

The textbook selected for this course is consistent with discipline standards.

Overall, the objectives/exit skills for this course are in line with discipline standards, though are numerous for this course (17).

Item number two “Identify the components of culture and develop a cultural frame of reference” is not clear in its language, and “developing a cultural frame of reference” is not measurable. Additionally, it is not consistent with discipline standards to acknowledge “culture” as having components, but rather to define culture as shared and learned variables and symbolic references specific to individual societies. I would recommend changing the language of this outcome. The assessment for this outcome (if modified to reflect a more accurate meaning of the concept of “culture”) is appropriate in a 500-word essay, though I would like to see the assignment in order to make a valid judgment.

Number four “Discuss methodological approaches for studying cross-cultural behavior” is questionable as to its feasibility within the context of an introductory course, particularly when assessment is made using multiple choice questions. While a brief overview of anthropological methods is germane to the subject of the course, the application of these concepts may not be measurable in this context. The objective is a fine one, though possibly not appropriate here. I might suggest an alternative outcome or alternative phrasing for this outcome be used.

Goal number 17 “Assess the value of cross-cultural studies for participation in the global community” is especially well suited for a contemporary approach to the study of cultural anthropology, and is consistent with current trends in the discipline. The integration of global problems and issues within a cultural anthropological approach is new to the discipline, though is fast becoming a standard addition to the study of cultural anthropology.

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Overall the program for Anthropology appears to be strong. Unfortunately this assessment is based on limited material, as the provided materials lacked a program overview, a description of course content, syllabi, and methods of evaluation (exams and other assignments). Given the materials that were provided, I would summarize with the need for the addition of an introductory course in Archaeology, the addition of current fossil casts, and several other course-specific modifications as outlined above.

SOCIOLOGY

Department of Sociology • (310) 243-3431
1000 East Victoria Street • Carson, CA 90747

To: Harbor Community College, Program Review
From: Clare Weber, PhD
Re: Program Review of Sociology
Date: 5/3/10

I have carefully reviewed the program overview and mission, the course syllabi and the stated student learning outcomes related to each course.

The program in sociology is highly successful and is limited only by budget restrictions. The courses offered give students a strong foundation in sociological concepts, theories and contemporary issues.

I would like to make two suggestions regarding SLO's for Sociology 001. It is unclear whether the central sociological concepts on the intersection of race, class and gender are adequately covered based on the way that the student learning outcomes are articulated. Secondly, it is unclear based on the SLO's if population is an example of an impact on ecology or constructed as the sole impact. I did not have an opportunity to review the text, which might have clarified things for me. However, taken at face value I would suggest revisions to the SLO's based on my comments above.

Sincerely,

Clare Weber, PhD
Associate Professor of Sociology
Chair, Department of Sociology

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Academic Support Program Review

DEFINITION OF AN ACADEMIC SUPPORT PROGRAM

An Academic Support program (e.g., Library and LAC) is any cost or revenue center that is not required to generate WSCH. Some programs must perform program review for state or agency mandated requirements. Those programs do not need to duplicate these efforts; however, they do need to update unit plans as necessary.

PROGRAM INITIATION

There are many ways in which a new program may become an active component of Los Angeles Harbor College. New programs may be initiated by any planning unit and must be approved as provided for in the Planning and Procedure manual.

These procedures apply to stand alone Academic Support programs as well as those incorporated in grants and specially funded programs.

Before becoming institutionalized, all Academic Support programs after consultation with the Senate where applicable must be approved by the College Planning Council (CPC) and the President of the College.

PROGRAM REVITALIZATION OR DISCONTINUANCE

The program review process may indicate that a program no longer successfully serves the purpose for which it was intended. In such cases, a program revitalization process will begin. This process is designed to modify, enhance, or modernize the program in order to allow it to continue.

A Program Revitalization Committee will be charged with the assignment of analyzing, evaluating, and recommending necessary changes to the program. The committee will be composed of all non-probationary personnel in the program, the administrator responsible for the program, a faculty member appointed by the Academic Senate, a representative from the appropriate bargaining unit, and a student representative.

This Committee is responsible for devising a plan to modify the program, including expenses so that it meets the College community needs and its budgetary constraints. After consultation with the Academic Senate where appropriate, a new unit plan will be submitted to the CPC and the College President for approval.

Program review and revitalization may determine that a program no longer fulfills the College mission and goals or is prohibitively expensive to revitalize. In such a case, the Review Committee may recommend to the CPC that the program be discontinued.

The CPC may develop an appeals process.

Academic Support Program Review Process

The program review process will be under the direct supervision of the Manager responsible for the program. The Office of Institutional Effectiveness or the Los Angeles Community College District databases will be used in all program reviews whenever possible. All sources will be cited appropriately in order to verify data.

A Program Review Self-Study Committee will be composed to complete the program review. This committee will consist of:

- Manager
- Program Staff
- Administrator responsible for the area
- Vice-President of Cluster
- One outside professional or alumni
- Two currently enrolled students
- Two faculty -- one appointed by the Academic Senate and one by the AFT

The manager will convene the committee, assign duties, and accumulate pertinent information. Upon completion of all forms and accumulation of all support documentation, the committee will review the document, assess the successes of the program, and develop a list of needs with a timeline and an estimated budget. This written evaluation will be included in the program review.

The completed program review will be forwarded to the College Planning Council (CPC) cluster committee responsible for the program. The cluster committee will review the program review documents and either return it to the self-study committee for further information or documentation, or accept it. Either way the cluster committee, will issue a written report to accompany the document.

All final Academic Support Program Reviews will be sent to the CPC for review, acceptance, and incorporation into the College Master Plan.