### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yolanda Bellisimo</td>
<td>Primary Team Member</td>
<td><a href="mailto:yolanda.bellisimo@marin.edu">yolanda.bellisimo@marin.edu</a></td>
<td>X 7446</td>
<td>all</td>
<td></td>
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<tr>
<td>Walter Turner</td>
<td>Team Member</td>
<td><a href="mailto:walter.turner@marin.edu">walter.turner@marin.edu</a></td>
<td>7459</td>
<td>reading, review, budget</td>
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<tr>
<td>Hank Fearnley</td>
<td>Team Member</td>
<td><a href="mailto:hank.fearnley@marin.edu">hank.fearnley@marin.edu</a></td>
<td>X 7602</td>
<td>reading, review</td>
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### II. Program Review Committee

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<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
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<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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### III. Vice President of Academic Affairs

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Nick Chang</td>
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### IV. Board of Trustees President

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Eva Long</td>
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Program Overview—Introduction
Social-Sciences-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

For the purpose of this program review, we have defined our program as follows: All courses and related activities in the teaching of political science, history, ethnic studies, economics, cultural geography and social sciences.

II. Program Purpose
Pathway:
Transfer
Briefly describe how your program fits into the pathways you have chosen.

The primary goal of our program is to provide credit transfer courses in the disciplines of political science, history, ethnic studies, economics, cultural geography and social sciences as well as courses that lead to AA degrees in these disciplines. Our secondary goal is to meet the needs of the community in offering courses in current, international, and environmental issues that affect our community, nation and world. The vast majority of our students take our courses to fulfill requirements for AA degrees and for transfer.

III. Students Served
Briefly outline what students are served in your program.

Primarily, students who have identified transfer and/or the AA degree as their reason for attending College of Marin. Secondarily, members of the community - many of whom have college degrees - who are interested in specific global issues, or the study of specific ethnic groups or nations in time. About 20 to 25 students can be identified each year as having taken sufficient courses in the social sciences to receive an AA degree with an emphasis in a field within the social sciences.

IV. Program History
Briefly outline the recent history of your program.

Following a decline in enrollment, our program is experiencing a gradual, semester-by-semester increase in specific curricular areas. Our program has increased the number of courses offered and is changing its emphasis toward higher-demand courses. Over the past two years, we have refined our Blueprint and are striving to offer courses that meet transfer needs so that our students can complete their Social Science requirements within a two year time frame. We are also increasing our offerings at IVC in order to make it possible for students in career-related fields to complete an AA degree at IVC. We have created a night program via our blueprint that provides a compliment of social science courses aimed at getting night students through an AA or transfer program within four years.

We have had no new full time faculty hires in the past nine years and therefore, we are increasingly reliant upon part time faculty.

Attachments:
List and briefly describe any attachments
Five Pathways

A description of how you serve students in the five pathways as described in the
Educational Master Plan.
Social-Sciences-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Exclusively/ primarily
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

Basic Skills: To provide support for pre-college level English students in note-taking, research, writing, and preparing for essay exams so that they can pass college-level history, ethnic studies, and political science courses.

Cultural Enrichment, Career/Technical, Transfer: To provide a rich compliment of courses in the social sciences that meet degree and transfer requirements.

III. How does your program/discipline help students meet these goals?
Through careful scheduling of courses; offering a variety of courses over the course of two years; providing learning communities courses for pre-college level English students.

IV. How do you measure your success?

Enrollment trends, dropout rates, the number of transfers coming through our program, and the number of students eligible for degrees in our disciplines.

V. How do you make sure your students are able to get through your program in a timely fashion?

We adhere to our blue print and make adjustments to it in order to respond to enrollment trends.
I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Language proficiency is a major barrier for students who need (or wish to take) social science courses. Our courses are highly dependent upon language skills for note taking, textbook reading and research, and writing essay exams and research papers. Drop out rates generally reflect difficulty with English-related skills.

Of the 1,234 students who attempted Social Science courses from fall 2005 to spring 2009, about 70 to 75% were also attempting an English course. Somewhere between 62% to 63% were attempting Math. From fall 2005 to spring 2009 the percent of Social Science students completing Math 103 or higher was 32.9% for those taking core Social Science courses and 38% for those taking non-core Social Science courses. English was somewhat better. 53.2% of students taking Social Science core courses passed English 120 or higher while 56% of those taking non-core courses passed English 120 or higher.

We are obviously concerned about how failure to pass math and English affects transfer students – those who focus on the Social Sciences and those who are taking Social Science courses to fulfill UC and CSU undergraduate requirements.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Most of our students are 25 years or younger (71%) with an ethnic/racial split that is reflective of the college as a whole: 58% white non-Hispanic; 15% Hispanic; 27% other. Our students are predominately transfer and/or degree oriented with about 196 potential majors in Social Sciences and the remainder are students who are fulfilling transfer requirements.

Our success rates are high at about 70% for all age and ethnic groups.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

We do not have prerequisite courses in our program. Students who take social science courses generally take several courses in our program. As an example, of the 925 students taking Social Science core courses from fall '08 through spring '09, 893 were enrolled in 3 to 12 units. If they can pass the introductory courses, they can almost always pass the more specialized courses. Reading and writing skills necessary for the upper level courses apply in the same way to the introductory courses.
IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:
- More learning communities classes paired with English/College Skills courses
- Relationships with Umoja and Puente programs
- Improvement in the lower level and transfer level math courses for non-math majors

V. Please explain and provide additional details regarding your choices above:

The History 117 courses and the American Government 101 courses we have paired with English 98 and English 120 have changed our drop out rates from around 40 to 60% down to 10% or lower.
Curriculum
Social-Sciences-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

All of our courses were updated four years ago. We have two courses currently under review and in need of updating.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

We have no plans to revise degree or certificate requirements. This was done last year with the new Liberal Arts degrees, one of which applies to our disciplines.

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

We hope to expand the number of history and political science courses we can pair with English learning community courses. The problem is finding the English or College Skills courses that we can pair with - the high demand is from their side and scheduling is identified as a problem for them. We would like to add a History 118 to our learning communities courses to go with the History 117. We will likely change the level of the paired English class for these two history courses and next year, we will likely change the English 120 to a 98 for the class that is paired with the American Government course - Pols 101 as well. We need many more of the 98 and 120 English classes that can be paired with Social Science courses.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

We are working on a new course for Middle Eastern Studies, one on the Presidency, and one on Asian History. These will meet transfer requirements as electives in Social Science and will fill a community need for history and current events about these regions. This will broaden our offerings and give transfers and the community at large access to timely information about currently critical parts of the world and the impact of the presidency on American Government.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

We are planning to develop a distance ed course in African American History.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

We do not plan to add or increase material fees.
Five College Learning Outcomes:

1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

   Education: Transfer, Skills Certificate
   Ethnic Studies, History, International Studies, Political Science, Social Science: AA, Transfer

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?
   1) Pursue advanced study for a career in teaching, in fields related to the Social Sciences, or in the private sector
   2) Investigate the complexity and diversity of human experience
   3) Communicate clearly, think independently, critically, and creatively
   4) Participate as informed and ethical citizens of the world
   5) Solve problems using the methodology of the Social Sciences

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

   i. Written, Oral and Visual Communication

   Students engage in essay exams, in-class presentations as groups or individually, preparing research papers and oral presentations with accompanying visual presentations, in-class debates and participation in responding to scenarios.

   As an example, in U.S. History students read primary sources and compare them to textbook accounts and provide in-class presentations and assessments of the two.

   ii. Scientific and Quantitative Reasoning

   Students use the "scientific and quantitative reasoning" methodology of the Social Sciences - gather data, analyze and evaluate its authenticity, explain and critique competing analysis, present in written format and/or oral presentation.

   As an example, in Ethnic Studies students research several accounts of diaspora, explain and critique and present their perspective in written and/or oral
presentations.

iii. Critical Thinking

Critical thinking is required for gathering and evaluating data, explaining and critiquing competing analysis, and determining the priority of information used to support a particular perspective.

As an example, in history courses students evaluate the causes of particular wars, explain and critique analysis from historians and determine the major causes according to information they have gathered.

iv. Problem Solving

Problem solving strategies are used to assess past and current human behavior and determine long and short term consequences.

As an example, students in Economics and Political Science are given scenarios to discuss in class and to determine the best course of action given the circumstances and the discipline’s methodology for assessing conditions.

v. Information Literacy

Students research and read text books, primary and secondary resources, Internet sites, refereed journals, and magazines. They attend lectures and museum exhibits, visit historical sites, conduct interviews of participants and experts in the field.

Students become familiar with resources used by professionals in each discipline and learn how to find and assess them.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Our courses teach history, social science, ethnic studies, education, economics, cultural geography, and political science. All of our courses have components of written, oral and visual communications. Students research and write papers, taken written exams, read and research written material, give oral presentations, study maps, learn from and prepare PowerPoint presentations, visit museums and ethnic or historical art shows.

ii. Scientific and Quantitative Reasoning

Courses in cultural geography and economics address scientific and quantitative reasoning. All the Social Science courses address the methodology of the specific disciplines.

iii. Critical Thinking

All of our courses have components with critical thinking and our CORs speak to critical thinking for each course. The social sciences teach students to think like social scientists, which requires developing overarching ideas or assumptions and assessing data that relate to and support ideas and assumptions.

iv. Problem Solving

Evaluating data, making educated assumptions and analyzing various explanations for social science conditions requires problem solving in our field.

v. Information Literacy

The social sciences are heavily dependent upon literacy skills and student access to a
variety of information sources in all our courses. Students research, read and evaluate journals, newspapers, web sites, magazines, text books, fiction and non fiction sources, museum collections, and historical sites in our courses.

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

All of our courses include SLOs.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

All

3. Assessment:
   i. How often do you assess these SLOs?

   All instructors assess student outcomes for every course as a part of the regular testing practices.

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

   We have tested the critical thinking SLO for history by assessing how students used resources to understand and evaluate the causes of the Civil War. We used rubrics to evaluate student essays and determine areas where added or alternative resources would provide a more complete understanding. In this example, students had difficulty relating specific events to particular theories and the rubrics gave us data to support adding lecture and written materials to shore up student understanding.

   In political science, we conducted an in-class exercise in gerrymandering to illustrate the political issues involved in dividing up districts. We used overheads and handouts and students responded in groups to a scenario and then justified their recommended course of action.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?

   We continue to use student feedback on exams and in class presentations to improve teaching methods and the selection of resources.

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?

   We plan to develop a critical thinking exercise in political science. We will assess this through responses to an essay prompt. We will develop a common problem solving scenario for the History 118 course that can also be tested in the Ethnic Studies courses.
Technology Requests

Part II : Hardware for Lab and Classroom

Social-Sciences-2009

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

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<td>15 Classes</td>
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Description and part number for ordering:

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<td>$2,200.00</td>
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Type College-wide Discipline-Specific New None Classroom use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)

History, Social Science, Political Science, Ethnic Studies

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

B - We are trying to maintain the level of excellence in our classes that has been compromised by losing a bank of rooms that had the equipment, maps, and materials we were accustomed to using. With a laptop dedicated to our program, we can transport materials we use on a daily basis from building to building. It's not so much a matter of enhancing programs and classes. We are just trying to tread water and maintain our high level of quality.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   Visual materials enhance classroom lectures and discussion.

   Outlines of course lectures presented as overhead slides help students structure their notes and understand main ideas and supporting information.

   Access to classroom use of the Internet gives students first hand information for class discussions. This is especially relevant in Comparative Politics, International Relations and American Government courses.
4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

By having the ability to look up current issues in real time, especially for students who do not have access to in-class technology (e.g., Smart Phones). The laptop will be used in 5 to 10 classes a semester with 25 to 30 students in each with approximately 300 students taking advantage of in-class visual materials and online resources. This will accommodate current students and make classes less daunting to incoming, future students.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Multiple representations of material help students order and prioritize information; opportunity to view and compare primary and secondary resources; make value judgements about source material with instructor coaching and questions; familiarity with information presented in a variety of ways, including visual and to learn to navigate important web sites.

This is important to the achievement of student goals in learning how Social Scientists work with data.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

In-class exams, student research papers, in-class presentations will be used to measure success and determine the impact of this technology in the classroom.

A myriad of research emphasizes the importance of multiple teaching strategies - visual, audio, tactile, which supports the use of visual prompts, in-class database searches, and overheads that outline and follow a lecture.

Additional Justification for this item:

The only item our entire department has asked for the past three years is a single laptop. We are the third largest transfer program after business and psychology with one of the smallest budgets and the least amount of technology.
I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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<td>15 Classes</td>
<td>History, Political Science</td>
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</table>

Broad Category (for example in Chemistry - "Chemicals")
DVDs for new courses on the presidency, Asia and updated materials for U.S. History courses.

Annual Cost | Previous Cost | Amount of Increase |
-------------|---------------|--------------------|
1500.0       | 0.0           | 0.0                |

Type | How Long? |
-----|-----------|
New  | Ongoing/Recurring |

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
A. The department has done little or no updating of visual materials for United States History in the past five years. Our visual support materials are becoming out of date. We will not be able to offer the Presidency course or the Ethnic Studies/Social Science course on Asia without supporting materials.

DVDs include such works as:  Legacies of Civilization, the Crash of 1929; The Sixties; Ghosts of Rwanda; Africa; Guns Germs, Steel; The American President; Andrew Jackson; Good, Evil and the Presidency; The Murder of Emmett Till; The Great Indian Wars; Conquistadores, the Africans.

2. Is it necessary for students to succeed in a series of courses?
   It is necessary for students to have access to documentary works that have been done on presidents for the purpose of comparing and contrasting presidencies and for the opportunity to study bias toward particular presidents.

   Visual aids for U.S. history and Asian Studies are essential, especially for students with limited travel experience.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
All the students who take U.S. history – approximately 250 per semester – will benefit. Approximately 25 to 30 students will take the Presidency course and another 25 to 30 will take the Asian Studies course.

These DVD are necessary for our existing classes and for enriching these courses for future students.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Enhanced critical thinking; an opportunity to use multiple teaching and learning strategies; opportunity to make value judgements and determine bias of learning resources.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

Through essay exams, student research papers, in-class presentations and problem solving exercises.
II. Miscellaneous Instructional Materials Account

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: This is for things to help faculty teach - not necessarily used directly by students, such as supplemental materials, audio/visuals/maps, subscriptions, etc.

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<th>Annual Cost</th>
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What kind of things do you generally use this money for?

This is a one time cost to move and install maps in classrooms since we have moved them out of Dickson Hall and into temporary classrooms.

Justification for Item (See Rating Rubric)

1. Who will use these materials? How? Will it be shared with other disciplines?

The instructors in Social Sciences teaching history and political science and ethnic studies.

2. How will these materials benefit student learning?

As visual aids and supporting material for lecture and discussion in class.
Non-Instructional Requests

Part I: Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair

Social-Sciences-2009

I. Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

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<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

All office supplies

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>$1,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?

Supplies are used by the faculty of the department and the Administrative Assistant for the Social Science Department.

2. How will access for students be improved?

Students and faculty depend upon a well-functioning department office.
# Faculty Members
## Social-Sciences-2009

## I. Program Faculty

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellisimo</td>
<td>Yolanda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- **Shared W/other program(s):** Shared W/other program(s):
  - No

<table>
<thead>
<tr>
<th></th>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>9</td>
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</tr>
</tbody>
</table>

**Years of Service:** 10

**Specialty:** Political Science, Social Science, History, Ethnic Studies

**Leadership:** List involvement in committees or other service
- President, Academic Senate; member Planning and Resource Allocation Committee; member National Council for the Social Studies; member State Academic Senate Standards and Practices Committee; member WASC Accreditation Team for LACC in Spring 09.

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Eagle</td>
<td>Duane</td>
<td></td>
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**Status:**
- **Shared W/other program(s):** Adjunct, ETCUM
  - No

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<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
<td></td>
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<td>00.000</td>
<td>00.000</td>
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</tbody>
</table>

**Years of Service:** 10

**Specialty:** Ethnic Studies, Native American Literature

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheney</td>
<td>Paul</td>
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</tr>
</tbody>
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**Status:**
- **Shared W/other program(s):** Emergency Hire
  - No

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<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
<td></td>
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<td>00.000</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

**Years of Service:** 5

**Specialty:** Political Science
### Leadership: List involvement in committees or other service

#### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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</thead>
<tbody>
<tr>
<td>Fearnley</td>
<td>Hank</td>
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</table>

**Status:**
- **Shared W/other program(s):**
  - Full-time, tenured: No

<table>
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<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>0</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

**Years of Service:** 32  
**Specialty:** Library Sciences, Political Science, History

#### Leadership: List involvement in committees or other service

- Member of the steering committee of the Marin Chapter of the World Affairs Council.

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennedy</td>
<td>Robert</td>
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**Status:**
- **Shared W/other program(s):**
  - Retired this year: Yes

<table>
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<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
<td>3</td>
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</table>

**Years of Service:** 32  
**Specialty:** Business, Economics

#### Leadership: List involvement in committees or other service

- Past Member Academic Senate; resource to PRAC; Reassigned time for research and long range planning.

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minasian</td>
<td>Victor</td>
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**Status:**
- **Shared W/other program(s):**
  - Full-time, tenured: No

<table>
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<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
<td>30</td>
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</table>

**Years of Service:** 32  
**Specialty:** History, Cultural Geography, Humanities

#### Leadership: List involvement in committees or other service

- none
<table>
<thead>
<tr>
<th>Last Name</th>
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<tbody>
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<td>Ovitz</td>
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<td>Status:</td>
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<tr>
<td>Emergency Hire</td>
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<td>Spring 2010 TU</td>
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<td>Years of Service:</td>
<td>Specialty:</td>
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</tr>
<tr>
<td>5</td>
<td>Political Science</td>
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Leadership: List involvement in committees or other service

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<td>Summer 2009 TU</td>
<td>Fall 2009 TU</td>
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Leadership: List involvement in committees or other service

None

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<tr>
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<th>First Name</th>
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<th>Year Retired:</th>
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<tbody>
<tr>
<td>Rivera</td>
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<td>Status:</td>
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<td>Spring 2010 TU</td>
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</tr>
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<td>Specialty:</td>
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<tr>
<td>17</td>
<td>Ethnic Studies</td>
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</table>

Leadership: List involvement in committees or other service
Shared W/other program(s):
Full-time, tenured No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
30 06.000

Years of Service: Specialty:
32 Ethnic Studies, History

Leadership: List involvement in committees or other service
Department chair; COM representative to Community Colleges International Education; Advisor to the Black Students Association. Active in international humanitarian efforts in Latin America and Africa including: President of Global Exchange; Board of Freedom Archives; Board of FESPACO; Board of African Social and Cultural Services; Member of Priority Africa Network; Member of African Studies Association; Board of Ota Benga Alliance; Producer/Host of Africa Today on KPFA radio. Recent publication: "No easy victories: Americans and Africans over half a century" Africa World Press.

Additional Teaching Unit Requests
II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>3</td>
<td>2</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

☐ Health/Safety ☐ Scheduling ☐ Title 5/Ed.Code ☐ Waitlists

Other:
So that students can complete the education certificate in one semester. In this economic climate, students are trying to complete the certificate program as fast as possible in order to qualify for jobs as classroom aids. By offering both classes in the sequence in one semester, students can get through the program in 18 weeks and begin working.

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?
Yes

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

It provides students with skills and a certificate that will help them get jobs.

It is required for the certificate.

Access will be improved by giving more students an opportunity to complete the program in a timely manner.

Enrollment in these two courses doubled from fall 2009 to spring 2010. There is demand for workers in this field and students have a strong desire to finish the
program, get certificated, and go to work in one semester instead of two.

**Shared Resources:** If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

These units will be used by the Education Discipline, which is a part of the Social Science Department.

---

**III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)**

1. **Please indicate if there are NO FT faculty in your discipline.** Please provide data regarding the length of time this discipline has been without a full time instructor.

2. **Non-availability of part-time instructors in a subject area.** Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. **RETCUM Faculty:** How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. **New FT Faculty:** How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

5. **Reduction in department TUs as a result of FT Faculty retirements or other significant causes?** Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. **Other reasons:** Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. **Changes in Student Demand:** Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. **Current of forthcoming changes** that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. **Program Review Findings:** Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. **Other considerations:** Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. **Shared Resources:** If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
## Non-Instructional Support Staff

**Social-Sciences-2009**

### I. Current Support Staff

#### List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivian Olsen</td>
<td>Full-Time</td>
<td>Clerical</td>
<td>37</td>
<td>200 Classes</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**

Vivian serves as the administrative assistant to the Social Science Department and the Behavioral Science Department. She serves on the Classified Senate.

### II. Request for additional support staff

(request for clerical, lab tech, IS, comp tech, tutor, etc.)
Program Summary
Social-Sciences-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

We strive toward excellence in our program by:

1. Adherence to course and department level student learning outcomes
2. Clear goals for the completion of AA and transfer programs
3. Use of state of the art technology and library resources for supplementing and enhancing courses
4. Working within the department to develop our blueprint, revise and update courses, publicize our program, attract students to our degree and transfer classes, promote courses that satisfy a community need
5. By reviewing data regarding retention and success, altering course times and content to improve retention and success, and working one on one with students to help them meet their educational goals
6. Maintaining a faculty that stays current and is involved in campus committees and in a wide variety of college life, and participates in national and international conferences and organizations related to our field
7. By continually updating and reassessing the Course Outline of Record for all our classes
8. Carefully constructing and adhering to our blueprint

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Adequate Faculty Units: Currently, approximately 76% of our units are full time, 24% part time. However, of the Social Science full time faculty, three have passed the early retirement stage. Within 2 to 4 years we are likely to see at least two of the four full time faculty retire. To replace these positions with part time staff or not replace them at all, will have long term, profoundly harmful consequences for the Social Science program. This will be especially critical in the European History field as our full time instructor in this area will be retiring in the coming year.

2. Library Resources: We are heavily dependent upon library resources for our classes. We have the librarians conduct informational sessions geared to specific assignments and librarians provide training for our students on the use of databases, searches, and the use of reference materials necessary for social science research. We are also heavily dependent upon journals, magazines, databases and we need to insure that these are regularly funded, in a timely manner.

3. Unit Allocation: We have as a main goal, the expansion of our courses related to global and international issues and this fits into the college goals to increase
visibility as a respected educational institution and reflects the board's concern for environmental responsibility. Further, we are working to increase our offerings at IVC and to rebuild our evening program so that we guarantee students can complete AA and transfer requirements within three to four years in a strictly night program. We are coordinating our IVC offerings with the IVC blue print to insure career/technical students can complete AA degree requirements on site in a reasonable amount of time.

4. Marketing/Publicity: In order to promote our global and international issues emphasis - which is and should be a college-wide emphasis. We have received a full back page advertisement on the Spring 09 schedule for college courses related to international issues.

5. Transcript Evaluator in Admissions and Records: We advocate for counseling of students at entry into COM and promoting completion of AA and AS degrees even for students who plan to transfer to four year schools. Our preparation of students should begin at entry with periodic and regular review of student transcripts to insure that students are staying on a degree and transfer track. We should have a counseling function for alerting students that they are close to receiving a degree and provide students with a graduation contract, whereby they are told in writing the courses they need to complete in order to receive a degree two semesters before expected graduation.

6. Increased units for English and Basic Skills English Learning Communities courses: We have found our Learning Communities courses to lower drop out rates, improve student research and writing, and encourage students to take more Social Science courses. We are seeing a dramatic rise in the number of faculty requesting paring with pre-college level English classes. This needs to be addressed and this program needs to be expanded.

7. Improved math courses for non-math majors: The failure rates for math courses has an adverse effect on students in the Social Sciences. Math teaching strategies, alternative courses, including learning communities need to be developed making it more likely that our prospective AA and transfer students will be successful.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

1. Yearly re-evaluation of our blueprint and adherence to it for day and night courses and the expansion of our night course offerings

2. Recruitment of part time faculty to enhance our history, ethnic studies and political science course offerings

3. Promotion of the college-wide courses on international and global issues as electives

4. Continued access to data about the number of students who transfer to four year schools in any of the social sciences. With these data we can track the affects or success of our programs.

5. Continued tracking of drop out rates comparing learning communities courses with history and political science courses not paired with English.

IV. Assessment of 2008 Program Reviews:

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

1. none

2.
3. We focused on keeping courses updated, developing and improving our blueprint, and creating learning communities for ESL and Basic Skills students.

4. Enrollment has increased, more students are able to fit social science courses into their schedules, more students are passing our classes with improved writing skills.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Social Sciences laptop computer to help facilitate our moving about campus for classes.

2. DVDs for new courses after five years of not updating visual materials and in anticipation of new courses.

3. We are trying to maintain our high teaching standards without classrooms equipped for our courses. The access to a laptop with all our PowerPoint presentations and other classroom materials would provide some level of continuity and efficiency regardless of room assignment. We also need improved and updated AV materials to maintain currency in our supplementary materials.

VI. Other concluding remarks.
We are proud of the level of professionalism, commitment to students and to the college demonstrated by the faculty of our department. The quality of our work can be seen in the level of course work expected of our students and the rates of retention and success in these programs.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.
   Social Sciences consistently requests a laptop computer to aid them instructionally, as a department. I strongly support this request.

3. Please comment on the faculty and staff sections.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

5. Other comments
   This is a concise, well-done review of the Social Sciences areas. Thanks to everyone who participated in constructing this document.