Program Review 2014-15 - Social Sciences

PR 2A - Enrollment Data:

ANTHROPOLOGY

Enrollment in anthropology classes increased significantly in the 2012/2013 year (13.3%), then sunk modestly, (2.9%), in the 2013/2014 academic year. These trends of gain in 2012/2013, followed by decrease in 2013/2014, are reflected campus-wide in FTEs. However, anthropology gained more (13.3% versus 1.4% campus-wide) in 2012/2013 and lost less (2.9% rather than 4.0%) in 2013/2014. This indicates a robust interest in anthropology courses in the community.

Approximately 60% of students are female and 40% male, which is similar to the gender distribution in anthropology nationally. However, over the past three years the trend is towards gender equality between female and male enrollments in anthropology classes.

The ethnicity of students closely mirrors that of campus-wide data and is holding steady. The year of lowest enrollment (2011/2012) was the year in which we offered the fewest sections, indicating that the student population can sustain a greater number of sections of anthropology classes.

PHILOSOPHY

The Philosophy Program's enrollment goal continues to be sustained; student enrollment has increased. Fulfillment of this goal is anticipated because of the forthcoming AA-T degree.

This most recent enrollment trend is an increase of unduplicated student enrollment by year of 2,709 in 2012-2013 to 3,126 in 2013-2014, an increase of roughly 15%.

We anticipate further enrollment increases over the next two years as we begin to offer the AA-T transfer degree. Students who complete the AA-T transfer degree at Long Beach City College are guaranteed admission into the California State University system. In response to this anticipated increase we have hired an additional full-time faculty member and interviewed additional adjuncts. See Human Resources Staffing below for more information.

Our distribution of unduplicated enrollment by gender has consistently maintained a female majority, which is representative of the LBCC student population. (54% female in 2011-2012, and 51% for 2012-2013) -(Program Review data 2014 p. 3). Unduplicated enrollment by ethnicity in 2013-2014 exhibits a Hispanic/Latino majority (52%) --(Program Review data 2014 p. 4), which is again representative of the Hispanic / Latino population at the college. See Projects and Strategies below for more information.

PSYCHOLOGY
Psychology annual enrollment increased from 2011-2012 to 2013-2014. It was 4,403 in 2011-2012, 4,615 in 2012-2013, and 5,217 in 2013-2014. The number of section offered also increased from 2011-2012 to 2013-2014. In 2011-2012 there were 84 sections offered, in 2012-2013 there were 88, and in 2013-2014 there were 114.


The percentages of male and female students have remained approximately constant over the past 3 years. In 2011-2012, 64% (2,823 students) of the students were female and 36% (1,580) were male. In 2012-2013, 64% (2,952) of the students were female and 36% (1,663) were male. In 2013-2014, 63% (3,282) of the students were female and 37% (1,935) were male.

The percentages (unduplicated) of male and female students were approximately the same. In 2011-2012, 64% (2,542 students) of the students were female and 36% (1,464) were male. In 2012-2013, 64% (2,632) of the students were female and 36% (1,536) were male. In 2013-2014, 62% (2,816) of the students were female and 38% (1,753) were male.

By term, the percentages (unduplicated) of male and female students have remained approximately constant over the past 3 years. For fall semesters, 62% (1,273 students) of the students were female and 38% (777) were male in 2011, 64% (1,419) of the students were female and 36% (811) were male in 2012, and 63% (1,440) of the students were female and 37% (855) were male in 2013. In winter 2014, 61% (97) of the students were female and 39% (61) were male. For spring semesters, 66% (1,218) of the students were female and 34% (634) were male in 2012, 63% (1,285) of the students were female and 37% (739) were male in 2013, and 62% (1,444) of the students were female and 38% (897) were male in 2014. For summer semesters, 65% (221) of the students were female and 35% (119) were male in 2011, 63% (100) of the students were female and 37% (58) were male in 2012, and 63% (82) of the students were female and 37% (48) were male in 2013.

The percentage of Hispanic/Latino students has increased over the past 3 years, while the percentages of Asian and “Unknown” students have decreased. In 2011-2012, the percentages were 0% (21 students) for American Indian/Alaskan Native, 46% (2,004) for Hispanic/Latino, 19% (830) for White, 14% (599) for Asian, 2% (73) for Pacific Islander, 15% (645) for Black/African American, and 5% (231) for “Unknown.” In 2012-2013, the percentages were 0% (19) for American Indian/Alaskan Native, 52% (2,405) for Hispanic/Latino, 17% (783) for White, 12% (565) for Asian, 1% (52) for Pacific Islander, 13% (612) for Black/African American, and 4% (179) for “Unknown.” In 2013-2014, the percentages were 0% (21) for American Indian/Alaskan Native, 56% (2,916) for Hispanic/Latino, 16% (826) for White, 10% (532) for Asian, 2% (81) for Pacific Islander, 14% (717) for Black/African American, and 2% (124) for “Unknown.”
The percent distribution of unduplicated enrollment by ethnicity by year was the same. In 2011-2012, the percentages were 0% (17 students) for American Indian/Alaskan Native, 46% (1,845) for Hispanic/Latino, 19% (739) for White, 14% (557) for Asian, 2% (67) for Pacific Islander, 15% (579) for Black/African American, and 5% (202) for “Unknown.” In 2012-2013, the percentages were 0% (18) for American Indian/Alaskan Native, 52% (2,169) for Hispanic/Latino, 17% (694) for White, 12% (516) for Asian, 1% (52) for Pacific Islander, 13% (567) for Black/African American, and 4% (152) for “Unknown.” In 2013-2014, the percentages were 0% (21) for American Indian/Alaskan Native, 56% (2,552) for Hispanic/Latino, 16% (702) for White, 10% (474) for Asian, 2% (71) for Pacific Islander, 14% (643) for Black/African American, and 2% (106) for “Unknown.”

Over the past 3 years, the increase in the percentage of Hispanic/Latino students and decrease in the percentages of Asian and “Unknown” students have been reflected in enrollment by term. For fall 2011, the percentages were 0% for American Indian/Alaskan Native, 46% for Hispanic/Latino, 20% for White, 13% for Asian, 1% for Pacific Islander, 14% for Black/African American, and 5% for “Unknown.” For fall 2012, the percentages were 0% for American Indian/Alaskan Native, 52% for Hispanic/Latino, 17% for White, 12% for Asian, 1% for Pacific Islander, 14% for Black/African American, and 3% for “Unknown.” For fall 2013, the percentages were 0% for American Indian/Alaskan Native, 56% for Hispanic/Latino, 15% for White, 11% for Asian, 2% for Pacific Islander, 14% for Black/African American, and 2% for “Unknown.”

For winter 2014, the percentages were 1% for American Indian/Alaskan Native, 42% for Hispanic/Latino, 18% for White, 10% for Asian, 3% for Pacific Islander, 22% for Black/African American, and 3% for “Unknown.”

For spring 2012, the percentages were 0% for American Indian/Alaskan Native, 45% for Hispanic/Latino, 18% for White, 14% for Asian, 2% for Pacific Islander, 15% for Black/African American, and 6% for “Unknown.” For spring 2013, the percentages were 1% for American Indian/Alaskan Native, 52% for Hispanic/Latino, 17% for White, 12% for Asian, 1% for Pacific Islander, 13% for Black/African American, and 4% for “Unknown.” For spring 2014, the percentages were 0% for American Indian/Alaskan Native, 57% for Hispanic/Latino, 16% for White, 9% for Asian, 1% for Pacific Islander, 13% for Black/African American, and 2% for “Unknown.”

For summer 2011, the percentages were 0% for American Indian/Alaskan Native, 43% for Hispanic/Latino, 17% for White, 17% for Asian, 1% for Pacific Islander, 16% for Black/African American, and 6% for “Unknown.” For summer 2012, the percentages were 1% for American Indian/Alaskan Native, 46% for Hispanic/Latino, 16% for White, 17% for Asian, 0% for Pacific Islander, 16% for Black/African American, and 5% for “Unknown.” For summer 2013, the percentages were 0% for American Indian/Alaskan Native, 56% for Hispanic/Latino, 17% for White, 9% for Asian, 2% for Pacific Islander, 15% for Black/African American, and 1% for “Unknown.”
Annual enrollment steadily increased for years 2011-12 (4403 students), 2012-13 (4615 students) and 2013-14 (5217 students). The number of sections per year steadily increased too for years 2011-12 (84 sections), 2012-13 (88 sections) and 2013-14 (114 sections). Enrollment by term had a different pattern: the enrollment for Summer 2011 was 344 students, for Summer 2012 it dropped to 158 students and for Summer 2013 it dropped even further to 130 students. Yet, the demand was very high. In summer 2011 there were 6 sections, in the Summer 2012 the number dropped to 3 sections and in the Summer 2013 the number remained at 3 sections. Perhaps the management team can explain what happened here, considering that the full time faculty are paid on an hourly basis during summer and winter which drives the cost of instruction down.

Regular semesters revealed a steady increase. For the Fall 2011 there were 2116 students (40 sections), then an increase in Fall 2012 to 2321 students (43 sections) and another increase in the Fall 2013 to 2414 (48 sections). In the Spring 2012 there were 1943 students (38 sections), then in the Spring 2013 an increase to 2136 students (42 sections) and in the Spring 2014 another increase to 2515 students (61 sections). In terms of the number of sections per term, during the summer sessions the number declined.

Annual enrollment by location showed the following pattern: At LAC in 2011-12 there were 2808 students, then in 2012-13 a drop to 2678 students, and then in 2013-14 an increase to 2950 students. What happened during 2012-13? It is possible that well-documented scheduling errors, during one semester only, affecting the LAC campus were a causal factor leading to the drop. At PCC, however, there was no drop, only an increase; in 2011-12 there were 865 students, in 2012-13 there were 1138 students, and in 2013-14 there were 1439 students. For web classes the same steady growth has been observed: in 2011-12 there were 730 students, in 2012-13 there were 799 students, and in 2012-13 there were 828 students. Number of sections by location shows a similar pattern. At LAC in 2011-12 there were 54 sections, then in 2012-2013 there was a drop to 48 sections, then in 2013-14 an increase to 61 sections. Can scheduling errors at LAC during one semester only be a causal factor for this drop? At PCC there was a steady increase. In 2011-12 there were 19 sections, in 2012-2013 there were 26 sections and in 2013-14 there were 36 sections. In terms of the web classes, in 2011-12 there were 11 sections, in 2012-13 there were 14 sections and in 2013-14 there were 17 sections. In terms of the annual enrollment by mode of instruction, there was a steady growth. For face to face classes, In 2011-12 there were 3673 students, in 2012-13 there were 3816 students, and in 2013-14 there were 4389 students. For web classes the same pattern was observed. In 2011-12 there were 730 students, in 2012-13 there were 799 students and in 2013-14 there were 828 students. In terms of the number of sections by mode of instruction the same steady growth pattern was evident. For face to face classes, In 2011-12 there were 73 sections, in 2012-13 there were 74 sections and in 2013-14 there were 97 sections. For web classes, there were 11 sections in 2011-12, 14 sections in 2012-13 and 17 sections in 2013-14. In terms of the annual enrollment by time of course offering, there were during day 2864 students in 2011-12, 2838 (a drop) in 2012-13 and an increase to 3265 students in 2013-14. Were the scheduling errors responsible for the mentioned drop? During night, there were 1539 students in 2011-12, 1777 students in 2012-13 and 1952 students in 2013-14. In terms of number of sections by time of course offering the pattern was as follows: in 2011-12 there were 56 sections, then a drop to 55 sections in 2012-13 and then an increase to 71 sections in
2013-14. Were the scheduling errors responsible for the drop? In terms of night classes in 2011-12 there were 28 sections, in 2012-13 an increase to 33 sections and another increase to 43 sections in 2013-14.

**SOCIOMETRY**

There has been a steady increase in the enrollment of students into sociology courses. In 2011-12, there were 3,069 students enrolled and a total number of 68 sections offered. In 2012-13, the number increased to 3,210 and a total of 74 sections. By the 2013-14 academic year, we enrolled 3,682 students in a total of 101 sections. In the Fall of 2013, we enrolled 1,801 students and in the Spring 2014 alone, we offered 50 sections of sociology.

In terms of the number of courses offered, most of our sociology courses are offered at LAC, followed by online courses, and the least number at PCC.

In terms of gender and student enrollment, we have maintained a steady gender ratio of approximately 60% female and 40% male over the review period.

There has been a steady increase in the percentage of Latino students enrolled in sociology courses over the three-year period. In 2011-12, 48% of students enrolled in sociology courses were Latino, in 2012-13 the percentage increased to 52%, and in 2013-14 it increased to 56%. During the same period, there has been a slight increase in the percentage of African American students with decreasing Asian American and White American students enrolled in sociology courses.

**PR 2B - Achievement Data:**

**ANTHROPOLOGY**

In the discipline of anthropology, retention and success rates declined slightly in 2013/2014. Retention fell from 85 - 86 % success fell 63 - 60 %. However, while retention rates have held exactly steady in in all three years in lecture / discussion sections, it is in online classes where we see a sharp decline in both retention and success rates. Success declined slightly at LAC campus, but actually rose significantly at PCC. The department will investigate what, if anything, has changed in our online classes and compare these data with campus-wide data for changing success and retention in online classes. Increasing success rates at PCC indicate that the PCC community could benefit from more sections of anthropology courses. The department intends to increase course offerings at PCC.

**PHILOSOPHY**

High success and retention rates are fundamental for student achievement and so they remain a high priority for the Philosophy Division. Our Student Success and Retention Rates tend to stay
constant at about 61% (Program Review data 2014 p.9), which is consistent with the social sciences department.

We aim to increase our student success rate by continuing to improve the following: (1) closely monitoring the success and/or weaknesses of our part time instructors; (2) working on outreach and hiring practices in order to attract the best possible part time instructors, (3) discussing best practices with colleagues both inside and outside our program, (4) continuing to engage and revise our SLO process, (5) carefully analyzing our student data, (6) making our course content more diverse and inclusive to better serve our diverse student body, and (7) improving student achievement in online classes. (See Projects and Strategies for more information.)

**PSYCHOLOGY**

Average retention rates have increased over the last three years from 84% for 2011-2012, 85% for 2012-2013, to 87% for 2013-2014. Average success rates have remained the same: 63% for 2011-2012, 62% for 2012-2013, and 63% for 2013-2014. The retention rates and success rates were the same for “not CTE,” “not basic skills,” and “credit degree.”

With regard to success rates, there was an overall decrease in the American Indian student population from 71% in 2011-2012, 68% in 2012-2013, to 62% in 2013-2014. There was an increase in the Asian student population from 66% in 2011-2012, 64% in 2012-2013, to 71% in 2013-2014. There was a decrease in the Black/African American student population from 54% in 2011-2012, 52% in 2012-2013, to 51% in 2013-2014. There was an increase in the Hispanic/Latino student population from 59% in 2011-2012, 59% in 2012-2013, to 62% in 2013-2014. There was a decrease in the Pacific Islander student population from 51% in 2011-2012, 41% in 2012-2013, to 47% in 2013-2014. There was an increase in the White student population from 69% in 2011-2012, 70% in 2012-2013, to 73% in 2013-2014. Lastly, among students who population was unknown, there was a decrease from 70% in 2011-2012, 66% in 2012-2013, to 61% in 2013-2014.

With regard to retention rates, there was an increase in the American Indian student population from 81% in 2011-2012, 89% in 2012-2013, to 90% in 2013-2014. There was an increase in the Asian student population from 85% in 2011-2012, 83% in 2012-2013, to 89% in 2013-2014. The rates of the Black/African American student population remained the same: 79% in 2011-2012, 83% in 2012-2013, and 80% in 2013-2014. There was an increase in the Hispanic/Latino student population from 85% in 2011-2012, 86% in 2012-2013, to 89% in 2013-2014. There was an increase in the Pacific Islander student population from 79% in 2011-2012, 76% in 2012-2013, to 83% in 2013-2014. There was an increase in the White student population from 85% in 2011-2012, 88% in 2012-2013, to 89% in 2013-2014. Lastly, among students who population was unknown, there was a decrease from 89% in 2011-2012, 85% in 2012-2013, to 86% in 2013-2014. For females, average retention rates have increased over the last three years: 84% for 2011-2012, 86% for 2012-2013, and 88% for 2013-2014. The same is true for their average success rates, which have been 62% for 2011-2012, 61% for 2012-2013, and 65% for 2013-2014.

For males, average retention rates have increased from 84% for 2011-2012, 85% for 2012-2013, to 87% for 2013-2014. Their average success rates have decreased from 61% for 2011-2012,
59% for 2012-2013, to 59% for 2013-2014. For day courses, average retention rates have remained the same over the last three years: 87% for 2011-2012, 86% for 2012-2013, and 87% for 2013-2014. The same is true for average success rates, which have been 64% for 2011-2012, 66% for 2012-2013, and 64% for 2013-2014. For extend courses, average retention rates have increased from 80% for 2011-2012, 82% for 2012-2013, to 87% for 2013-2014. Average success rates have remained the same: 61% for 2011-2012, 56% for 2012-2013, and 61% for 2013-2014. For lecture courses, average retention rates have remained the same over the last three years: 87% for 2011-2012, 87% for 2012-2013, and 88% for 2013-2014. The same is true for average success rates, which have been 65% for 2011-2012, 65% for 2012-2013, and 64% for 2013-2014. For web courses, average retention rates have increased from 67% for 2011-2012, 75% for 2012-2013, to 79% for 2013-2014. Average success rates have remained the same: 52% for 2011-2012, 49% for 2012-2013, and 52% for 2013-2014. For LAC courses, average retention rates have increased over the last three years: 87% for 2011-2012, 87% for 2012-2013, and 89% for 2013-2014. Average success rates have remained the same: 64% for 2011-2012, 63% for 2012-2013, and 64% for 2013-2014. For PCC courses, average retention rates have remained the same: 88% for 2011-2012, 87% for 2012-2013, and 87% for 2013-2014. Overall, average success rates have also remained the same: 66% for 2011-2012, 69% for 2012-2013, and 65% for 2013-2014. For summer courses, average retention rates have decreased over the last three years: 88% for 2011, 96% for 2012, and 83% for 2013. Average success rates have also decreased: 76% for 2011, 92% for 2012, and 69% for 2013. For fall courses, average retention rates remained the same: 86% for 2011, 83% for 2012, and 86% for 2013. Over the same period, average success rates have increased: 62% for 2011, 61% for 2012, and 64% for 2013. For spring courses, average retention rates have increased over the last three years: 83% for 2011, 86% for 2012, and 88% for 2013. Average success rates have remained the same: 63% for 2011, 61% for 2012, and 62% for 2013. For winter 2014, the average retention rate was 80% and the average success rate was 47%.

**PSYCHOLOGY AAT**

Average retention rates have increased over the last three years from 84% for 2011-2012, 85% for 2012-2013, to 87% for 2013-2014. Average success rates have remained the same: 63% for 2011-2012, 62% for 2012-2013, and 63% for 2013-2014. The retention rates and success rates were the same for “not CTE,” “not basic skills,” and “credit degree.”

With regard to retention rates, there was an increase in the American Indian student population from 81% in 2011-2012, 89% in 2012-2013, to 90% in 2013-2014. There was an increase in the Asian student population from 85% in 2011-2012, 83% in 2012-2013, to 89% in 2013-2014. The rates of the Black/African American student population remained the same: 79% in 2011-2012, 83% in 2012-2013, and 80% in 2013-2014. There was an increase in the Hispanic/Latino student population from 85% in 2011-2012, 86% in 2012-2013, to 89% in 2013-2014. There was an increase in the Pacific Islander student population from 79% in 2011-2012, 76% in 2012-2013, to 83% in 2013-2014. There was an increase in the White student population from 85% in 2011-2012, 88% in 2012-2013, to 89% in 2013-2014. Lastly, among students who population was unknown, there was a decrease from 89% in 2011-2012, 85% in 2012-2013, to 86% in 2013-2014.
For females, average retention rates have increased over the last three years: 84% for 2011-2012, 86% for 2012-2013, and 88% for 2013-2014. The same is true for their average success rates, which have been 62% for 2011-2012, 61% for 2012-2013, and 65% for 2013-2014. For males, average retention rates have increased from 84% for 2011-2012, 85% for 2012-2013, to 87% for 2013-2014. Their average success rates have decreased from 61% for 2011-2012, 59% for 2012-2013, to 59% for 2013-2014.

For day courses, average retention rates have remained the same over the last three years: 87% for 2011-2012, 86% for 2012-2013, and 87% for 2013-2014. The same is true for average success rates, which have been 64% for 2011-2012, 66% for 2012-2013, and 64% for 2013-2014.

For extend courses, average retention rates have increased from 80% for 2011-2012, 82% for 2012-2013, to 87% for 2013-2014. Average success rates have remained the same: 61% for 2011-2012, 56% for 2012-2013, and 61% for 2013-2014. For lecture courses, average retention rates have remained the same over the last three years: 87% for 2011-2012, 87% for 2012-2013, and 88% for 2013-2014. The same is true for average success rates, which have been 65% for 2011-2012, 65% for 2012-2013, and 64% for 2013-2014.

For web courses, average retention rates have increased from 67% for 2011-2012, 75% for 2012-2013, to 79% for 2013-2014. Average success rates have remained the same: 52% for 2011-2012, 49% for 2012-2013, and 52% for 2013-2014.

For LAC courses, average retention rates have increased over the last three years: 87% for 2011-2012, 87% for 2012-2013, and 89% for 2013-2014. Average success rates have remained the same: 64% for 2011-2012, 63% for 2012-2013, and 64% for 2013-2014.

For PCC courses, average retention rates have remained the same: 88% for 2011-2012, 87% for 2012-2013, and 87% for 2013-2014. Overall, average success rates have also remained the same: 66% for 2011-2012, 69% for 2012-2013, and 65% for 2013-2014.

Average success rates have remained the same: 63% for 2011, 61% for 2012, and 62% for 2013. For winter 2014, the average retention rate was 80% and the average success rate was 47%. With regard to success rates, there was an overall decrease in the American Indian student population from 71% in 2011-2012, 68% in 2012-2013, to 62% in 2013-2014. There was an increase in the Asian student population from 66% in 2011-2012, 64% in 2012-2013, to 71% in 2013-2014. There was a decrease in the Black/African American student population from 54% in 2011-2012, 52% in 2012-2013, to 51% in 2013-2014. There was an increase in the Hispanic/Latino student population from 59% in 2011-2012, 59% in 2012-2013, to 62% in 2013-2014. There was a decrease in the Pacific Islander student population from 51% in 2011-2012, 41% in 2012-2013, to 47% in 2013-2014. There was an increase in the White student population from 69% in 2011-2012, 70% in 2012-2013, to 73% in 2013-2014. Lastly, among students whose population was unknown, there was a decrease from 70% in 2011-2012, 66% in 2012-2013, to 61% in 2013-2014.
Retention data reflect somewhat static though slightly increasing results, from 78% (2011-12) to 83% (2012-13, 2013-14). The student success data falls significantly behind the retention data, 52% (2011-12) to 57% (2012-13) and back to 52% (2012-13). Our highest retention and success are clearly during the Summer and Winter terms. Further, the trends for both retention and student success are increasing. The highest retention for any one semester was Summer 2013 (91%); the other highest retention semesters were Summer 2012 (88%) and Wintersession 2014 (86%).

Summer sessions a reveal the highest student success data: 80% (2013), 77% (2012), and 61% (2011); clearly the increasing student success rates during the Summer sessions are increasing and impressive. The lowest student success semester was Spring 2012 at 47%, while all other semesters ranged from 50-57%, with Spring student success rates higher than for the previous Fall semesters. The first Winter session yielded student success results (50%) at the lower end Fall and Spring semesters. Summer sessions tend to be populated by not only LBCC students but also by university students, which may explain the higher retention.

The greatest gap between retention and student success was found to be the Winter session 2014.

With regards to retention and student success data results per each campus and online, PCC course offerings reveal higher retention and success, followed by LAC course offerings and lastly online course offerings. While the 2011-12 data suggest reveal lower student success and retention data at PCC (73%, 47% respectively) vs. LAC (82%, 58% respectively), subsequent semesters reveal markedly higher results at PCC. The single highest retention and student success semester was at PCC, 2012-13 (90%, 65% respectively) vs. LAC (84%, 59% respectively). The higher retention and student success results continued in 2013-14 at PCC (88%, 61% respectively) vs. LAC (84%, 54% respectively). These results suggest we may want to consider offering more courses at PCC.

Online retention and student success lags behind either campus, which is a similar trend campus wide. Our retention rates range from 73% to 76% while our student success results are 38% to 46%. Perhaps more needs to be done on the part of instructors to receive training on improving online student success results as well as attention to technical details such as dropping inactive students by the Census deadline.

Student clubs sponsored by sociology faculty reflect the Sociology Program goal to improve students understanding of public issues through using sociological concepts and theories. All of the clubs sponsored speak to public issues, ranging from political participation to student activism to racial and ethnic stratification to transgender issues to environmental concerns. These clubs offer educational and extracurricular events on and off-campus and expose not only club members but all in attendance some sociological understanding of the public issue.

Similarly, faculty service contributes to the Sociology Program goals to help the campus wide community make better sense of the student equity data. Two of our sociology faculty have presented on flex day activities, with some analysis of LBCC equity data linking to both Latinos and African American students, two groups whose access, achievement and transfer are lower
than their reference groups of Asian American and White American students. One of our faculty has completed significant coursework and training both on and off campus, with a focus on improving the teaching and learning of our community college students. This faculty service links to all program goals – considering sociology and academic research as well as public issues and diversity issues.

This particular student speaks to the important role that courses like Sociology 13: Sociology of Latinos serves at LBCC, "I would appreciate it if the school would be willing to offer more school and funding to meet the needs and resources for Latino Studies so that [courses like Sociology 13] could offer an in depth understanding to the students of such an important topic. Student Body Affairs are good but it is not supported enough as the Latino population continues to grow here on campus."

The changing demographic background of our students, the equity gaps that currently exist, and the anecdotal evidence provided by student feedback provides support for the development of ethnic studies courses at LBCC and hiring faculty with particular expertise in our diverse student groups and the pedagogical methods that place both student success and student equity in the forefront of their teaching.

**PR 2C - HR (Staffing) Data:**

Support Staff for Social Sciences 2 +/- .5

**ANTHROPOLOGY**

In Anthropology, there was one full-time hire in Spring 2014. Our next program review will allow us to check the impact of this hire. Numbers of part-time faculty have stayed stable.

**PHILOSOPHY**

Most recently, we have added another full-time faculty member to our staff. We have also increased our part-time staff. We have worked with human resources to design interview questions that test the knowledge of both full- and part-time faculty before they enter the classroom. Faculty are evaluated regularly to determine their in-class performance as well as the content knowledge established during interviews. We work to stay within the processes established in hiring and retaining part-time faculty. The continued retention or removal of faculty based on content knowledge and teaching ability will further our ability to meet the departmental and institutional goals.

More pedagogical support in the form of teaching assistants would allow us to further focus our attention on foundational skills. The foundational skills of critical thinking, reading
comprehension, and writing are essential to departmental goals as well as broader institutional goals for those students pursuing vocational goals and four-year degrees at other institutions. Hiring teaching assistants in this manner also allows us to increase our adjunct pool from within while simultaneously imparting Long Beach City College’s unique student-centered philosophy. At least two of our current adjunct instructors came to LBCC after working here as interns and both remain active in student activities on campus.

Moreover, we will begin to draft interview questions for incoming part-time instructors regarding inclusiveness in the curriculum. This will help us better participate in institutional values of student equity and diversity.

PSYCHOLOGY

Our discipline has 4 full time faculty members. Most recently, we added another full-time member to our discipline staff and we added an adjunct instructor to teach psychology research methods, a high-demand course that requires a unique set of both knowledge and teaching skills.

SOCIOLOGY

Sociology has three full-time faculty and 18 part-time faculty members. Most recently, we have added 3 adjunct instructors to meet the need from the increase in course offerings and student demand. There is also a need to hire at least one full-time sociology instructor. In light of the increase in student enrollment and course offerings over the last three years as well as the fact that one full-time sociology instructor is now the social science department head and a second full-time sociology instructor was elected as president of the LBCC-CCA, which will directly impact their ability to complete full-time instructor related obligations and responsibilities, there is a demonstrated need for a full-time hire.

PR 3A - SLO - summary of collected program data:

ANTHROPOLOGY

The discipline of anthropology has fully participated in the Student Learning Outcome collection, evaluation, and analysis process. This program review allowed the department the opportunity to identify inconsistencies with the criteria of our SLO assessment expectations. Some courses specified that only successful students would be assessed, while other courses specified that all students would be assessed. The department was unaware of this difference and has been following the practice of assessing all students. As such, the expectation that 100% of all successful students should achieve identified SLO aims is unreasonable when applied to all students. All courses demonstrated student success rates between 70 and 92 percent, on either a 2/4 or 7/10 scale. We purposefully used several different methods of assessment in the previous cycles, in order to determine which methods were most appropriate, but were not aware that our written expectations differed between courses.
PHILOSOPHY

Program data were collected from both Full-time and Part-time instructors. The data show that the desired outcomes were reached. The data demonstrated that students were satisfactorily achieving the prescribed student outcomes. However, as a department we remain attentive to this program data and pledge to make improvements as merited on the basis of continuing feedback. As a department we look forward to seeing future data resulting from our new course offerings. Here, the review will be particularly valuable as we improve and calibrate our current and new courses.

PSYCHOLOGY

Our department decided collectively (several semesters ago), via voting (part-time faculty and full-time faculty) on what SLO criteria and approaches to use. The decision was made to not use a single method of data collection. Thus, we reached an agreement to utilize the following paradigms: pre-test/posttest, and posttest only. It is up to the discretion of instructors to choose the method they prefer. Furthermore, the faculty members can choose whether to use a multiple-choice format or an essay format with a rubric. In terms of the scores, we voted on having the following criteria: the majority of the students will obtain a score of a C (70%) or better, when using a post-test only. When using a pre-test/posttest, a t-test with a significance level of p<0.001 will be used. The majority of the data we have collected satisfies these criteria, and this trend has been evident ever since we started collecting SLO data on a course-level.

Initially, a single faculty member was receiving all the data, from the rest of the faculty, and manually importing it into an Excel spreadsheet. Then, the file was sent to another department for filing. Recently, our discipline has started to utilize a website created by the institutional effectiveness department. This is definitely a move towards a more efficient, modern technology-based approach for data collection. In this way, the “middle man” has been eliminated from the process, and the process is now more direct. Even though this was the semester (Fall 2014) with the lowest data submission, this is most likely due to the switch to the website model of data submission, which likely created confusion in many faculty members who missed a message asking them to use the website. In terms of the gathering of data for the upcoming semester, we communicated with the institutional effectiveness department, as well as the SLO officer, that several reminder messages should be sent to all faculty members a month or so before the deadline.

It has come to our attention that the SLO committee is advocating for a single approach regarding how to measure SLOs. This is very different from what the majority of our department members voted on. Thus, in the months to follow, we expect a considerable amount of discussion to transpire in our discipline on this particular subject. This is always beneficial since any type of a substantial discussion fosters cohesiveness of our faculty members as well as apply critical and creative thinking to this issue.
SOCIOLOGY

Sociology 1 has four course outcomes and four assessment tasks (100%). There are three reported results of assessment (75%) and three actions have been taken (75%).

Sociology 1 Honors has four course outcomes and four assessment tasks (100%). There is one reported result of assessment (25%) and one action has been taken (25%).

Sociology 2 has five course outcomes and five assessment tasks (100%). There are five reported results of assessment (100%) and five actions have been taken (100%).

Sociology 11 has five course outcomes and five assessment tasks (100%). There are five reported results of assessment (100%) and five actions have been taken (100%).

Sociology 13 has three course outcomes and three assessment tasks (100%). There are three reported results of assessment (100%) and three actions have been taken (100%).

Sociology 40 has three course outcomes and three assessment tasks (100%). There is one reported result of assessment (33%) and one action has been taken (33%).

There are three current program outcomes for the Sociology AA-T. The first is analyzing trends, concepts, and perspectives. The second is applying scientific research methods. The third is explaining and predicting social change. Although there are no reported results or actions taken, by the end of the Spring 2015 semester, and in cooperation with the SLO Coordinator, a quantitative assessment will be administered to a sample of sociology majors and the results of the assessment will be documented in the 2015-16 social science department plan.

PR 3B - SLO - uses in program improvement:

ANTHROPOLOGY

Despite the inconsistency in the evaluation criteria, faculty in anthropology have been able to use the collected data to make certain observations and improvements. Comments from instructors frequently include the observation that lack of SLO success in students is often due to basic language skill challenges. We have also identified incidences where the current SLOs may not reflect the most important course concepts. The SLO assessment process has helped us maintain consistency across different sections of anthropology courses taught by different instructors and reinforced the need to continually emphasize the core concepts throughout the entire term of instruction.

Actions:
• Review with students the criteria for grading essay questions, including addressing the entire topic in their essays.
• Place more stress on general SLO topics throughout the semester.
• Evaluate and rewrite the existing SLO’s so they more truly reflect the course material.
• Evaluate the methods of SLO assessment and create a more uniform approach.

PHILOSOPHY

This fall we held a departmental meeting with both full-time and part-time faculty specifically devoted to Student Learning Outcomes. At this meeting, we queried adjuncts to ensure confidence and competency with the Long Beach City College’s Student Learning Outcome Process.

Student Learning Outcome Assessments are allocated to specific full-time faculty every semester, each of whom is responsible for the collection of Student Learning Outcomes. Sharing Outcome Assessment in this manner invests the entire department within the process and affords a greater attention to detail and follow up. Moving forward, we will continue to meet and discuss improvements in pedagogy and course content based on success rates. Furthermore, this process has also informed our composition of Student Learning Outcomes for new course offerings.

PSYCHOLOGY/PSYCHOLOGY AAT

Program-level SLO data will commence shortly for the first time (due to the reasons mentioned above); however, our course-level SLO assessment has been occurring consistently for several years, very successfully, meaning that all faculty members (part time and full time) participated in this process by assessing the SLOs from every single course, and every single section of that course. While in the past a full-time faculty member was compiling all the data, every semester, from all faculty members, we have recently modernized the procedure and made it much more efficient—a website has been created during the Fall 2014 semester (by the Educational Assessment Research Department or EARD for short) where all faculty members are now able to import their SLO data, every semester for each course. The website was created as a result of very productive communication between the Psychology department and EARD during the Fall of 2014.

The SLO assessment approaches and criteria that we accomplished so far have been a valuable learning and educational experience that we utilized to design and implement our program-level SLO assessment. As a consequence of students’ results on our SLO assessment instruments (multiple choice and essay tests), we strive to improve the content of our lectures as well as the information delivery methods, so that we get the best results next time. For example, sometimes a pattern emerges where it becomes apparent that a substantial number of students know certain answers even on the pre-test, something that should not happen, since the pre-test should be an instrument where students should show no knowledge of the subject. After we ask students about their correct answers, they respond that they obtained knowledge of the concept from some previous psychology class. Therefore, in the future we teach the concept either by spending less time on it, or we integrate it as a foundation of some more advanced concept. The entire Psychology AA-T program benefits from these realizations.
SOCIOLOGY

The SLO process has prompted discussion amongst the full-time and part-time sociology faculty regarding best teaching practices and utilizing campus resources, such as supplemental learning activities through the Success Centers. The full-time sociology faculty will meet in Spring of 2015 to discuss the relatively low rates of reported results and actions taken for both Sociology 1H and Sociology 40. In addition, a plan to identify sociology majors in order to administer the program-level assessment will be developed.

PR 3C - SLO - action/ change based on results:

ANTHROPOLOGY

In the discipline of anthropology, our intention is to standardize our assessment methods, criteria, and expectations. We will establish the expectation that 65% of all students will meet our SLO expectations. We will continue to evaluate our assessment strategies and use what we have learned from the various methods in this cycle to standardize our collection approach. We will continue to use SLOs as a vehicle to ensure consistency across sections, in reflection of our Course Outlines of Record.

PHILOSOPHY

1. We have reduced the SLOs for Phil 6 from three to two. Active SLOs include (1) Compare and contrast the theories and arguments of particular philosophers, and (2) Evaluate the theories and arguments of particular philosophers. We eliminated the SLO “Explain many of the theories and key concepts of philosophy. This was done to allow us to be more focused on the other two which were more essential to our goals and invoke higher levels of critical thinking. In addition, we recently discussed the possible inclusion of Student Objectives pertaining to valid or invalid arguments and sound or unsound reasoning into our Philosophy 6 Introductory course. Although this material is standard in other courses, its inclusion could increase student comprehension and student learning.

2. The overall vision for the program is a commitment to student success. Our goal is to provide students with exposure to philosophical methodology and issues while simultaneously fostering foundational student skills. The inclusion of Student Learning Outcomes relating directly to such fundamental principles of reasoning accords well with this vision.

3. Additionally, the process of collecting and analyzing SLO data itself will help us in calibration and refinement of new courses being offered for the AA-T.

PSYCHOLOGY/PSYCHOLOGY AAT
Course-level SLO assessment results shape our actions that affect the psychology program as well as our modification of subsequent SLO assessment approaches (affecting the program-level assessment, as discussed previously). For example, even though course-SLO assessment is announced as an extra credit activity in some classes, some students still choose to not do it. This has educated us that students must be informed better about the value of extra credit points. Not only that this education on the extra points shall be conducted verbally, but the information on the value of these points shall also be presented in writing in the syllabus, as well as instructors sharing their own personal stories how extra credit points helped those professors when they were students (and how their grades suffered when the professors did not utilize the extra credit opportunities). So, a multi-level education on the value of extra credit points is very much needed. Further, sometimes when we design an essay question or a multiple choice item on a pre-test, it turns out that many students know the answer. Then, we modify our teaching to reflect that realization (as discussed in the previous section).

**SOCIOLOGY**

We have been measuring SLO #1 in SOCIO 1 for the 3 years, aiming to achieve our goal. We have incorporated at DLA into some courses (optional); this is one attempt to provide extra instruction on the content of the SLO (sociological imagination). We have also provided an article by C.W. Mills, which provides more depth on the sociological imagination and is used in conjunction with the DLA. Once we achieve our goal for SLO #1, we assess #2. SLO #1 and #2 in SOCIO 11 have been assessed; we achieved our target for these SLOS and will move to other SLOs to assess.

As a result of our evaluation of the SLO process and results we have also decided to develop a second DLA that will focus on student understanding of the main theoretical perspectives in sociology. In addition, the full-time faculty have decided to develop a set of minimum expectations for all introductory sociology courses, which will be sent to all adjunct instructors. The minimum expectations include the incorporation of a handout of the core ideas of the main theoretical perspectives, the inclusion of at least one academic article in the course curriculum, and a standard for written assignments.

**PR 4A - Projects/ Strategies-development & change:**

**ANTHROPOLOGY**

In order to establish goals for anthropology that will meet the needs of the surrounding community, we have used data from SLOs, enrollment and success, statewide community college comparisons, and student evaluations. These data indicate the following: there are gaps in our anthropology course offerings and services (such as certificate programs) that provide entry into careers as well as the ability to transfer. The majority of California community colleges offer a physical anthropology lab, which we do not, and 97% offer the lecture section of physical anthropology as fulfilling natural science credit, which we have not. In line with this is the fact that, in their evaluations, students often request more "hands on" activities, indicating the desire for laboratory sections or certificates that are immediately applicable in the job industry.
We are creating a Physical Anthropology Laboratory course which will propel us to the forefront of anthropology as taught at the community college level and are also developing an Archaeology Technology and Advanced Surveying Program to help our students gain employment.

In addition, the Anthropology AA-T degree was approved in Spring of 2015, which will undoubtedly contribute to the college-wide effort of increasing student degree completion and transfer to four-year colleges and universities.

PHILOSOPHY

The main developments in our program over the past three years include the hiring of a new full-time faculty member, and the development of the Philosophy AA-T degree.

Our new hire has enabled our students to benefit from a full-time instructor who is an exceptional teacher, integrally involved in campus life, available for advising, and for extra-curricular activities such as the Philosophy Club.

The development of the Philosophy AAT has enabled us to better align our curriculum with the CSU and UC. In addition, the AA-T has led us to develop two new courses: Phil 4: History of Ancient Philosophy, and Phil 5: History of Modern Philosophy, which will be an integral part of the degree. We submitted these two courses to the curriculum committee this spring, and they are in the process of becoming permanent course offerings. The development of these two courses and our AA-T will help students transfer as philosophy majors more efficiently and with better preparation.

PSYCHOLOGY/PSYCHOLOGY AAT

In terms of SLO assessment strategy, initially our full-time faculty members met and created SLO approaches and criteria. However, the full time faculty members realized that it would be beneficial on so many levels to involve all faculty members equally in the process of deciding on the criteria and approaches for SLO assessment. Thus, all of our decisions regarding the SLO assessment are based on the will of the majority of the psychology faculty members. This has resulted in a much more diverse set of assessment approaches, in comparison to what we had before.

There are several projects that our discipline has envisioned: to hire a new full-time faculty member, and to implement the program level SLOs and to create an internship program that would allow our students to experience the reality of jobs in psychology.

According to institutional research statistics, the number of AA-T degrees in psychology has increased dramatically over the last three years. In 2012, 13 degrees were awarded. In 2013, 33 degrees were awarded. In 2014, 62 degrees were awarded, which is second-most awarded AA-T degree across the college.

SOCIOLOGY
As a result of our discipline review, we will request the hiring of 1 or 2 full time sociology faculty. According to institutional research statistics, the number of AA-T degrees in sociology has increased over the last three years. In 2012, 6 degrees were awarded. In 2013, 18 degrees were awarded. In 2014, 21 degrees were awarded. We are currently working with the Success Center to increase the participation of faculty and to develop new Directed Learning Activities (DLA) for SOCIO. We plan to offer more variety of courses at PCC, including SOCIO 2 and SOCIO 11 and SOCIO 13. Particularly, SOCIO 2 should be offered there as it is a core transfer course for the Transfer Degree. We plan to increase sociology course offerings, in accordance with the goal of the vice president of Academic Affairs to increase course offerings across the college over the coming years. We also plan to coordinate a Social Science Night for prospective middle school and high school students and their families.

**PR 4B - Projects/ Strategies - results:**

**ANTHROPOLOGY**

In line with the goals above, the curriculum committee has recently approved anthropology 1 as fulfilling the biological / natural science area of AA degree and transfer agreements. A physical anthropology laboratory course is being written for proposal in the Spring 2015 semester. Our AA-T in anthropology has been submitted to Sacramento, which will allow students to transfer to four years institutions as anthropology majors.

**PHILOSOPHY**

As mentioned above, we have hired additional staff and promulgated new course offerings. The results of our new hire are already becoming apparent. This past semester he has worked on our new course outlines, led the Philosophy Club, and received stellar reviews from both his students and tenure committee. It is still too early to see the results from our curricular changes.

Three of our full-time faculty worked on the AA-T. Our AA-T was just re-submitted to the Chancellor’s Office this fall and is pending approval. Our new courses will be submitted to the curriculum committee this spring for approval. We will begin to be more inclusive in our course outlines and go beyond the traditional philosophical canon in order to appeal to our diverse student population. We look forward to seeing the benefits that all of these things will bring to our students in the coming years.

**PSYCHOLOGY**

The strategy that we will adopt to realize the project pertaining to hiring is to communicate with our department head what paperwork needs to be finalized and when to submit it so that our request can be considered.
The strategy that we will adopt to realize the program SLOs is to communicate with the institutional effectiveness department in order to receive an updated file containing the list of students who have accumulated a considerable amount of units towards the AA for transfer degree in psychology. These students are our targets for a post test that would assess the SLOs of those particular students. That file contains the contact information for the students. In conjunction with the institutional effectiveness department, we will think about where can we administer this test, and when exactly.

**SOCIOMETRY**

As mentioned above, we have made changes to our SLO assessment process, implemented changes to the minimum expectations for our introductory sociology courses, plan to increase the number of courses offered, and also increase course offerings to students at PCC, and continue to increase the number of AA-T sociology degrees.

**PR 4C - Projects/ Strategies - future plans:**

**ANTHROPOLOGY**

The anthropology faculty will use our SLO data to ensure greater focus on the central features of our courses and the attainment of fundamental goals. We will ensure that our SLOs reflect the core foci of Course Outlines of Record, develop certificate programs, and submit the Physical Anthropology Laboratory course to the Curriculum Committee.

**PHILOSOPHY**

In the fall we will be taking our two new courses (Phil 4 and Phil 5), and several existing philosophy courses, to the ADGE committee to initiate the process of getting them onto the Plans A, B, and C of the general education patterns.

In addition we have been consulting with Jennifer Holmgren about our SLOs and how to best assess them for these new courses as well as how to improve our assessments in existing courses.

We recognize the need to reach out to the diverse population of LBCC by creating courses that are more inclusive, and adjusting our current courses to be more inclusive. We do have an introduction to feminist philosophy course as well as a non-western philosophy course. However, our traditional courses, such as Introduction to Philosophy, and the newly added History of Ancient and History of Modern Philosophy courses, maintain the canonical “dead, white male” philosophers. The department is now devoted to developing a more inclusive curriculum. There are many philosophers that could be added to our course outlines that would truly demonstrate diversity in our program, and engage our diverse student population.

Additionally, we are now going to implement a variety of measures and changes to foster this inclusivity. Such changes include, but are not limited to: modifying our course outlines to make them more inclusive and relevant; looking at syllabi with an eye to diversity; holding meetings with all full and part-time instructors to discuss diversity and inclusiveness and how to best
address it in our classes; and adding questions about inclusive curriculum in our part-time hiring process. In short, our department is now committed to developing a more inclusive and responsive curriculum and fostering a program that meets the diverse needs of our students, which aligns with the college-wide goals of closing student equity gaps that currently exist at LBCC.

Another potential opportunity to improve student achievement lies in online classes. Success and Retention Rates for online classes are nearly 20% lower than in face-to-face classes. (Program Review Data p. 13). This disparity has to do with the nature of web instruction. Web classes across the college and at other schools always have a significantly lower retention rate than in-person classes. Nevertheless, we continue to strive to improve all aspects of our program.

We have worked with Distance Learning on how to utilize Moodle grading rubrics for student feedback. The employment of these rubrics may have an effect on student success because it is another method of providing student feedback.

Additionally, we worked with Distance Learning in the creation and awarding of the Exemplary Online Instruction Award this semester. One of our full-time faculty members was on the committee that developed the criteria for Exemplary Online Instruction. That faculty member is going to share those criteria with other online instructors in the area. Also, we are going to see if the instructor who won the award is willing to share his online content with our online instructors.

We also have a faculty member working on a textbook / e-book that will be used for online classes. The faculty member is waiting for feedback from colleagues this semester, and will use the first two chapters of the book this fall. The book is directed at our students, and offers a more suitable pedagogy, for online classes, than some books currently on the market. The course material in the book is designed to be taught in a larger number of smaller bits of information, and offer even more feedback than traditionally has been offered.

**PSYCHOLOGY/PSYCHOLOGY AAT**

As a result of numerous reflections on SLO assessment there is a growing realization in the department that answering correctly a multiple choice question does not necessarily capture one’s full understanding of why is that answer correct and how did psychologists arrive at that conclusion. Alternatively, answering a multiple choice question incorrectly does not mean necessarily that a student does not have a grasp of some steps leading to the correct answer. So, an alternative -- an essay question addressing all these issues -- is being discussed in the department. Also, there are discussions in the department that some multiple choice items shall reflect the stated issues attempting to improve the mentioned deficiencies. Perhaps this latter option (multiple choice questions containing the mentioned elements) is the most efficient and objective evaluation method.

The strategy to realize the internship project is to communicate this idea with all faculty members in our discipline, so that we can obtain various perspectives on the subject. Once we
come up with a concept that makes a lot of sense for the majority of the faculty members within our discipline, then we will communicate the idea with the Dean.

SOCIOLOGY

In light of the increase in course offerings and the recent election of two full-time sociology instructors into high-demand college leadership positions (Social Science Department Head and LBCC-CCA President), and the increase in AA-T degrees awarded over the last three years, the intent is to request 1 or 2 new full-time faculty in the Fall of 2015. In addition, due to the initial success of the directed learning activities through the Success Center, we plan to increase the number of instructors and courses working with the Success Center and also develop new DLAs, perhaps more focused on sociology theoretical perspectives. We plan to offer more courses at PCC, including SOCIO 2, SOCIO 11, and SOCIO 40. We also plan to develop an Ethnic Studies course of study, such as an area of emphasis (AOE) or a certificate. This will help address the academic and social needs of our increasingly diverse student population.

PR 5 - Department - how does it fit into big picture?:

ANTHROPOLOGY

The discipline of anthropology serves the mission statement of Long Beach City College, by serving the student population in surrounding community, in multiple ways. Anthropology's focus on the validity of different cultures and worldviews is deeply important to Long Beach City College's mission statement regarding the promotion of equity, responsibility, and service to diverse communities. The our retention and success rates show that we are supporting the institutions mission to promote student success, and the demographics of our courses show we are serving a diverse population. We provide resources for both students intending to transfer and those seeking immediate career opportunities.

PHILOSOPHY

Philosophy supports Long Beach City College’s institutional goals in many ways. Our current focus is to exhibit the institutional values of student focus and equity and diversity by constructing a more responsive curriculum and making concerted efforts to enable student success through the various means addressed in “Projects / Strategies – Future Plans”.

PSYCHOLOGY

Our retention and success rates, as well as our SLO results, demonstrate that we foster student success. Many of our courses are transferrable to CSU and UC systems. We also offer an AA degree that is transferrable. This degree is very important for our students since we know that the selection committees at the undergraduate, graduate, and postgraduate levels will be selecting students who (aside from high GPA, experience, and recommendation letters) have an extensive
course background in psychology, which speaks volumes about the student’s enthusiasm, dedication, and the knowledge-base in the field.

SOCIOLOGY

Sociology is an essential program in Social Sciences. Teaching about and encouraging an understanding of various and diverse cultures is a strong component of our curriculum, especially in our Race and Ethnic Relations and Sociology of Latinos courses. Our courses also include assignments and exercises that require our students to think critically about their social environment and the rest of the world. We now offer an AA-T degree in sociology and all of our courses are UC/CSU transferable, which supports the institutional goals of student success and increasing transfer rates, especially among students experiencing disparate educational outcomes at LBCC.