

Academic Unit Plan

Division: **Social and Behavioral Sciences** Academic Year: **2008/2009** Division Chair: **Bradley Young**

Executive Summary

The Social and Behavioral Sciences Division met the goals set forth by the faculty during the academic year 2007/2008 outlined in an aggressive plan beginning in 2005/2006 when the Social Sciences and Behavioral Sciences were amalgamated as one division. The merge of multiple disciplines and faculty was challenging to ensure a seamless process while maintaining the highest standards for student success. The staffing increased with the hire of one tenure track instructor in Psychology, a division secretary, and the acceptance of the Fire Technology department from Health Services. As faculty members resign or retire, our division will request immediate replacement to maintain academic excellence to support the proper research and course development necessary to preserve the mission of the college.

The division offices and classrooms that were programmed into the new academic building are scheduled for occupancy in fall 2008. In 2005 our division agreed to place on-hold all requests for new technology and equipment; therefore, except for required maintenance and supplies, the faculty and staff members have honored their commitment of fiscal restraint until the completion of the new building. Regular faculty members have met routinely on a monthly basis to discuss the development of Student Learning Outcomes in each discipline and individual courses, along with developing an assessment process that would be amenable to both regular and adjunct faculty.

The two vocational programs in our division are the Administration of Justice and Fire Technologies. Both disciplines routinely host meetings with advisory committee members with area leaders to ensure the departments are meeting industry needs and ensuring the barometer-of-change within the industries are considered throughout the year.

Our division is committed to support the academic endeavors of the college and to serge whenever possible to increase student success and to improve academic offerings. New programs, degrees, and certificates are being considered by each discipline as our division continues to meet the needs of our community.

Activities Description Narrative: please describe suggested activities, including grant proposals to be written, new course or program initiatives, or program viability studies in priority order.

1. Actively request long-term vacancies to be filled through the FHPC.
2. The History department is developing a transferable Associate Arts degree, along with a transfer program as a Minor, or Emphasis-in-History in the new Liberal Arts and Sciences AA degree pattern. Two History classes have been approved for on-line and blended learning delivery; with additional classes scheduled for similar delivery. History faculty schedule annual activities for Women's and Black History months, and all sponsored activities offered by our college.
3. The Political Science and Sociology departments are developing a new transfer program as a Minor, or Emphasis-in-Political Science or Sociology in the new Liberal Arts and Sciences AA degree pattern. Six Political Science and two Sociology classes are delivered in a fully equipped computer lab for interactive learning, along with four Political Science classes delivered on-line. Faculty members encourage their students to participate in campus, local, state and federal activities in their area of study.
4. The Psychology department is developing a transferable Associate Arts degree, along with a transfer program as a Minor, or Emphasis-in-Psychology in the new Liberal Arts and Sciences AA degree. Since 2005 the Psychology department submitted, and received approval, to deliver their core classes on-line. Additionally, faculty members are working with CSU partners on articulation issues to encourage transferring students into upper division Behavioral Science degree programs. The Psychology department is developing curriculum to meet the needs of transferring students in Statistics in SPCC (Statistical Package for the Social Sciences), and Research Methods; therefore, students would no longer be required to attend another community college to meet these needs.
5. Faculty members in four disciplines have requested to begin a new program within the Social and Behavioral Sciences. The program would include a cohort of freshman students that have expressed an interest in our disciplines and have the aspiration of higher education in these fields of study. The tentative plan would include working with both LAHC and high school counselors to identify students most interested, then our faculty members would conduct divisional workshops for the students prior to them leaving high school, followed up with a summer session course, with a two day division indoctrination just prior to the fall semester.

Faculty members have been, and are encouraged by the modest number of students expressing interest in the Social and Behavioral Science fields. Our division would request support from our college, college counselor's division, and funding for supplies when the non-teaching days are scheduled. This program would allow the college to track a cohort of students for evidence of academic excellence and overall academic and assessment of SLO's.

6. The Social and Behavioral Sciences division, in conjunction with our Disabled Students Programs and Services (DSPS), is researching the viability of offering a Recovery Specialist certificate. This program is certified by the Mental Health Department of the County of Los Angeles and the State of California. A Recovery Specialist is one of the fastest growing medical positions in the Los Angeles County-Mental Health. The program will require several new classes <a minimum of ten added classes to our curriculum line-up> to the Psychology department and related disciplines; therefore, such a program must be reviewed and authorized prior to grant submissions and program implementation. Our college will be reviewing outside funding sources from grants and local programs. LAHC had a similar program in 1960/1970; however, the program curriculum had six classes and was not nearly as comprehensive as the program currently being reviewed. Our research of surrounding colleges indicate that similar programs currently exist, therefore, if LAHC is desirous of renewing this program that our college must be unique in the field to define the classification of a Recovery Specialist.

Our division would recommend that if grant sources are requested to fund this program that the grant initiator and writer consider the following:

- Request the grant duration be a minimum of five years
- That a 1.0 faculty member that specializes in the field be employed for five full years as an instructor and coordinator
- That a minimum of .5 be requested for a counselor in the relate field
- That a minimum of .5 classified be requested
- That funding for tuition and marketing be considered
- That the program be written as a two-tiered or hybrid program so that the program would have two tracks of completion:
 - To meet the requirements for a Recovery Specialist
 - To have a fully articulated academic program to the CSU/UC system for those students seeking advanced degrees as Clinicians, and most importantly to separate our program from surrounding programs for positive enrollment, growth, and sustainability
- That the grant be written with full support, articulation, articulation agreement in-place, and have research capabilities through Harbor UCLA/USC General Hospital that is in our service area. The partnership with Harbor UCLA/USC General Hospital would directly involve our institution with UCLA, USC, and surrounding CSU's. This would enable uniqueness to the program with the Behavioral Science BS, MS, and PhD tracks to UCLA, USC, CSUDH, and CSULB.

- The Director of DSPS, who is seated on many public and private Board of Directors, recommends that LAHC would benefit in future grant awards if this program was in-place; program and curriculum defined, Title V Student Learning Outcomes, and Measurable Assessment tools in existence and available for immediate use and review.

- Based on the aforementioned, it is recommended for LAHC to allow the Social and Behavioral Sciences Division in partnership with the DSPS department to identify a recommended pattern of courses. Utilizing the recommended pattern or series of courses, a cohort would be enrolled in existing courses already being offered to expedite the program at no cost to the college. Once the program is formally approved and all courses are scheduled in a proper rotation for a reasonable time line of completion, LAHC must fund the additional courses, otherwise, there may be a negative impact on the regular division schedule of classes, certificates, and degrees. Additional costs should not impact the college for at least two years, and by then grant funds should be available, and optimally the program may be self sustaining within two years.

7. The Administration of Justice and Fire Technology departments normally work autonomously, therefore, each area normally seeks out similar students and opportunities. Our faculty members are working together, as if one department in the spirit of "First Responders" to pool resources and expand the existing programs. This unique effort will allow our college to submit grants in Homeland Security education and training from state and federal sources. Faculty are working with area leaders to seek out both traditional and non-traditional approaches to maximize the educational benefits in public safety employment, and how to best prepare our students to achieve their goals.

Innovational programs such as a South Los Angeles Pre-Academy Training Center for public safety applicants would prepare students in physical training skills, along with assessment and counseling of potential applicants in the areas of reading, writing, and critical thinking skills. The Pre-Academy and Assessment models are a direct result of advisory committee members working frequently throughout the year; not just at annual meetings, but collaborating on ideas and theories as they surface. The Administration of Justice department will continue its partnership with area law enforcement agencies, the Port of Los Angeles, and the State of California Commission on Peace Officer Standards and Training (P.O.S.T.) in specialized training for law enforcement, security personnel, and related fields in the criminal justice arena. The Fire Technology department will continue to expand their program and partnerships with the Los Angeles City Fire Department and local fire departments, and continue to mentor our feeder high school fire academy training program.

8. Our division has completed the necessary research with the Federal Prison on Terminal Island to offer a full academic program to Correctional Officers and inmates in the P.A.C.E. format. The program is estimated to average a minimum of 150 FTE per year. Pending contractual agreements, our division and college is prepared to begin instruction in the summer and fall

2008 sessions. This program will require full cooperation with all divisions on campus.

9. Our division is in full support with the new Teacher Path Way program in partnership with CSUDH. Our division will supply instructors as requested. These positions will be in addition to the planned and programmed section offerings from this division, and not in a rotation format.
10. The Administration of Justice and Fire Technology departments are examining the benefits of offering their evening academic offerings in a traditional P.A.C.E. format and blended learning/hybrid model. Both disciplines recognize that evening students are normally employed within their vocations, and therefore may benefit in either or both programs. Students and industry partners will be surveyed during the spring 2008 semester to assist in the decision making process. Previous surveys have indicated that the P.A.C.E. format is most desirable; therefore, both disciplines will proceed in this pattern unless overwhelming evidence would dictate otherwise.

Below are the Retention and Completion Rates for our division. Percentages are from our college research office.

LOS ANGELES HARBOR COLLEGE
Retention Rates
Fall 2003-2007

Social & Behavioral Sciences					
Admin of Justice	84.2%	89.8%	83.8%	92.7%	81.5%
Anthropology	82.2%	84.7%	85.0%	88.4%	83.6%
Economics	66.4%	78.5%	84.2%	82.3%	85.3%
Education	n/a	100.0%	n/a	100.0%	100.0%
History	84.9%	84.6%	85.3%	83.3%	84.0%
Lrn Fdtn	92.6%	83.3%	74.4%	92.3%	86.2%
Lrn Skil	82.9%	79.3%	84.0%	85.5%	86.1%
Personal Devel	86.7%	96.2%	98.3%	89.1%	93.1%
Poli Science	78.8%	81.8%	79.1%	83.3%	80.6%
Psychology	89.5%	88.8%	87.1%	88.4%	88.1%
Service Learning	n/a	n/a	95.9%	87.1%	87.1%
Sociology	90.3%	90.3%	82.9%	87.1%	84.7%
Division Rates	84.5%	86.0%	84.6%	86.3%	85.1%
College Total	83.7%	84.5%	83.4%	84.6%	84.5%

DIVISION AVERAGE EXCEEDS COLLEGE AVERAGE

LOS ANGELES HARBOR COLLEGE
Completion Rates
Fall 2003-2007

Social & Behavioral Sciences					
Admin of Justice	68.5%	70.5%	65.9%	80.8%	66.3%
Anthropology	57.8%	57.8%	87.2%	60.0%	65.1%
Economics	30.2%	38.8%	42.8%	49.1%	46.6%
Education	n/a	100.0%	n/a	100.0%	100.0%
History	67.8%	65.3%	63.9%	67.1%	60.8%
Lrn Fdtn	66.7%	66.7%	61.5%	69.2%	69.0%
Lrn Skil	63.9%	59.9%	63.8%	52.6%	61.5%
Personal Devel	76.0%	81.6%	63.3%	71.5%	78.2%
Poli Science	58.6%	66.5%	62.3%	64.9%	61.3%
Psychology	70.9%	72.4%	66.3%	68.4%	65.2%
Service Learning	n/a	n/a	63.5%	63.6%	74.2%
Sociology	74.3%	72.9%	65.0%	75.4%	67.0%
Division Rates	65.7%	66.5%	62.8%	67.2%	63.9%
College Total	65.6%	67.0%	64.5%	66.1%	63.5%

DIVISION AVERAGE EXCEEDS COLLEGE AVERAGE

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

Our division revised Student Learning Outcomes for each course offered in 2005 for the Accreditation review in 2006. It should be noted that our faculty translated their preexisting traditional Learning Objectives or Exit Skills to the current SLO model that is mandated under Title V. The most current SLO model requires a more comprehensive approach and definitive measure for each course offered on campus and will thus require more latitude <and time> as each instructor develops their SLO's.

The review process in 2005 was the first comprehensive review in recent memory. During the academic year of 2007/2008 regular faculty members, along with adjunct faculty are currently reviewing and rewriting the SLO's for each discipline and individual course. It is noteworthy that our division currently has ten regular faculty members; one assigned full-time as division chair, one assigned full-time ISA as P.A.C.E. director, three departments without full-time faculty, and the remaining is comprised of seventy-two adjunct faculty members.

The regular faculty members are working with adjunct faculty members to formulate a systematic assessment process by which all members will participate. In past practice, faculty members have assessed their learning objectives or exit skills in self taught, unofficial, and undocumented methods of accepted assessment practices. The discussion of proper assessment methods and techniques has been presented in our division meetings that now have faculty members engaged in the process. Our division is in need of, and request that formal training be offered in this area so that both regular and adjunct faculty members are preparing their lesson plans and testing materials that meet the standardized and accepted methods of assessment adopted by our college.

Our division has requested the purchase of a new optical reader assessment scanner and software program to assist faculty in proper scoring and reporting of objective testing methods, along with an agreed scoring method for subjective testing measures.

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

1. The Social and Behavioral Sciences division currently has ten regular full-time faculty members with seventy-two adjunct members. Our division generally rotates many classes every other semester to meet the minimum course offerings required in degree and certificate programs to meet an existing budget, and more importantly to meet the student's needs for academic success.
2. As described in this report, our division has outlined several goals that will require additional funding and faculty support. New programs and course offerings require Title V updates, writing new course outlines, maintaining on-line courses with continuous changes to the platforms, developing new on-line delivery and courses, and the blended learning and hybrid course outlines and DL platform challenges; thus requiring additional funding and a "program development" line item budget for our division.
3. In regards to the realignment of our degree programs, many departments will need to add courses from our LACCD district data base-discipline specific. With keen scheduling and enrollment management in mind, the courses may be scheduled in the normal department rotation of classes from semester to semester; however, additional funding will still be necessary for new programs not currently being offered.
4. Staffing for the new Teacher Path Way program will require an hourly position for each class offered to avoid any interruption in the regular division schedule and rotation of classes.
5. Staffing for the prison staff and inmate program will require an hourly position for each class offered. The FTE will fund the program; no additional costs to the college are anticipated.
6. Staffing for the Pre-Employment Physical Fitness program should be funded by the City of Los Angeles; therefore, no additional funding by our college is anticipated. LAHC shall provide an office and venue for testing, classrooms, and PE location.
7. The Fire Technology high school program is privately funded at this time. The Fire Technology department is designing curriculum to help sustain the program should private funding dissolve.

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

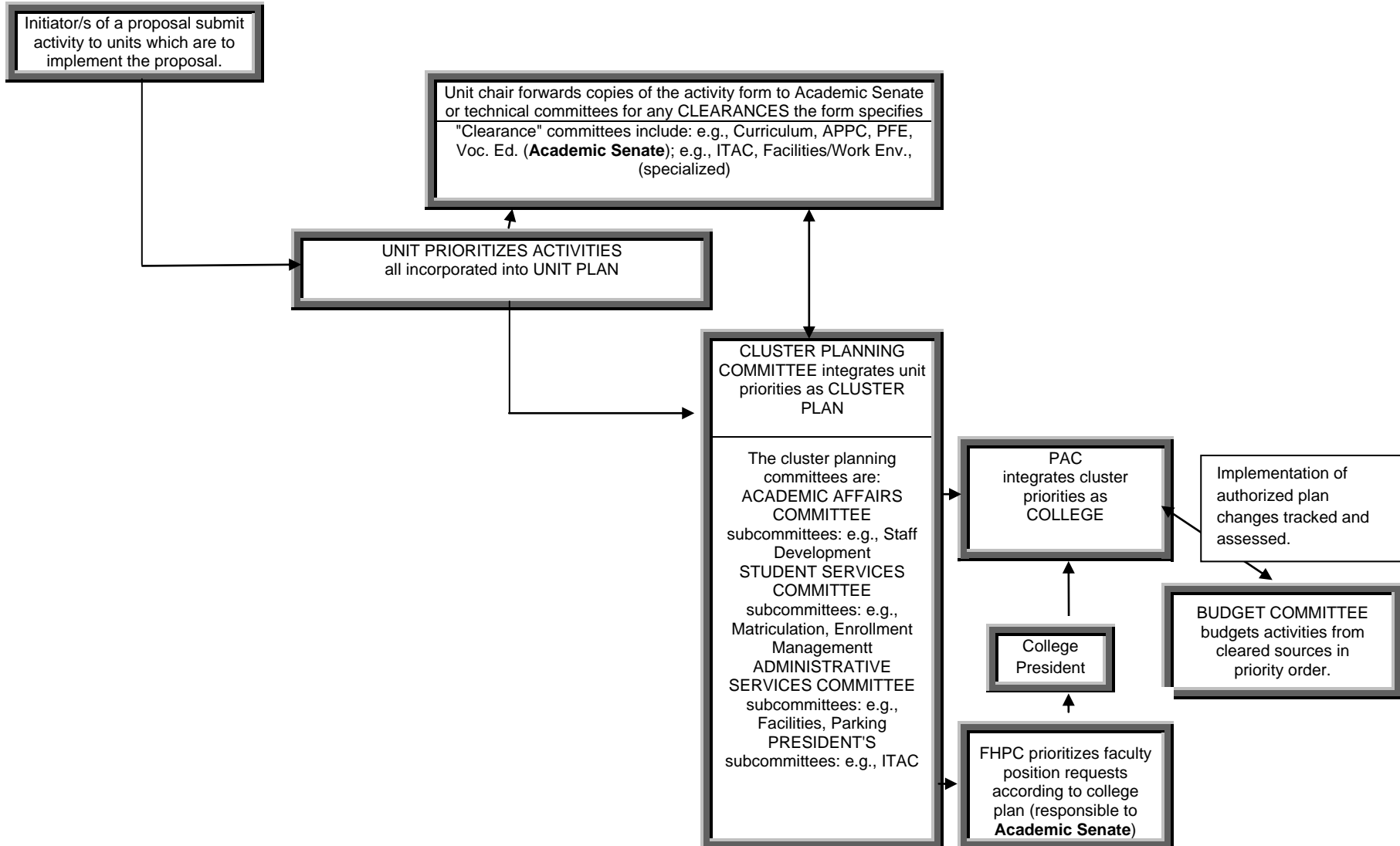
1. Our division directly supports one computer lab that is seven years old, and uses one shared lab.

The computer lab is maintained by the Information Technology department on a weekly basis and has become costly in repairs. Our division programmed two new 45 station computer labs in the new academic building for fall 2008; therefore, no funds have been expended for new hardware or software in the last two years. Once in the new building, a new equipment rotation plan will be written and implemented.

2. Through grants and other funding sources, our division has installed three overhead power point projectors for computer and DVD/VHS use two years ago. The new academic building will have new projectors and equipment in each classroom as “smart classrooms” and the existing equipment will be used as back up or replacement whenever needed.
3. Regular faculty members have received laptop computers upon request and are within three years old. The IT department routinely maintains the equipment. Our division has a rotation and replacement schedule in-place for every six years.
4. Regular faculty members and the majority of adjunct stationary desktop computers are within three years old. New computers will be installed in each faculty office in the new academic building.
5. New printers and a copy machine will be installed in the new academic building.
6. The Administration of Justice and Fire Technology faculty will permanently move into the old college administration building when the college administration moves into the new Student Services and Administration building. All existing computers, printers, copy machines, office furniture, and other technology or machinery will be moved to the old Administration building when it becomes vacant.

Our division will not be able to fully implement an equipment rotation and replacement plan until our division moves into the new academic building and all equipment is inventoried.

B. PLANNING FLOW CHART



C. PLANNING TIMELINE
College Annual Planning Process

	September	October	November	December	January	February	March	April	May	June	July	August
CAMPUS FORUMS	Opening Day Planning Forums				Planning Progress Forums			Planning Progress Forums				
PLANNING OFFICE	Gather input from campus units and clusters via surveys or forums; Update external scans		Vocabulary of goals, needs, outcome assessment, etc.		Update KPI progress reports (Synthesize Internal/External scans; Program review reports as appropriate; Evaluation/Review of Unit Plans; Survey results as appropriate)			ONGOING: Communicate College Strategic Plans to the community and LACCD				
PAC	Plans subject to continuous updates				Integrate cluster priorities as college plan		Review and update College Strategic Master Plan	Recommend annual budget priorities		Plans subject to continuous updates		
CLUSTERS		Integrate unit priorities as cluster plan		Cluster plans forwarded to PAC	Plans subject to continuous updates			Conduct annual evaluation/review of cluster/unit plan; forward report to Planning Office and campus forum		Plans subject to continuous updates		
UNITS	Unit plans forwarded to cluster	Plans subject to continuous updates				Establish annual unit priorities and budget requests (unit plan form)			Conduct annual review of unit plans		Plans subject to continuous updates	

LA Harbor College

Unit Plan Activity Summary Sheet

Division: Social and Behavioral Sciences

Academic Year: 2008/2009---080420

Division Chair: Bradley Young

Discipline ID#	Department Priority (1 to 99)	College Strategy Supported (separate columns if two)		Student Success Initiative	Technology Access	Department Objective (link to Program Review)	Proposed Activity	Brief Summary of SLO Assessment Results (See attached forms)	List Other Supporting Documents/Links Attached (E.G., WSCH, Wait Lists, Retention, Environmental Scans)	Resources Required (list faculty, equipment, etc.)	Estimated Total Cost and Source (E.G., Program 100, VTEA, etc.)
90	1	1.2 1.5 2.1	5.1 5.2			Maintain existing staffing levels and resources.	Respond to students' existing and changing needs with viable programs and courses, and to meet the academic goals and requirements to support college programs.		Data changes from year to year. Current data will be provided when requested or required.	None; Replacement of existing faculty and staff	None
90	2	1.5				Use annual program review as means to evaluate the relevance, control, and Methods of division programs	Division members continue to review, update, and maintain an annual division program review.		SOP	Regular and adjunct faculty to participate in divisional program review	None
90	3	1.1	1.3 5.2	X	X	Provide viable student tutorial	Employ student and graduate tutors for academic and vocational programs			Six 20 hour weekly tutors for faculty assistance	16,000 Program100

						services					
	4	1.1	1.3 5.2	X		Develop and offer new Behavioral Science program in Psychology and Sociology	Utilize existing college and district courses to create a viable certificate and degree program that is fully supported by community partners.			Normal rotation for first two years	None for first two years; additional funds from Program100 and will seek future grants
90	5	1.1	1.3	X	X	Develop class rotation in AJ/FT in PACE format for evening programs	Re-assign current offerings of evening courses into the PACE rotation			None	None
90	6	1.1 2.2	1.3 5.2	X		Develop and immediately offer Psych Stat and Research Methods	Add Two Statistics and two Psych 10 courses for Soc/Behavioral Sciences transfer students. Our student must now attend Long Beach City to obtain this course. Highly recommended by Counseling		WSCH to sustain classes	Stat package for course for 40 licenses; utilize divisional computer lab; WSCH to support faculty	12,000
	7	1.1 1.2	5.2 6.1 6.2	X	X	Offer program 100 and vocational ED to staff and inmate population	To expand college mission in community partnerships; offer course work at federal prison in P.A.C.E. format		Sustainable program; WSCH estimated to exceed 200 initially.	Hourly faculty to support classes	TBA from both program100 and VTEA; Disadvantaged student funds
	8	1.1 1.2	2.5 6.1 6.2		X	Pre-employment program for AJ/FT	Allow City of Los Angeles to use LAHC as a sub location for Basic Skills and Phys ED programs.		WSCH TBD	None; provide office space and venue	None projected at this time.

										for training	
	9	1.2	5.2	X	X	Comprehensive Assessment Programs	Purchase advanced Assessment hard/software to assist faculty college-wide in Assessment methodologies			Equipment and software TBD	27,500
	10	1.2	5.2 6.1 6.2	X	X	Faculty members from four disciplines to form a cohort of student in the Social & Behavioral Sciences	To enlist a new program aimed at Social and Behavioral Science students to form a cohort of high school seniors and mentor them during a PD summer class; conduct a two day, non-teaching session in August for preparation of college and higher education.		Normal WSCH to support instructors during Program 100 course work.	Funding to support supplies and materials during the two day summer session.	\$2,000