

SOCIAL SCIENCE PROGRAM REVIEW

ACADEMIC YEAR 2008-2009

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EXECUTIVE SUMMARY

Located within the Department of History and Political Science is the Social Science program, which forms part of the College of Arts and Sciences at the University of La Verne. The program is interdisciplinary in nature and offers a wide-range of courses in seven basic disciplines: History, Political Science, Geography, Sociology, Psychology, Anthropology, and Economics. Graduates must complete twelve semester hours in lower division course work as well as forty-four semester hours in upper division courses from a minimum of three of the above disciplines. Social Science ranks as the third largest program within the Department of History and Political Science in terms of enrollment and graduate numbers. Even though the graduate figures remain stable, there is a downward trajectory in terms of enrollments that could threaten the program over the long term.

Learning outcomes of the Social Science program are in alignment with those of the Department of History and Political Science, which are located in the 2005-2006 Department's annual review:

- a. achieving critical thinking and research skills;
- b. preparing for graduate school and public and/or private sector employment;
- c. exhibiting an understanding of theory and its application to the various disciplines of the major;
- d. developing an international or cross-cultural perspective.

The Social Science program review assessed these learning outcomes by means of senior exit surveys, alumni surveys, interviews with relevant faculty and administrators, grade distribution analysis, and a review of course syllabi within the major. A number of conclusions may be reached:

- a. that the Social Science program remains strong and makes a significant contribution to enrollments and student graduations within the Department of History and Political Science;
- b. that the Social Science program meets the "letter and the spirit" of the University and Departmental mission statements;
- c. that the Social Science program is achieving its learning outcomes for its major students;
- d. that the Social Science program has administrative and academic issues that need to be addressed in the near term, such as the problem of prerequisite courses for the senior seminar/project in some of the disciplines and tighter advising and communication with other programs connected to Social Science;
- e. that the Social Science program has a long term problem with declining enrollments.

As a consequence of the assessment review, the Social Science program offers a number of recommendations that should be acted upon within the next three academic years:

- a. implementing Social Science 499: Senior Seminar by the 2009-2010 academic year to deal with prerequisite courses for Sociology and Psychology 499: Senior Project courses [see "d" in conclusions section above];
- b. strengthening administration and academic advising of the Social Science program;
- c. coordinating courses and programs that will reflect the learning outcomes sought by the Social Science major, such as developing a senior exit exam, reviewing senior seminar papers, and systematic annual collection and review of relevant course syllabi;

- d. developing a Social Science Single Subject waiver program by the 2010-2011 academic year;
- e. participating with faculty and administrators within the College of Arts and Sciences to create an Interdisciplinary Studies major in which Social Science disciplines would form "areas of concentration." This new program is anticipated to be available by the 2009-2010 academic year.

SOCIAL SCIENCE PROGRAM REVIEW

INTRODUCTION

Offered under the auspices of the History and Political Science Department in the College of Arts and Sciences is the Social Science program. The Department of History and Political Science offers majors in History, Political Science, International Studies, and Social Science and minors in History, Political Science, and International Studies. With few exceptions, all courses for the majors are taught by full time faculty. The majors can be completed in 44 units for Political Science, 44 for History, 44 for International Studies, and 56 for Social Science. The number of graduates among the on-campus traditional students has remained relatively stable at around 18 for Political Science and seven for History. Similarly, the number of on-campus Social Science students (including those in CAPA, [Campus Accelerated Program for Adults] has averaged 18.8 over the past few academic years. All majors are advised by full-time faculty.

MISSION STATEMENT

The Social Science program endorses the objectives of the Department of History and Political Science Mission Statement:

"The mission of the Department of History and Political Science is to give students a rigorous, challenging, and interdisciplinary education. An understanding of historical and political movements and ideas, skills in analysis and logic, and an appreciation for life-long learning provide a foundation for students to take a role in contemporary affairs.

The rich and diverse education we aim to provide our students fundamentally contributes to the liberal arts vision of the university. The Department's programs will thus prepare students for a variety of careers, including law, business, government, politics, journalism, administration, and research. "

PROGRAM DESCRIPTION

Interdisciplinary in nature, the Social Science program requires its majors to take courses in a minimum of three disciplines from the following: History, Political Science, Anthropology, Geography, Sociology, Psychology, and Economics. It has two basic components:

First, there is a lower division requirement. Students are required to complete twelve semester hours in lower division courses from a minimum of three of the above disciplines.

Second, there is an upper division requirement. Students are required to complete a minimum of forty-four [44] semester hours in courses from a minimum of three of the above disciplines. Additionally, these upper division courses are broken down as follows:

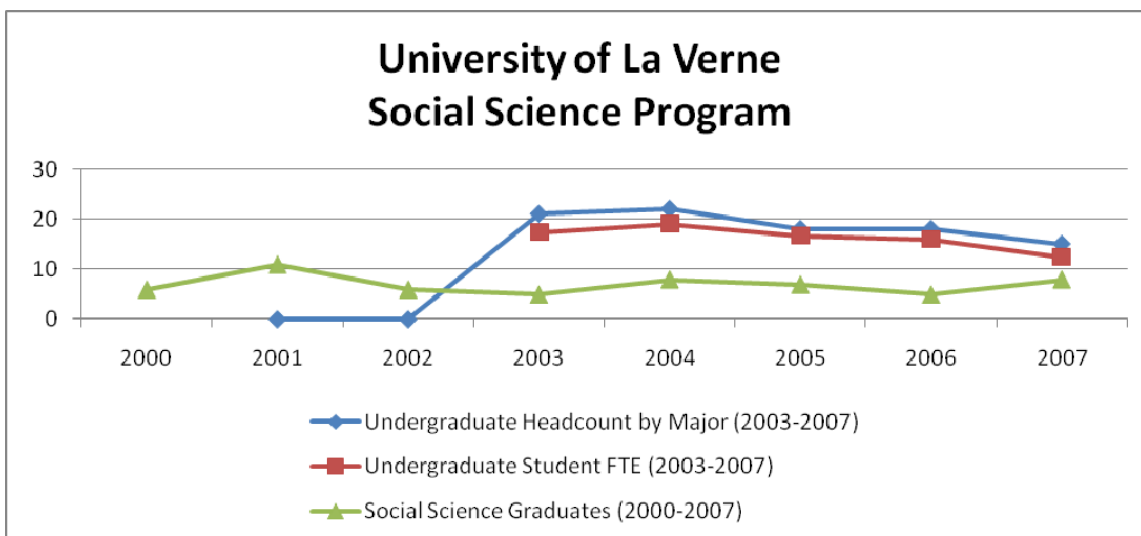
- a. 16.0 semester hours in one of the above fields;
- b. 12.0 semester hours in a second field;
- c. 8.0 semester hours in a third field;
- d. 4.0 semester hours in one of the three fields;
- e. 4.0 semester hours in Senior Seminar/Project in the field with 16.0 semester hours ["a" above].

Thus, the Social Science program meets the criteria of the Department's Mission Statement. It strives for an "interdisciplinary education," develops "skills in analysis and logic," promotes "appreciation for life-long learning," and it provides a basis "for students to take a role in contemporary affairs."

HISTORICAL BACKGROUND

The Social Science program was created about 35 years ago. In general, the Social Science program has maintained a slightly declining enrollment over the past few years. Information provided in sections a, b, and c below, taken from the ULV Fact Book, 2003-2007, illustrates this in a number of ways:

- a. Undergraduate Headcount by Major at all ULV campuses:
- | | |
|------------|---------------------------|
| Fall 2003: | 21 (0.5% at all campuses) |
| Fall 2004: | 22 (0.5% at all campuses) |
| Fall 2005: | 18 (0.4% at all campuses) |
| Fall 2006: | 18 (0.4% at all campuses) |
| Fall 2007: | 15 (0.4% at all campuses) |
- b. Undergraduate Student Full Time Equivalent (FTE) at all ULV campuses:
- | | |
|------------|-----------------------------|
| Fall 2003: | 17.4 (0.6% at all campuses) |
| Fall 2004: | 19.0 (0.5% at all campuses) |
| Fall 2005: | 16.6 (0.5% at all campuses) |
| Fall 2006: | 15.9 (0.5% at all campuses) |
| Fall 2007: | 12.4 (0.4% at all campuses) |
- | | |
|------------------|------------------------------|
| IPEDS 2004-2005: | 21.4% (0.6% at all campuses) |
| IPEDS 2005-2006: | 17.4% (0.5% at all campuses) |
| IPEDS 2006-2007: | 18.9% (0.6% at all campuses) |
- c. Social Science Graduates:
- | | |
|-------|----|
| 2000: | 6 |
| 2001: | 11 |
| 2002: | 6 |
| 2003: | 5 |
| 2004: | 8 |
| 2005: | 7 |
| 2006: | 5 |
| 2007: | 8 |
- Total: 56



- d. Finally, Social Science has consistently held a strong third place in terms of enrollment in Department courses. When compared to other disciplines within the Department, Social Science takes 19.6% of total enrollments while Political Science takes the lion's share with 50.9%. History comes in second with 25.4%, and International Studies is fourth with 4.2% of total enrollments. The chart below, found in Appendix I of the 2005-2006 History and Political Science Department review, demonstrates that Social Science has experienced a slight, but steady, negative growth since the 1999-2000 academic year.

ENROLLMENT FOR HISTORY, INTERNATIONAL STUDIES, SOCIAL SCIENCE AND POLITICAL SCIENCE 1999-2006

Academic Year	History	International Studies	Social Science	Political Science	Total
1999-2000	29	7	27	75	138
2000-2001	35	8	35	75	153
2001-2002	33	5	28	74	140
2002-2003	32	4	27	75	138
2003-2004	27	5	25	67	124
2004-2005	41	6	23	55	125
2005-2006	41	4	19	56	120
Total	238	39	184	477	938
	25.40%	4.20%	19.60%	50.90%	

LEARNING OUTCOMES

Learning outcomes of the History and Political Science Department are endorsed and implemented by the Social Science program. They fully reflect the letter and spirit of the Department's mission statement. These learning outcomes include:

- a. development of critical thinking and research skills.
- b. preparation for graduate study and careers in the public and private sector.
- c. critical understanding of historical and political contexts in which students can meaningfully understand their life experiences.
- d. demonstrated understanding of the theory and application of students' respective fields.
- e. application of a comparative international or cross-cultural perspective.

PROGRAM ASSESSMENT

In assessing how the Social Science program is meeting its learning objectives, a number of interviews have been held with representatives in all of the represented disciplines: History, Political Science, Economics, Psychology, Sociology, and Anthropology. Geography has been included in this interview process. It offers two lower-division courses at the University, lies wholly within the History and Political Science Department, and is taught by part-time faculty. In addition, interviews have been conducted with representatives outside the discipline, but have some interest in it: CAPA [Campus Accelerated Program for Adults], Liberal Studies, and the Single Subject Waiver program located in the College of Education.

The interviewing process has been revealing:

- a. Majors in the Social Science program are very strong in their subject matter upon graduation and are prepared to take state standard tests, such as the California Subject Examinations for Teachers (CSET).
- b. There are internal complications within the major. For example, Psychology and Sociology insist that Social Science students take prerequisite courses before the Senior Project (Psychology 499, Sociology 499). These prerequisite courses are in Statistics [Psychology /Sociology 305 and Research Methods [Psychology/Sociology 390]. Consequently, Social Science majors will be required to take two extra courses in their discipline of emphasis [a total of 24.0 s.h. of upper division courses instead of 16.0 s. h.]. A very small number of students [two] have been adversely affected.

A temporary solution has been adopted in these special cases. These students will take--or have taken--History 499: Senior Seminar.

The History and Political Science Department has approved a permanent solution by creating a new course to deal with this problem: Social Science 499: Senior Seminar (4.0 s.h.). This new course was approved during the Fall Semester, 2008. This course is anticipated to be offered in the Fall Semester, 2009, and will be cross-listed with History and Political Science 499. In this way, students can have their emphasis in Psychology and Sociology without having to take prerequisite courses required by majors in these programs.

- c. There is a similar problem in Economics, but it does not carry the same implications that it does for Psychology and Sociology. If students choose to have Economics as their area of emphasis, they are required to take Economics 200 and 201: Economic Analysis I and II. What this means for Social

Science majors who have Economics as their emphasis is that they are compelled to take 8.0 s.h. in Economics for their lower division requirements, but this would not necessarily mean that they would have to take more than the required 12.0 s.h. from three different disciplines. Thus far, no Social Science major has been adversely impacted in this matter. Should a Social Science major choose this discipline as his/her emphasis, Social Science 499 will be the culminating project for that student.

- d. Interviews also indicated that there might be future opportunities for the Social Science program. The University presently does not offer a Social Science Single Subject Waiver program for students who intend to teach at the secondary level. Students who complete their Social Science major typically transfer their courses into colleges and universities, which administer such programs, most notably California State University, San Bernardino, and California State University, Fullerton. It has been suggested that the Social Science program can take advantage in two ways:
 1. By adapting La Verne's program to the CSU Social Science Single Subject Waiver Standards in such a way that the transfer to this institution would be facilitated in an efficient manner. This will be largely an advising issue between faculty and students, but could require new courses within the Social Science major.
 2. By applying for California state accreditation for the Social Science Single Subject Waiver for the University of La Verne.
 3. A brief review of students [La Verne and from other institutions] indicates a very good pass rate in comparison with those take the single subject waiver program. Below is a chart, prepared by the ULV School of Education, which demonstrates this ratio as follows:

Social Science Teacher Credential Program Completers by Academic Year and Method of Subject Matter Competency (SMC)			
	SMC by Exam	SMC by Program	Academic Year Totals
2001-2002	5	7	12
2002-2003	3	6	9
2003-2004	25	12	37
2004-2005	16	8	24
2005-2006	16	8	24
2006-2007	18	3	21

- e. Another suggestion that has come out of the interview process is to revise the syllabi for Social Science disciplines so as to include pedagogy to allow students to be able to teach these courses at the secondary level. Such pedagogy might include development of course outlines, small student groups or committees, course lectures, and power point presentations.

- f. Interviews with Psychology and Sociology faculty indicate that the Social Science program does not exert a noticeable impact in terms of their course enrollments. This has been especially true within the past few years when these Departments implemented a policy compelling these students to take prerequisite upper division courses in Statistics and Research Methods. Faculty also suggested that History and Political Science major emphasis students are well-prepared to take Behavioral Science courses and are especially adept in bringing historical and political context to class discussions.

- g. This experience is similar to the Economics discipline. Faculty indicates that there has been serious erosion in their classes of Social Science majors over the past few years. Why that has happened is not immediately clear. It was suggested that there might be an advising problem. An interesting clue is that a good number of these majors intended to teach at the secondary level, but La Verne does not have a Social Science credential program that enables them to avoid taking standardized tests for the credential, such as the CSET and CBEST. It was suggested that a Social Science waiver program

needs to be developed to grow the Social Science program. Even so, the Social Science majors who have taken Economics courses were well prepared, especially when History and Political Science were their fields of emphasis.

- h. The Social Science program includes a lower division introductory course in Geography. In general terms, this course has followed the enrollment trajectory of other disciplines within the major. This has been particularly true over the past couple of academic years. Faculty tends to view this as part of the broader decline in student enrollments for the University of La Verne, but it is interesting that there have not been as many "pre-service teachers" in the course over this period. In terms of maps and other teaching aids, Geography seems set for the foreseeable future.
- i. The Social Science major lies within the History and Political Science Department. It appears that Social Science majors contribute significantly to History and Political Science course enrollments. Moreover, students who take either discipline as their area of emphasis are not required to take History 389: Approaches to History as a prerequisite for the History/Political Science senior seminar. Most of the advising for Social Science majors takes place within the Department. It is quite evident, as well, that the great majority of these students take History or Political Science as their area of emphasis.

SOCIAL SCIENCE COURSE SYLLABI REVIEW

In addition, an extensive survey has been made of course syllabi relevant to the program. Syllabi had been requested from all of the affected disciplines. A total of 71 syllabi were requested for courses offered in these fields. The results were that 34 came from History and Political Science, 3 from Anthropology, 3 from Psychology, 13 from Sociology, and 7 from Economics. This represents 84.5% of the syllabi requested. The results were as follows:

Social Science Syllabi/Learning Outcome Review

Course	Critical Thinking, Analysis & Research Skills	Preparation for Grad School & Job	Understand Historical & Political Context	Theory & Application in Field	Comparative International or Cross-culture
GEOG 201	X	X	X	X	X
HIST 101	X	X	X	X	X
HIST 102	X	X	X	X	X
HIST 110	X	X	X	X	X
HIST/PLSC 311	X	X	X	X	X
HIST/PLSC 312	X	X	X	X	X
HIST 332	X	X	X	X	X
HIST 333	X	X	X	X	X
HIST 336	X	X	X	X	X
HIST 351	X	X	X	X	X
HIST 353	X	X	X	X	X
HIST 389	X	X	X	X	X
HIST 410	X	X	X	X	X
HIST 411	X	X	X	X	X
HIST 413	X	X	X	X	X
HIST 414	X	X	X	X	X
HIST 439	X	X	X	X	X
HIST 464	X	X	X	X	X
PLSC 301	X	X	X	X	X
PLSC 304	X	X	X	X	X
PLSC 320	X	X	X	X	X
PLSC 321	X	X	X	X	X
PLSC 351	X	X	X	X	X
PLSC 353	X	X	X	X	X
PLSC 373	X	X	X	X	X
PLSC/HIST 407	X	X	X	X	
PLSC/HIST 410	X	X	X	X	X
PLSC 416	X	X	X	X	X
PLSC 420	X	X	X	X	X

PLSC 451	X	X	X	X	X
PLSC 452	X	X	X	X	X
PLSC/HIST 469	X	X	X	X	X
ANTHRO 400	X	X	X	X	
ANTHRO 409	X	X	X	X	X
ANTHRO 409	X	X		X	
PSYCH 308	X	X		X	X
PSYCH 407	X	X		X	X
PSYCH 409	X	X		X	X
SOC 302	X	X	X	X	X
SOC 307	X	X	X		X
SOC 321	X	X	X	X	X
SOC 330	X	X	X	X	
SOC 335	X	X	X	X	X
SOC 336		X	X		X
SOC 338	X	X	X		X
SOC 340	X	X		X	X
SOC 370	X	X	X	X	X
ECBUS 321	X	X		X	
ECBUS 322	X	X		X	
ECBUS 323	X	X		X	
ECBUS 324	X	X	X	X	X
ECBUS 325	X	X	X	X	X
ECBUS 326	X	X	X	X	
ECBUS 327	X	X	X	X	X

- a. Learning Outcome One: Critical thinking, analytical, and research skills: All disciplines have fully met this criteria save for a single course in Sociology [336]. **In other words, 99% of the syllabi reflect this learning outcome.**

- b. Learning Outcome Two: Preparation for graduate school public and private careers: **All disciplines have fully met this criteria [100%].**

- c. Learning Outcome Three: Critical understanding of the historical and political context to provide meaning to life experiences: History and Political Science have fully met this criteria, but the other disciplines have not completely fulfilled

this outcome [Anthropology 409; Psychology 309, 407, 409; Sociology 340; and Economics 321, 322, 323]. **In other words, 89% of the syllabi reflect this learning outcome,**

- d. Learning Outcome Four: Theory and application to respective fields: There has been substantial compliance in all disciplines. Only three syllabi from Sociology have been determined not to meet this criteria [307,336,338]. **In other words, 96% of the syllabi reflect this learning outcome.**

- e. Learning Outcome Five: Comparative international or cross-cultural perspective: Again, there has been substantial compliance with this learning outcome. Exceptions: Political Science 320, 407; History 407; Anthropology 400, 409; Sociology 330; Economics 321, 322, 323, 326. **In other words, 86% of the syllabi reflect this learning outcome.**

**SOCIAL SCIENCE GRADE DISTRIBUTION BY
COURSE 2006-2007**

Department	A (%)	B (%)	C (%)	D (%)	F (%)	Total # Grades	%
History	95 (10.9)	146 (16.7)	70 (8.0)	12 (1.4)	12 (1.9)	340	38.9
Political Sci.	46 (5.2)	72 (8.2)	47 (5.3)	11 (1.2)	6 (.7)	182	20.6
Sociology	55 (6.3)	40 (4.6)	24 (2.7)	4 (.5)	1 (.1)	124	14
Psychology	26 (3.0)	49 (5.6)	16 (1.8)	2 (.2)	0 (0)	93	10.5
Anthropology	3 (.2)	2 (.2)	0 (0)	0 (0)	0 (0)	5	0.5
Economics	40 (4.6)	48 (5.5)	11 (1.3)	0 (0)	2 (.2)	101	11.4
Geography	17 (1.9)	8 (.9)	11 (1.3)	1 (.1)	3 (.3)	40	4.5
Total	281 (31.7)	365 (41.3)	179 (20.02)	30 (3.4)	29 (3.3)	884	100.4

Two things stand out from the above chart. First, the History and Political Science Department is the driving force behind the Social Science major. Of 884 total enrollees indicated, 562 [or, 64.0%] entered History, Political Science, and Geography courses. The Behavioral Sciences [Anthropology, Psychology, and Sociology] accounted for 222 students [or, 25.0%], while Economics took up the remainder [40 enrollees, or 11.4%]. The

primary factor in the History and Political Science bulge is its heavy involvement in presenting lower division courses [History 101, 102, and 110] for general education requirements.

Second, there is an upward shift in the course grades, which is particularly noticeable in the "A" and "B" grade levels. This is reflected in all disciplines as the percentile of "A's" range from 25.2% in Political Science to 44.3% in Sociology. Anthropology is not included in this particular assessment because it enrolled five students and is atypical for this specific analysis. A major factor in the "A" grade results in History and Political Science is the heavy numbers in the lower division and general education courses. Take them out of the equation, and this grade level drops precipitously in terms of enrollment numbers and percentiles. Once these lower division courses are factored in, the "C" grade stands in better relief and proportion to the higher grade levels.

COMPARISON OF DEPARTMENT GRADES WITHIN THE SOCIAL SCIENCE MAJOR, 2006-2007

Department	A (%)	B (%)	C (%)	D (%)	F (%)	Total # Grades	%
History	95 (28.0)	146 (42.9)	70 (20.6)	12 (3.9)	12 (5.0)	340	38.9
Political Sci.	46 (25.2)	72 (38.6)	47 (25.8)	11 (9.2)	6 (3.2)	182	20.6
Sociology	55 (44.3)	40 (32.2)	24 (19.3)	4 (3.2)	1 (.9)	124	14
Psychology	26 (28.0)	49 (52.7)	16 (17.2)	2 (2.2)	0 (0)	93	10.5
Anthropology	3 (60)	2 (40)	0 (0)	0 (0)	0 (0)	5	0.6
Economics	40 (39.2)	48 (47.4)	11 (1.0)	0 (0)	2 (2.0)	101	11.4
Geography	17 (42.5)	8 (20.0)	11 (27.5)	1 (2.5)	3 (7.5)	40	4.5
Total	282	365	179	30	29	884	100.5

The above chart takes the issue of grades to the breadth of the Social Science major itself. Each Departmental grade category is compared to the total of course offerings in the major. For example, in terms of the "A" grade level, History, Political Science, and Psychology stand below the

thirtieth percentile, and Economics, Geography, and Sociology stand below the 45th percentile in order respectively. Anthropology had just five enrollees and does not compare easily with the other Departments. It is noteworthy that Sociology is in the fortieth percentile because of the 55 "A" grades delivered in the 2006-2007 academic year, 37 came from a single course.

Another observation is that the "B" grade level has the heaviest concentration, ranging from 20.0% [Geography] to 52.7% [Psychology]. The "C" grade level ranged from 11.0% [Economics] to 25.1% [Political Science], but most Departments hovered around the twentieth percentile, more or less. On balance, the grading range seems in balance and reflects the quality of teaching pedagogies in the various disciplines.

SOCIAL SCIENCE ALUMNI SURVEY RESULTS

How these learning outcomes are being met may be determined, as well, by surveys of Social Science students. To that end, surveys have been sent out to Social Science alumni, and a senior exit survey has been distributed. The Alumni Survey was sent out to graduates since the 1999-2000 academic year, and it saw a return of 16 out of 58 surveys [27.5%]. This survey was reviewed independently by the Social Science program chair and by the Associate Dean in the College of Arts and Sciences [Appendix IV]. Here are the pertinent conclusions of this survey:

First, in descriptive terms, the Social Science alumni included eight respondents from the Main Campus while six were in the CAPA program. Eight students had transferred from other institutions. The area of emphasis within the major [that is, 16.0 s.h. in one discipline] breaks down as follows:

a.	History:	5
b.	Political Science:	2
c.	Sociology:	2
d.	Psychology:	2
e.	Anthropology:	0
	Total:	11

Three of the alumni respondents indicated "Social Science," but it was not clear what their area of emphasis was. Two more did not respond to that question. One alumna went into sales while the others became teachers.

In terms of job experience following their graduation, the alumni indicated a wide range of activity. Several entered graduate school and/or became elementary and secondary teachers [two were special education instructors; another became Department Chair at a high school] while others became chain territory manager for a liquor distributor, sales, restaurant managers [two], insurance mediator, government contracts administrator, admissions counselor, actor, and a *sous* chef for a major Los Angeles restaurant.

The alumni survey asked three questions concerning "satisfaction" with their experience in the Social Science program. The options presented were:

- a. Very Satisfied
- b. Satisfied
- c. Neutral
- d. Dissatisfied
- e. Very Dissatisfied.

On the matter of satisfaction with the variety of courses offered in the major, the response was affirmative: seven alumni were very satisfied [43.7%], six were satisfied [37.5%], two were neutral [12.5%], and one was dissatisfied [6.3%]. **That is an 81.2% approval rate.** Affirmative comments indicated that students received "a well rounded education" and "absolutely loved the variety of classes" at La Verne. One of the very satisfied respondents thought that course variety was "exceptional," but believed that offering no specialty within the program handicaps the major. This is particularly unfortunate in a world of specialization. As a result, Social Science as "constructed at ULV cannot work."

On the other hand, alumni less satisfied believed that the major needed to add courses that deal with pop culture, that a variety of teaching techniques needed to be utilized to encourage participation and interest [one

class described as "a set down, shut up, and write your notes. Not interactive"]. Others indicated that they had to take other Social Science courses elsewhere after leaving La Verne or that "class requirements had changed" prior to graduation.

On the issue of satisfaction with the senior seminar/senior project experience, the results were similar: five were very satisfied [31.2%], seven were satisfied [31.2%], two were neutral [12.5%], and four were dissatisfied [25%]. **This is an approval rate of 62.4%.** One very satisfied alumnus thought that the senior seminar was a "unique experience" while another very satisfied alumnus noted that "It was the first time a prof. [sic] talked to me about my writing skills." On the dissatisfied side, one alumnus believed that "there could be more support" for students while they were working on the project. Another graduate stated that the senior seminar coordinator "change[ed] requirements" of the course.

The final question on satisfaction concerned availability of equipment, instruments, and facilities. The responses broke down as follows: six were very satisfied [37.5%], eight were satisfied [50%], one was neutral [12.5%], and one [12.5%] was dissatisfied. **That is an approval rate of 87.5%.** One satisfied respondent noted that the computer lab was of "poor quality" in 2002, and another respondent declared that Wilson Library did not have the materials necessary to complete the senior paper. But, a very satisfied respondent was particularly pleased by the quality of computer lab technology and library services. There were no comments from neutral and dissatisfied alumni.

The next section of the alumni survey concerned comparisons with others in the work place and in graduate school. The range of options included:

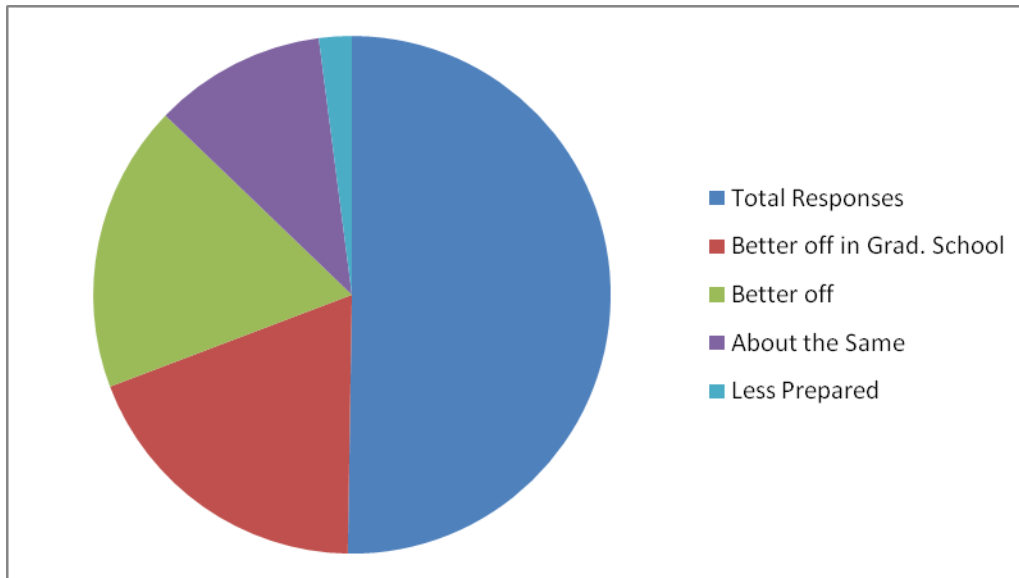
- a. Much Better
- b. Better
- c. About the Same
- d. Less Prepared

These options revolved around seven specific issues:

- a. On the matter of writing skills, four alumni believed that they compared much better than their peers [26.7%], four believed they were better prepared [26.7%], four were about the same [26.7%], and three were less prepared [20.0%]. One respondent failed to complete this section. **As a result, 53.4% of the Social Science alumni believed that the major had prepared them well for the market place and for graduate school.** Twenty percent believed that they were less prepared.
- b. On the matter of research, five alumni [33.3%] believed that they were much better prepared for higher education and jobs, five were better prepared [33.3%], four were about the same [26.7%], and one [6.7%] was less prepared. One respondent failed to complete this section. **Thus, 66.6% of the respondents believed that they had better research skills than their counterparts in the work place and higher education.**
- c. On the matter of analytical skills, seven alumni [46.7%] believed that they had much better skills than their peers, five had better skills [33.3%], four were about the same [26.7%], and none believed that they were less prepared. One respondent failed to complete this section. **Consequently, 80.0% of the respondents believed that they were stronger in analytical ability than their fellow workers and graduates.**
- d. On the matter of integrating information from different disciplines, alumni divided as follows: four [26.7%] believed that they had much better skills, seven [46.7%] had better skills, 4 [26.7%] were about the same, and none had less prepared skills than their counterparts. One respondent failed to complete this section. **Thus, 73.4% of the respondents believed that they had a broader understanding of various disciplines and to incorporate their values into their life and work.**

- e. On the matter of integrating theory from different disciplines, four respondents [26.7%] believed that they were much better prepared, five [33.3%] were better prepared, five were about the same 33.3%, and one [6.7%] was less prepared. One respondent failed to complete this section. **Thus, 60.0% of the alumni believed that they were better prepared to integrate theory from different disciplines.**
- f. On the matter of dealing with diversity issues, the Social Science program excelled. Eight alumni [53.3%] believed that they were much better prepared to handle the problems of diversity, six [40.0%] were better prepared, one [6.7%] about the same, and none were less prepared. One respondent failed to complete this section. **As a result, 93.3% believed that this issue of diversity was one of strongest elements of the Social Science program.**
- g. On the matter of being a Social Science teacher, seven alumni [46.7%] did not become teachers. They marked "N/A" on the survey. **Of nine respondents who went into teaching, five [55.6%] believed that the program made them much better prepared than their peers while three [33.3%] believed that they were better prepared.** All respondents completed these sections.
- h. Overall, there were 98 total responses to this section. Of this number, 37 responses [37.7%] believed that they were much better off than their peers in graduate school and the job market, 35 were better off [35.7%], 21 about the same [21.4%], and four were less prepared [4.1%]. **To put it another way, some 73.4% of the responses indicated that alumni believed that they benefited favorably from the program in terms of their lives after La Verne.**

Social Science Survey Response Results



The final section of the alumni survey offered an opportunity for respondents to express their thoughts on strengths and weaknesses of the Social Science program, relations with faculty, and to offer recommendations for the program's future. The following is a summary of their thoughts:

- a. In general, respondents found the strengths of the program to include flexibility and availability of course offerings, that the program offered students a well-rounded curriculum, enabled students to improve their reading, writing, research, and analytical skills, and just simply how to write a paper. One respondent declared that La Verne and the program "was a life-changing experience, one which drastically altered the way I view myself and my world which is what true education is all about...." Still another alumnus declared, "coursework in History and Anthropology plus the cultural diversity . . . has really helped me be more independent, a free thinker, an artist, and an entrepreneur."

- b. Respondents offered specific critical comments about the program as well. These criticisms concerned "passion-less" faculty, poor academic advising, inability of faculty to arrange meeting times with working students, and lack of preparation for career opportunities. A significant issue is the program's failure to require courses in statistics and research methods for Sociology and Psychology, which hindered their progress in graduate school. Another respondent believed that the Social Science program is a "rip off" because he/she was compelled to retake courses so that he/she could teach History. [This last comment may refer to the lack of a University Social Science waiver program for teachers.]
- c. As for faculty-student relations, respondents were generally positive in their comments. One alumnus loved the "great 'small school' feel" of the University. The faculty tended to be available, although there was a demurrer on that point. The consensus seems to be that student-faculty relations were "good...not great, solid."
- d. There were a number of recommendations offered in the survey: keep class size small, create more controversy in the class room, make students take a stand on historical and political issues, prevent overlapping in courses [Anthropology and Sociology were mentioned], introduce new computer technologies into the courses, and orient the Social Science major to the teacher's credentialing program. One respondent believed that the program "needed more structure" and that it offered too many choices.

SOCIAL SCIENCE SENIOR EXIT SURVEY

A Senior Exit Survey was distributed to appropriate Social Science majors during the Fall Semester, 2008. Five of twelve students responded. Four questions concerned satisfaction with the Social Science major, and the options were as follows:

- a. Very satisfied
- b. Satisfied
- c. Neutral, neither satisfied nor dissatisfied
- d. Dissatisfied
- e. Very dissatisfied
- f. Does not apply

On the matter of variety of courses in the Social Science major, one student was very satisfied, one was satisfied, and three were neutral. **None were dissatisfied with course variety within the major.**

On the matter of course scheduling, none were very satisfied, two were satisfied, and three were neutral. **No senior was dissatisfied with course scheduling within the major.**

On the matter of the senior seminar, **two were satisfied, one was dissatisfied, and three did not reply.**

On the matter of accessibility to equipment, facilities, and instruments, **all five of the respondents were very satisfied.**

The conclusion to be drawn from these results is that in the aggregate, there were eleven responses that were in the "satisfactory" range; six were neutral, and only one in the "dissatisfaction" range. The responses indicate a broad favorable rating from the respondents. **In percentage terms, that means that 57.9% responses were satisfied with the program, 31.6% were neutral, and 5.3% were in the dissatisfied range.** Nonetheless, the fact that nearly a third of seniors who participated in the survey were "neutral" on the program's "satisfaction" range is disturbing.

Another section of the Social Science Exit Survey concerned areas covered in the major. Respondents were requested to deal with five issues, and their options were as follows:

- a. Too much
- b. Enough
- c. Too little
- d. Does not apply

On the matter of theory, information, and facts covered in the major, **four students believed that there was enough while one stated too little.**

On the matter of practical application of theory, one senior replied too much, **three replied enough. One too much, and one too little.**

On the matter of hands-on experiences within the major, **two students believed that there was enough, one too little, and two replied that it did not apply to them.**

On the matter of research opportunity, **three seniors replied enough, one too little, and one did not apply.**

On the matter ethical issues within the major, **all of the respondents believed that there was enough.**

On the matter of historical context within the major, **all of the respondents believed that there was enough.**

Again, as noted in the previous section of the exit survey, twenty-two responses indicated that the major provided enough exposure in these five areas, while four thought there were too little exposure, one thought too much, and three marked "does not apply." **That indicates that there had been 73.3% satisfaction in these areas and 16.7% dissatisfaction.**

CONCLUSIONS

The foregoing information and analysis offers a number of conclusions about the quality of the Social Science program:

First, that the Social Science B. A. degree program remains strong, that it makes significant contributions to the overall enrollment numbers of the Department of History and Political Science, and that the annual number of graduates remains stable. Unfortunately, statistics indicate that there has been a gradual decline in the number of majors over the past five years, particularly in the past academic year (2006-2007). This observation is reinforced by indications that fewer students are taking courses outside of the History and Political Science disciplines, especially in Anthropology, Economics, Psychology, and Sociology.

Second, that the quality of the Social Science program is strong. This is amply reinforced by interviews with faculty in the Social Science disciplines as well as with administrators of programs which are indirectly involved with the Social Science degree program. Graduates are well prepared for graduate school and the work place, and they are able to successfully pass standardized tests for teaching credentials.

Third, that the Social Science degree program meets the objectives of the University of La Verne Mission Statement as well as those of the History and Political Science Department's mission statement.

Fourth, that the Social Science degree program meets the objectives of its learning outcomes criteria, including such objectives as critical thinking, research, diversity, preparation for life after college, understanding theory and applying to practical situations, and providing historical and political context. This is supported by the results of alumni and senior exit surveys, a review of relevant course syllabi, and by interviews with relevant faculty and administrators. [One area to be improved is writing skills where only 53.4% of the alumni believed that their writing skills were improved by the program.]

Fifth, that the Social Science program contains some issues that are primarily administrative and advising in nature. These include:

- a. Prerequisite upper division courses in Psychology and Sociology for students to be eligible to take the respective senior seminars. This issue should be resolved during the current academic year. Social Science majors who wish to have Psychology, Sociology, or Anthropology as their 16.0 s.h. area of emphasis will take Social Science 499: Senior Seminar [4.0 s.h.]. It is planned to have this option in place for the 2009-2010 academic year.
- b. As noted earlier in this assessment review, Economics requires two lower division courses for Social Science majors who have this discipline as their area of emphasis. This is not a real issue for the Social Science program and has no adverse impact upon the student or the administration and advising of the program. These lower division courses may be incorporated into the program's lower division requirements.

Sixth, that a major theme throughout this assessment has been the slight, but troubling, decline in Social Science enrollments outside the History and Political Science disciplines. It seems clear that the program needs to develop programs that would attract students, and the most promising would be the Social Science Single Subject Waiver accreditation from the State of California.

Seventh, that a major contributor to the Social Science program is the Campus Accelerated Program for Adults [or CAPA], which provides an average of forty percent of the students in the degree program. This is based on the 2006-2007 numbers for Social Science majors. CAPA students are nontraditional adult students who primarily take evening courses. CAPA handles the advising of these students, especially in general education matters. All lower-division and upper-division courses relevant to the major are the responsibility of full-time faculty. There needs to be a stronger and closer linkage between the degree program and CAPA.

RECOMMENDATIONS

The Social Science Program review suggests the following recommendations:

- a. To add Social Science 499: Senior Seminar to its curriculum. This process should be completed by September 2009.
- b. To strengthen the administration and academic advising within the program. This will include:
 1. conducting annual senior exit surveys;
 2. conducting alumni surveys every third year [beginning with the 2007-2008 academic year];
 3. collecting senior papers and the reviews of seminar coordinators;
 4. working closely with relevant disciplines within the major as well as CAPA, School of Education, and other programs; to that end, two forms have been developed for the coordinator to evaluate the quality of the senior seminar presentation and paper [Appendix VI and VII]; these evaluations will commence with the Fall Semester 2008 senior seminar.
- c. To coordinate courses and programs that serve the needs of the learning outcomes desired by the Social Science major.
- c. To keep Social Science majors informed of graduate degree programs and single subject waiver criteria offered by other institutions within the area.
- e. To establish a Social Science Single Subject Waiver program that would attract students interested in teaching at the secondary level into the major. This effort would be conducted in conjunction with advice from the School of

Education. Such an endeavor is estimated to be completed by the end of the 2009-2010 academic year.

- e. To work with the College of Arts & Sciences to develop an Interdisciplinary Studies program in which selected Social Science courses would form an area of concentration within the new major. The goal is to have this program up and running by the Fall Semester 2009.

The Social Science program will endeavor to implement these recommendations over the next few academic years.

APPENDIX

Appendix I.....	Undergraduate Headcount by Major
Appendix II.....	Undergraduate Standard Full-time Equivalents
Appendix III	Enrollment for History International Studies, Social Science & Political Science
Appendix IV	Social Science Alumni Survey
Appendix V.....	Social Science Alumni Survey Analysis
Appendix VI	Senior Exit Survey
Appendix VII.....	Evaluation of Senior Project Presentations Form
Appendix VIII.....	Senior Project Rubric/Rating Scale Form