

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Social Sciences **Academic Year** 2025-2026

1. Has your program mission or primary function changed in the last year?

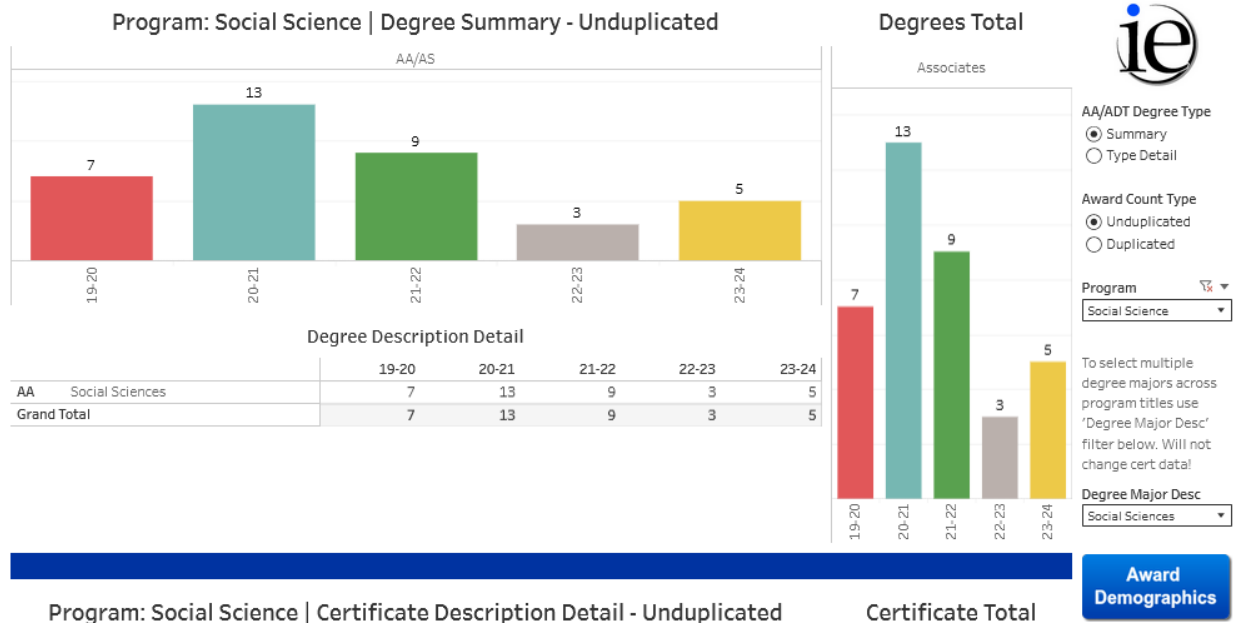
No.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

The number of degrees awarded increased from 3 in 2022-23 to 5 in 2023-24 academic years. No degrees were listed for the 2024-2025 academic year (see table below).

PROGRAM REVIEW: AWARDS

[AWARD CROSSWALK PDF](#)



Enrollment/Headcount for this program is not accessible/listed on the Program Review: Enrollment & Headcount webpage.

The Success & Retention of students attempting a Liberal Arts degree for the Social Sciences program is not listed on the Program Review: Success, Retention, Persistence webpage.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes, the two-year program map is posted on the Pathways webpage and followed.

4. Were there any staffing changes?

No.

5. What were your program successes in your area of focus last year?

n/a

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

n/a

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

n/a

c. Please summarize recommendations and/or accolades that were made within the program/department.

n/a

d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

n/a

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

a. Which courses were reviewed for regular and substantive interactions (RSI)?

n/a - – Please refer to Program Reviews for courses used to meet degree requirements

b. What were some key findings regarding RSI?

n/a

- Some strengths:

n/a

- Some areas of possible improvement:

n/a

- c. What is the plan for improvement?

n/a

CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

n/a

- b. How does the program address needs that are not met by similar programs?

n/a

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

n/a

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

n/a

- e. Have recommendations from the previous report been addressed?

n/a

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

Area of Focus Discussion Template CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

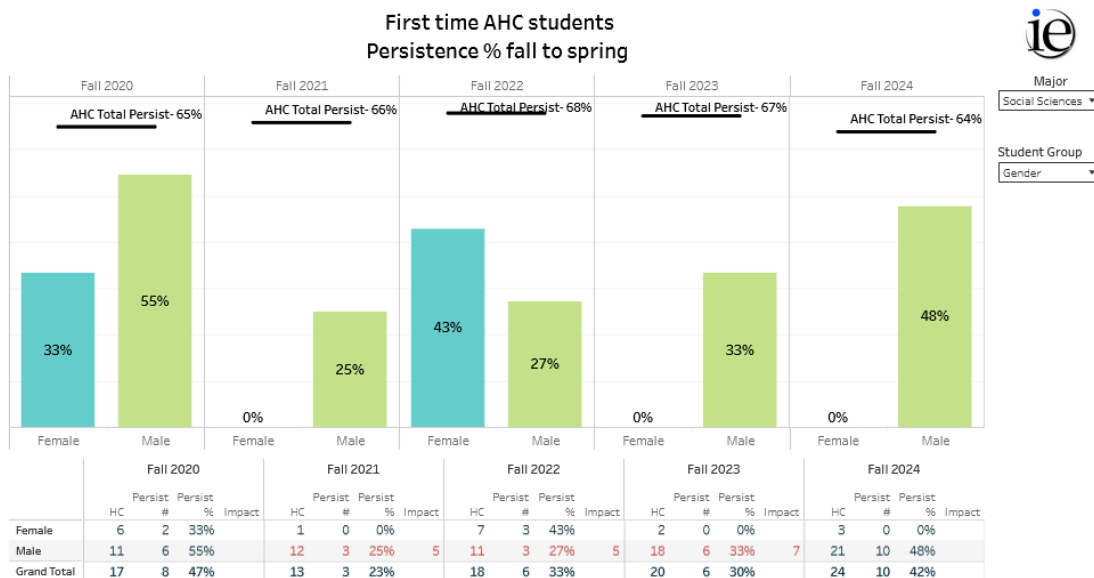
- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

1. What data were analyzed and what were the main conclusions?

Program Review: Success, Reention, Persistence

Based on the table below, males made up all the students who persisted in this program for the Fall 2024 semester.

PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE

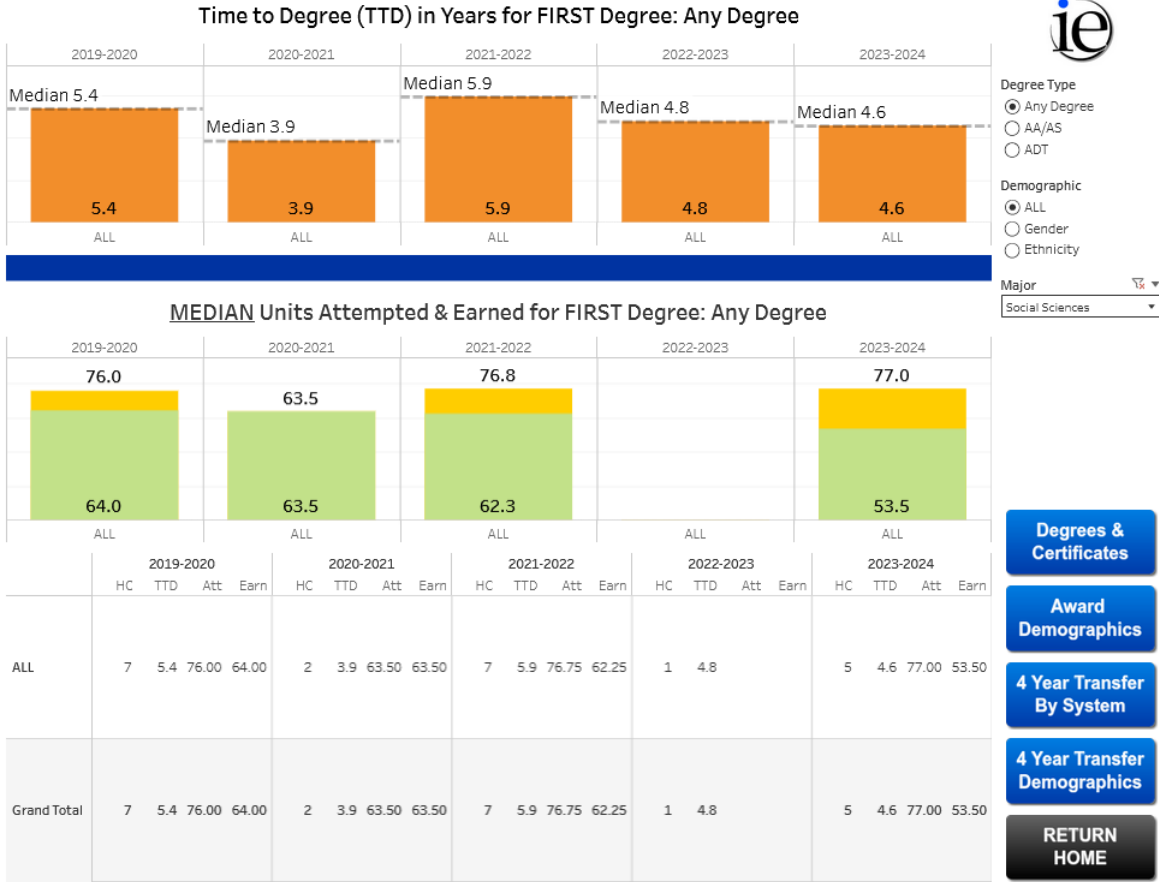


Program Review: Awards - All

Based on the table below, the Time to Degree decreased from 4.8 to 4.6.

PROGRAM REVIEW: AWARDS

[AWARD CROSSWALK PDF](#)

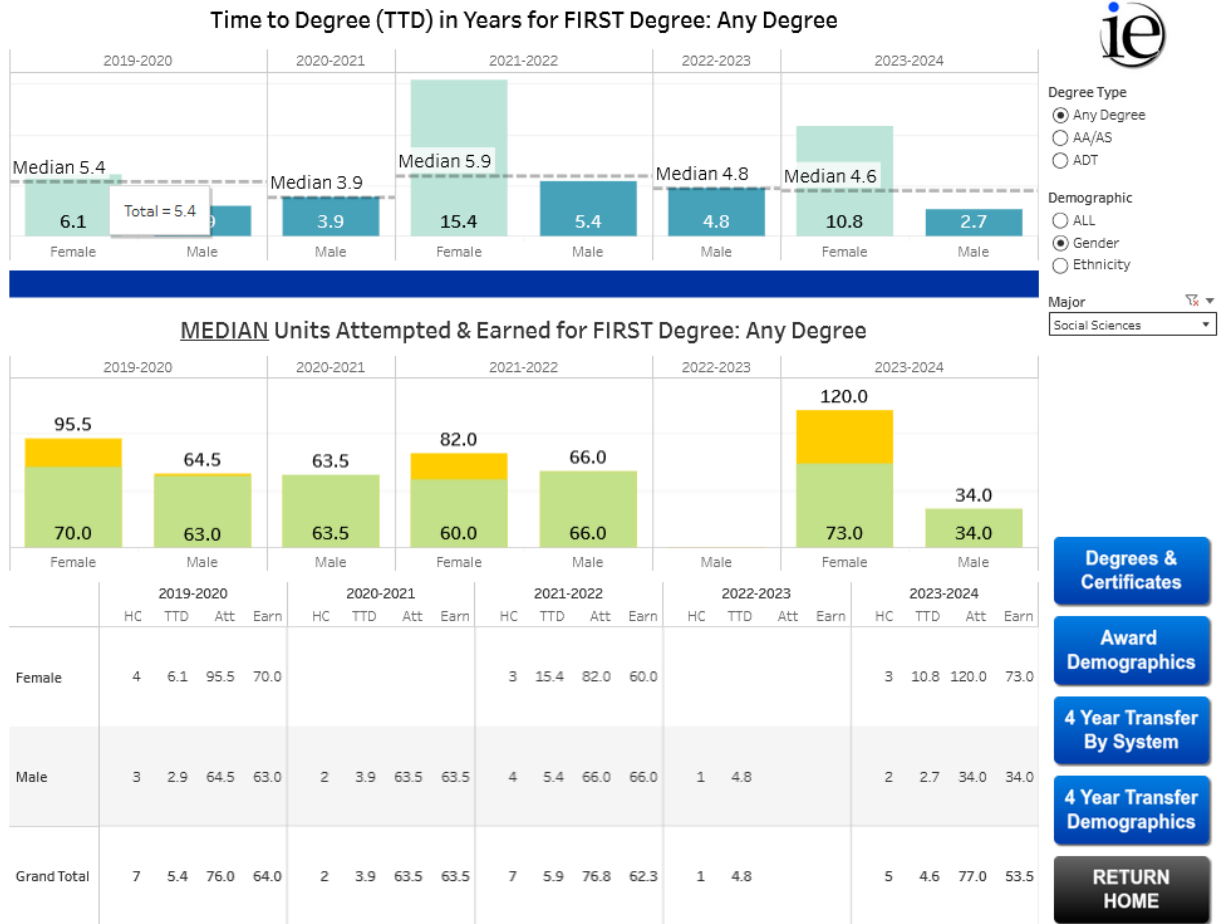


Program Review: Awards – Gender

Based on the table below, females took longer earn their degrees.

PROGRAM REVIEW: AWARDS

[AWARD CROSSWALK PDF](#)

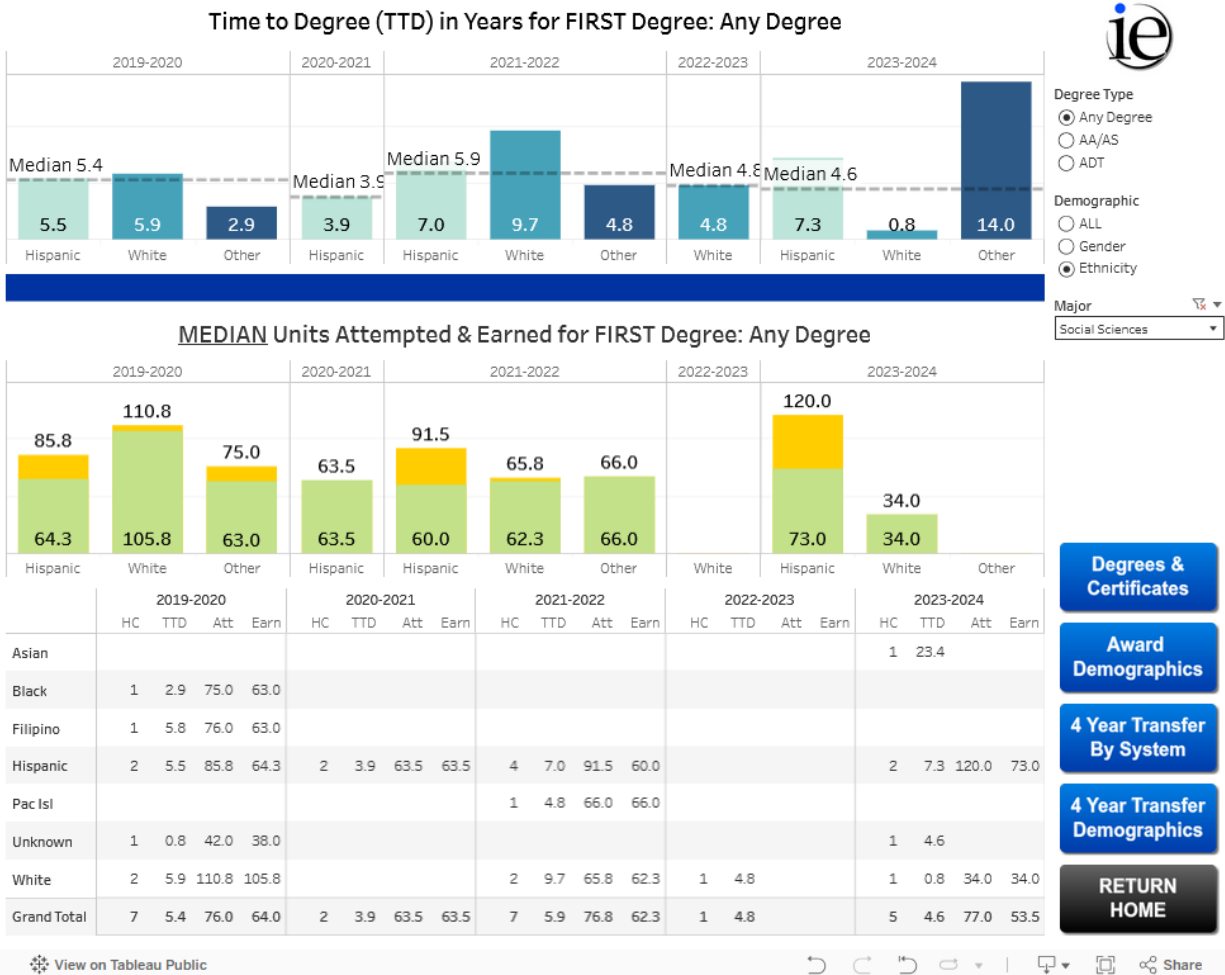


Program Review: Awards – Ethnicity

Based on the table below, the “Other” group increased in the 2023-2024 academic year.

PROGRAM REVIEW: AWARDS

[AWARD CROSSWALK PDF](#)



2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Looking through an equity lens, the Social Science Program offers tremendous potential for students to see themselves, their histories, and their communities reflected in academic inquiry. Yet the very students who could benefit most often face the steepest barriers. Based on my experiences, some of the challenges to student success include:

1. Unequal Academic Preparation – Most Social Science courses emphasize some level of scientific reasoning, writing skills, academic literacy, critical reading, and quantitative skill which some students may be underprepared for.

2. Life Circumstances that Compete with Learning – Many of our students lead busy lives and have numerous responsibilities and insecurities.

3. Learning Disabilities – I have seen an increase in the number of students who either have or need academic accommodations for learning disabilities. Some students do not register with the LAP even though they would benefit from receiving academic accommodations.

4. Financial Barriers – Many students take online classes without the use of an actual computer. They can generally get by with their smartphones and iPads. However, with the adoption of the Respondus Monitor and LockDown Browser, some students are complaining that they are unable to use these programs because they do not have a computer with a camera.

5. Artificial Intelligence (AI) – Student use of AI tools presents a range of andragogical and ethical challenges, in addition to increasing the instructional workload. To address potential academic dishonesty, I have incorporated several AI-detection tools, along with Honorlock and Respondus Monitor and LockDown Browser. While these systems can be effective in discouraging inappropriate use of AI, they can also contribute to heightened stress and occasional tension between myself and students.

3. What are your plans for change or *innovation*?

Hopefully the instructors will continue to develop and adopt new assignments that embrace multiple learning styles. For example, low-stakes in-class collaborative work to engage students and encourage participation could be used.

Hopefully the instructors will continue to use technology to remove barriers, expand access, and create more meaningful pathways for students. For example, OER materials should be used if available.

Hopefully the instructors will continue to develop assignments that make the disciplines of Social Sciences relevant to their students.

4. How will you *measure* the results of your plans to determine if they are successful?

Some measures of success for these changes and/or innovations include:

- Improved student success
- Improved student engagement

- Improved student retention
- Improved enrollment

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

The practices that could be used in DE courses to support/demonstrate regular and substantive interaction include:

- An active presence on discussion boards
- Class and individual emails
- Weekly Announcements that are predictable and supportive
- Timely and substantive feedback on assignments

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

n/a

2. Are there specific recommendations regarding the core topic responses from the validation team?

n/a

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705
 Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
 Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Program Review Signature Page:

Brian Stokes

Program Review Lead

May 7, 2026

Date

Monica Millard

[Monica Millard \(May 7, 2026 13:03:41 PDT\)](#)

Program Dean

May 7, 2026

Date



Vice President, Academic Affairs

Jun 11, 2026

Date










2026 Curriculum and Teaching Design - Social Sciences


Final Audit Report

2026-06-11

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