

**Social Science Department**  
**Annual Unit Plan for Academic Year 2016-2017**  
October 2015

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## **Describe Department/Unit**

### **Mission/Connection to College Mission**

The mission of the Social Sciences Department is to promote student success and critical thinking by offering high quality course offerings that enable students to fulfill general education, major and transfer requirements through traditional and distance education. To accomplish this mission the department provides • Transfer, general education and major classes in all modes of delivery and at all sites • Learning opportunities that develop ethical and effective citizenry • Working relationship with the Learning Resource Center (LRC), Learning Assistance Center (LAC), and Counseling

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## **Report on Improvements Made and Gaps Identified in the Prior Year**

### **Student Equity**

**Age range has departmental retention rates 7 – 9 points lower than students 19 and younger. They also have success rates 6 – 8 points lower than students 19 and younger.**

**Population:**

Age: 20 to 24 years

**Analysis and Plan:**

We are a transfer course department and our 100 level academic courses are become more difficult for students the farther away high school they are, especially with regard to research, writing, and reading competency.

The department will discuss ways to increase collaboration with the library and LAC to connect older students with research and writing support.

**Age range has departmental retention rates 7 – 9 points lower than students 19 and younger. They also have success rates 6 – 8 points lower than students 19 and younger.**

**Population:**

Age: 25 to 39 years

**Analysis and Plan:**

We are a transfer course department and our 100 level academic courses are become more difficult for students the farther away highschool they are, especially with regard to research, writing, and reading competency.

The department will discuss ways to increase collaboration with the library and LAC to connect older students with research and writing support.

**Age range has departmental retention rates 7 – 9 points lower than students 19 and younger. They also have success rates 6 – 8 points lower than students 19 and younger.**

**Population:**

Age: 40 or older

**Analysis and Plan:**

We are a transfer course department and our 100 level academic courses are become more difficult for students the farther away high school they are, especially with regard to research, writing, and reading competency.

The department will discuss ways to increase collaboration with the library and LAC to connect older students with research and writing support.

**Retention rates are 12 – 14 points lower than White/Asian populations. Success rates are 26 – 30 points below White/Asian populations****Population:**

Ethnicity: African American

**Analysis and Plan:**

There could be significant overlap between minority students and lower income or limited resources students. Meaning that textbook costs may be a barrier. Also, they may be more likely to be on financial aid, making it more difficult for them to acquire the textbook in time for the first two weeks of class.

The department will discuss strategies to move toward lower cost, or no cost, textbooks, and open educational resources. The department will also discuss strategies for moving toward textbooks not being required during the first two weeks of the course.

The department will discuss strategies for collaborating with the library to try and include more culturally diverse readings and assignments for our classes.

**Retention rates are 6 – 8 points below White/Asian populations. Success rates are 16 – 20 points below White/Asian populations.****Population:**

Ethnicity: American Indian

**Analysis and Plan:**

There could be significant overlap between minority students and lower income or limited resources students. Meaning that textbook costs may be a barrier. Also, they may be more likely to be on financial aid, making it more difficult for them to acquire the textbook in time for the first two weeks of class.

The department will discuss strategies to move toward lower cost, or no cost, textbooks, and open educational resources. The department will also discuss strategies for moving toward textbooks not being required during the first two weeks of the course.

The department will discuss strategies for collaborating with the library to try and include more culturally diverse readings and assignments for our classes.

**Retention rates are 5 – 7 points below White/Asian populations. Success rates are 9 – 14 points below White/Asian populations.****Population:**

Ethnicity: Hispanic

**Analysis and Plan:**

There could be significant overlap between minority students and lower income or limited resources students. Meaning that textbook costs may be a barrier. Also, they may be more likely to be on financial aid, making it more difficult for them to acquire the textbook in time for the first two weeks of class.

The department will discuss strategies to move toward lower cost, or no cost, textbooks, and open educational resources. The department will also discuss strategies for moving toward textbooks not being required during the first two weeks of the course.

The department will discuss strategies for collaborating with the library to try and include more culturally diverse readings and assignments for our classes.

## Outcomes Assessment: Overall Report

There has been no formal or official department wide changes as a result of outcome assessment results during the 2014/15 academic year. There has been informal discussion about the length of time we give students to answer our assessment questions and whether that time is adequate. Many students seem to skip questions as opposed to answer them incorrectly. This time discussion has not risen to the level of anything we would be comfortable discussing and implementing on a departmental basis as SLO assessment for our courses is performed primarily through in class exams within disciplines.

## Outcomes Assessment: Gaps Identified in Prior Year's Assessments

**Describe and formulate an hypothesis on how and why Western Civilization became so powerful in shaping world events (HIST c104 Western Civilization II)**

**Type:**

SLO

**Target Missed/Gap Detected:**

Only 63% of students taking the exam (missing a target of 70%) adequately answered the assessment question to demonstrate sufficient understanding of the subject. In order to be considered a successful answer students needed to incorporate the following into each answer: The spillover from the 1789 French Revolution led to anti-Enlightenment governments with the preservation of monarchy key to the rest of Europe. Napoleon went on a continental rampage following the revolution, and reaction of the rest of Europe was fear and submission from the start. Backlash would come in the 1848 revolutions in Europe that also begin in France and spread across the continent. The result would be a strong nationalist movement throughout Europe that would eventually come to a head in World War One. From this war the Ottoman and Hapsburg Empires would collapse, power became centralized in the west, which widened the split between east and west in Europe. There are several ways to link this to the 20th century, which include (but no limited to): Ending of serfdom, domination of representative government, eventually Louisiana Purchase that will put U.S. on the global scene.

**Type of Gap:**

Need for revision to assessment method.

**Analysis and Plan:**

Less than 70% of students were able to successfully answer the assessment question. However, after analysis this is most likely due to the time constraints of the final exam schedule, combined with the amount of work needed to be done in a 4 day period. The failure rate was more due to students not finishing the assessment question in time than due to missing or inaccurate content of a finished answer. The question will be revised for future assessments to allow for more reasonable time considerations on a midterm or final exam.

## Progress Made on Program Review

### Liberal Arts Behavioral and Social Science Degree

**Year of Last Program Review:**

2014

**Progress in the last year on two-year strategies:**

In anticipation of the changes resulting from SB 1440 Transfer degrees, the department has completed the application process for AA-T degrees in Anthropology, Sociology, History, Economics, and Political Science. These degrees are now awaiting approval from the state process

**Progress in the last year on five-year strategies:**

N/A

## Progress Made on Prior Year Initiatives

**Creation of Transfer Model Degree for Anthropology**

Sarah King created the Transfer Model Degree for Anthropology and successfully shepherded it through the Curriculum and Instruction process. All courses in the degree should be C-ID compatible. This includes the new course on the Native people of North America that was created to satisfy the TMC requirements. The degree is now awaiting approval from the state process.

**Sarah King, Full time Anthropology instructor (primary), Mary Peoples, Department Chair (secondary)**

This prior year initiative should actually read as:

"Implement a department wide writing policy to create consistency on writing assignment requirements."

The initiative is still in progress.

During the 2014/2015 year the department discussed, created, and voted to approve a common set of guidelines for all assigned research essays in social science courses. These guidelines included, but were not limited to, encouraging all courses to require a combined total of 1500 to 1700 words in assigned essays, and that all written essays strictly adhere to APA format. Along with these guidelines the department adopted a common (general) essay grading rubric. The department has not yet been able to fully implement the writing policy as it has not been able to get all instructors to incorporate the policy into their syllabus as of the Spring 2015 semester. Most of the full time faculty have begun using the policy, however, the departments goal is to have all full-time faculty directly incorporate the policy and rubric into their Spring 2016 syllabus.

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## Plan Initiatives for Next Year

### Initiatives for Next Academic Year

**Create departmental goals for reducing or eliminating textbook costs across the department****Action Plan:**

Discuss and draft a set of departmental goals targeted at reducing, or even eliminating, textbook costs across social science courses. This can include the use of OEI resources, and strategies for making textbooks unnecessary for the first week or two of class so that financial aid students do not fall behind.

**Measure of Success:**

A drafted set of goals and preferred strategies to be incorporated into department policy.

**Person Responsible:**

Department Chair in consultation with full-time and part-time faculty in the department.

**It addresses a gap in student equity**

African American, Native American, Hispanic/Latino, and any other population of students that would more likely fall into the lower socio-economic category.

**Create departmental goals and strategies for increasing collaboration with the library and LAC**

**Action Plan:**

Discuss and draft a set of departmental goals targeted at increasing collaboration between social science faculty and the resources in the library and LAC in order to more readily connect students to the resources available to help improve their researching and writing skills, and also to provide useful supplementary instruction.

**Measure of Success:**

A drafted set of goals and preferred strategies to be incorporated into department policy.

**Person Responsible:**

Department Chair in consultation with full-time and part-time faculty in the department.

**It addresses a gap in student equity**

Students who are over 20 years old when they begin taking classes, as well as students who more likely to need basic skills training in order to increase their chances of success.

**The creation and adoption of a persistent and consistent Student Learning Outcome assessment rotation schedule**

**Action Plan:**

The department will discuss and adopt a 5 year cycle for ongoing SLO assessment. This plan will specify how often, and in which semesters, each social science course in the department will have its student learning outcomes assessed and the assessments recorded.

**Measure of Success:**

The creation and adoption of a document specifying which courses will be assessed during which semesters over a 5 year cycle.

**Person Responsible:**

Department Chair in consultation with full-time and part-time faculty in the department.

**It directly addresses a college Strategic Goal or Objective**

Strategic Goal #5: Organization Effectiveness 2. Meet and Exceed Internal and External Standards and Requirements \*Meet

## Evaluate Resource Needs

### Facilities

None at this time.

### Information Technology

None at this time.

### Marketing

None at this time.

### Professional Development

None at this time.

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## Staffing Requests

### 1000 Category - Certificated Positions

#### Philosophy

**Location:**

College-wide

**Justification:**

Although philosophy represents a smaller portion of enrollments and sections offered in the social science department, which is in part because we cannot offer on ground courses at IWW, and because there is no one to promote philosophy courses, between adding a new section on ground each semester, the current enrollment in online sections, and possible assignments at the KRV and/or East Kern sites, there will be a consistent load for a new philosophy hire. Also, with the new Logic and Critical Reasoning course designed to provide another, non-literature, option for students to satisfy the critical reasoning requirement for the CSUs, it is anticipated that overall enrollments in philosophy sections will increase moderately.

- a. Size of Waitlists in the discipline: 40 total waitlist for the 2014-15 academic year (13 average waitlist per semester), 54 total waitlist for 2013-14 academic year (18 average waitlist per semester), 112 total waitlist for 2012-13 academic year (37 average waitlist per semester), 208 total waitlist for 2011-12 academic year (69 average waitlist per semester).
- b. Department productivity, previous year: 13.8 FTES/FTEF for the 2014-15 academic year, 14.0 FTES/FTEF for the 2013-14 academic year.
- c. Number of faculty currently in the department: There are currently 0 full-time faculty in the philosophy discipline.
- d. Number of adjunct faculty: 3 adjunct faculty will be assigned at least one psychology class in Spring 2015, and there are 4 adjunct faculty that are regularly assigned sections during an academic year. During the 2012-13 year adjunct faculty accounted for 100% of instruction for philosophy classes (collegewide average is 36%)
- e. Number of degrees awarded, previous year: 249 AA or AS degrees were awarded during the 2013-14 year, and 260 AA or AS Degrees

were awarded during the 2012-13 year.

- • f. Number of students at first day and census, previous year: 446 students on first day and 314 by census in the 2014-15 academic year, 511 students on first day and 346 by census in the 2013-14 academic year.

## **2000 Category - Classified Staff**