

**Social Science Department**  
**AUP for Academic Year 2019-2020**  
October 2018

---

## **Describe Department/Unit**

### **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, including Associates of Arts Transfer degrees in Anthropology and Psychology • Learning opportunities that develop ethical and effective citizenry • Working relationship with the Learning Resource Center (LRC), Learning Assistance Center (LAC), and Counseling.

---

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

### **Student Equity: Actions Taken**

The department formally instituted two steps at improving student engagement and success: to have expectations of the students and of the teacher at the beginning of the course syllabus; then for on-ground classes have a Canvas shell, and for online classes have a system for checking in with the students. These practices became integrated as mandatory practices for all full-time members of the department in Fall of 2017. They are being integrated for all members of the department in Spring of 2018. A department website has been created with departmental policies and goals, including the departmental goals of lowering textbook costs to below \$50 for each course taught in the department, with the understanding that for some niche courses it might not be as of yet possible to lower costs while maintaining rigor and quality, and the goals of maintaining a canvas shell, checking in with students, and clear policies for student/instructor communication in the syllabus.

### **Student Equity: Gaps to be Addressed**

#### **Ethnicity: African American**

##### **Gap Identified:**

There is an average retention gap of 10%+, and an average success gap of around 20%, between African American students and White/Asian students.

#### **Age: 20 to 29 years**

##### **Gap Identified:**

There is between a 6% to 10% gap (depending on specific discipline) in both retention and success in which students who are over 20 years of age fall behind students who are 19 and younger.

#### **Age: 30 to 39 years**

**Gap Identified:**

There is between a 6% to 10% gap (depending on specific discipline) in both retention and success in which students who are over 20 years of age fall behind students who are 19 and younger.

**Age: 40 or older****Gap Identified:**

There is between a 6% to 10% gap (depending on specific discipline) in both retention and success in which students who are over 20 years of age fall behind students who are 19 and younger.

## Outcomes Assessment: Actions Taken

**Actions taken in the prior academic year**

In the preceding academic year none of the departments completed assessments fell short of the department's 70% threshold for students meeting the requirement, which would indicate that improvements need to be taken. However, in a general effort to support consistency in SLO assessment the department has committed to a 5 year SLO assessment cycle for each course it offers.

**Assessments completed in the prior academic year**

No courses were assessed last academic year.

## Outcomes Assessment: Gaps to be Addressed

**No SLO's assessed in preceding academic year missed the department's 70% target**

Type:

SLO

Target Missed/Gap Detected:

Type of Gap:

Analysis and Plan for Improvement:

Anticipated Semester for Implementing Planned Improvements:

Anticipated Semester of Next Assessment:

## Program Review: Actions Taken

**Associate of Arts for Transfer - Psychology**

**Year of Last Program Review:**

No Previous Review

**Actions Taken in the Prior Year to Address Strategies:**

N/A

**Strategies Still to be Addressed:**

N/A

**Associate of Arts for Transfer - Anthropology****Year of Last Program Review:**

No previous review

**Actions Taken in the Prior Year to Address Strategies:**

N/A

**Strategies Still to be Addressed:**

N/A

**Liberal Arts Behavioral and Social Science Degree****Year of Last Program Review:**

2014

**Actions Taken in the Prior Year to Address Strategies:**

The department has completed the application process for AA-T degrees in Anthropology, Sociology, History, Economics, and Political Science. Anthropology has received approval from the state, the other four applications are awaiting approval.

**Strategies Still to be Addressed:****Annual Planning: Actions Taken****Data collection on department textbook costs**

Information has been collected from full-time faculty but it is still being collected from adjunct faculty. Since adjuncts in the department have the academic freedom to choose their own textbooks the process of collecting information to create a more comprehensive list of textbook costs across all social science sections is taking longer. The list is being compiled.

**Department Canvas Shell**

The Canvas shell has been created with the following content:

- 1) Module containing department policies, department goals and preferred practices, writing policy and rubric.

- 2) Module containing current submitted Spring Schedule (during Spring planning the module will be updated to include a draft year round schedule and a forum for faculty to post comments, requests, and questions about the draft schedule and schedule planning)
- 3) Module containing the department's Syllabus Template (active syllabus samples still need to be included)
- 4) Module that will soon contain the Meeting Minutes from the August 24th department meeting

Modules that are still being developed:

- 1) Module containing the Course Outline of Record with current SLO's for each social science course, as well as containing the department SLO assessment schedule and database of previous assessments

---

## Review of Current Year Initiatives

### Reminder of Initiatives for the Current Year

#### Learning eLumen

#### Department Transparency of Expectations Policy

---

## Plan Initiatives for Next Year

### Initiatives for Next Academic Year

#### Establish clear Social Science Pathways

Is this part of a multiyear initiative?

No

#### Specific Action Steps to be Taken:

First - Resubmit the AA-T degrees for Political Science, Economics, Sociology, and History to the state. If they have been lost then recreate and shepherd them through CIC.

Second - Create a Philosophy AA-T degree and shepherd it through CIC in preparation for submission to the state.

Third - As a department review and solidify the long-term schedule based on the AA-T degrees so that students have a clear schedule for completing the degrees within two years

Fourth - Work with Counseling and Administration to make sure that the long term schedule and course offerings sequence is clearly and effectively communicated to students. This includes making useful and necessary notes and guidance on which classes should be taken first in order to best prepare students for success through the course sequence

Fifth -

#### Lead Measure of Success:

The first lead measure will be whether all disciplines in the Social Science department have an existing AA-T degree or have one submitted to the state for approval. The second lead measure will be a reworked and official long term schedule of class offerings (document) with included notes on how best to succeed through the course sequence.

Are any of the lead measures identified above lacking assessment instruments?

No

**Does the department request help to develop these instruments?**

No

**Lag Measure of Success:**

Primary lag measure should be an increase in the aggregate number of students who are successfully completing transfer degrees in social science.

**Person Responsible:**

**Other**

It increases student success in terms of measuring student as successfully completing degree programs

**Which strategic goal does this initiative address?**

Goal 1: Maximize Student Success, Goal 5: Strengthen Organizational Effectiveness

**Update and revise department rules**

**Is this part of a multiyear initiative?**

No

**Specific Action Steps to be Taken:**

The Social Science Department Rules predate almost all of the current members of the department. The rules, including faculty member rights and class assignment policies, will be presented and discussed during at least two department meetings during the 2019/2020 academic year in an effort to update the rules on faculty rights and class assignments so that all current full-time faculty have a voice and by-in, identify gaps in the rules that may need to be addressed by changes in language or the addition of additional language to department rules on writing assignments and transparency, and to discuss the adoption of department rules for section enrollments and productivity.

**Lead Measure of Success:**

Lead measures will include department rule discussions put on the agenda and shown in the minutes of at least two department meetings. They will also include formal written updates and additions to the department rules, including an addition to department rules that .

**Are any of the lead measures identified above lacking assessment instruments?**

No

**Does the department request help to develop these instruments?**

No

**Lag Measure of Success:**

A stabilization in department productivity numbers and student access to onsite and online courses needed to successfully complete new program pathways.

**Person Responsible:**

Department Chair in consultation with the department

**Other**

It addresses course access, enrollments, and success

**Which strategic goal does this initiative address?**

Goal 1: Maximize Student Success, Goal 3: Ensure Student Access, Goal 5: Strengthen Organizational Effectiveness

---

## Evaluate Resource Needs

### Facilities

Request - \$10000

Justification - The Anthropology faculty have expanded the offerings of Anth C122 and require another set of lab materials to cover the increase in sections. It is now being offered at the Tehachapi Education Center, Tehachapi Prison (multiple yards), and Cal City Prison. When the construction on the IWV main building is complete, it will be offered there as well. The FTES for this course have grown significantly with the expansion into the prison sites as this is the only life sciences lab currently being taught there. It is also the most cost effective of the labs as there are no on-going costs associated with it. The one-time increase in funds would allow us to purchase another set of lab materials, which last indefinitely (barring loss or breakage). The current set is being transported between 4 campuses due to its use in multiple sections of Anth C122, Anth C121, and Anth C131. This constant transportation of materials causes wear and tear as well as increases the risk of materials being lost.

### Information Technology

No Requests at this time

### Marketing

No Requests at this time

### Professional Development

No Requests at this time

### Research and Data

No Requests at this time

---

## Staffing Requests

### 1000 Category - Certificated Positions

#### Philosophy

**Location:**

CC Online, EKC Tehachapi, ESCC Bishop, ESCC Mammoth Lakes, Ridgecrest/IWV

**Justification:**

Philosophy represents a smaller portion of enrollments and sections offered in the social science department, which is in part because we currently cannot offer on ground courses at IWV, and because there is no one to promote philosophy courses. However, between adding a new section on ground each semester in Tehachapi Education Center, the need for philosophy and ethics courses in the Tehachapi Prison, and 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 Full-time philosophy faculty should further increase enrollments as it would bring more consistency and personality to the instruction of philosophy. It would also create an advocate and discipline area expert for Philosophy within the college, which is certainly needed.

a. Size of Waitlists in the discipline: 13 total waitlist for the 2017-18 academic year, 25 total waitlist for 2016-17 academic year, 10 total waitlist for 2015-16 academic year.

b. Department productivity, previous year: 14.0 FTES/FTEF for the 2017-18 academic year, 13.7 FTES/FTEF for the 2016-17 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 philosophy class in Spring 2019, and there are 4 adjunct faculty that are regularly assigned sections during an academic year. During the previous 5 years adjunct faculty accounted for 100% of instruction for philosophy classes (collegewide average is 36%)

e. Number of degrees awarded, previous year: As of Fall 2016 the five year average for degrees awarded in Liberal Arts/Arts & Humanities, there is no specific Philosophy transfer degree yet, is 189

f. Number of students at first day and census, previous year: 650 students on first day and 538 by census in the 2017-18 academic year. Enrollments have been increasing for the last three years.

## 2000 Category - Classified Staff

### No Requests at this time

**Location:**

**Salary Grade:**

**Number of Months:**

**Number of Hours per Week:**

**Salary Amount:**

**Justification:**