Social Science Department
Annual Unit Plan for Academic Year 2018-2019
October 2017

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

In order to try and marginally mitigate gaps between socio-economic groups, the department has drafted and voted upon a department policy stating that the department encourages all faculty, both full-time and adjunct, to reduce textbook costs below $100 without diluting rigor, and to reduce costs toward zero using OER's or other open source or public use resources whenever feasible. The policy also states the department's preference that no required readings be necessary to fully participate in the first week, if not two weeks, of a class. Full time faculty in History, Political Science, Anthropology, and Psychology have moved toward zero required cost sections during 2017.

Onsite Physical Anthropology, American Government, and American History classes are experimenting with dedicated student tutoring as a way to try and create a more consistent known source of supplemental assistance in both content and in social science writing, for students whose pre-college educational experience has not adequately prepared them for the expectations and content of a 100 level course.

In order to increase collaboration with the library and provide supplemental assistance on research papers, during the 2016/2017 academic year a growing number of social science sections included an embedded librarian in online sections, and a library research presentation in onsite sections.

(houck recomendation) add: "The department formally instituted a 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 will be integrated for all members of the department in Spring of 2018."

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, clarity, and rigor in social science writing and research, the department has adopted a preferred writing policy and rubric that it encourages all of its instructors to incorporate into their syllabus and class structure.

Assessments completed in the prior academic year

The following courses have had all of their SLO's assessed in the preceding academic year:

Psyc 220

Psyc 271

Soci 161

Anth C141

Each individual SLO for these classes was assessed as meeting the department's 70% threshold in terms of the number of students assessed as meeting the standards for the SLO.

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

Create departmental goals for reducing or eliminating textbook costs across the department

The department has drafted, and voted to approve, the inclusion of a specific set of guidelines, including a general grading rubric for essay writing assignments, to be included as part of official department policy. According to department policy, now, all classes taught as part of the Social Science department are preferred to include some combination of writing assignments that total 1500 words, using APA format, and using some version of the general grading rubric.

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

The department is still experimenting with different methods of collaboration with both the library and LAC. This includes embedded librarians in online classes, dedicate subject area student tutoring for onsite (and perhaps online) classes, and librarian presentations on researching scholarly articles presented in onsite classes. The department is committed to increased collaboration but is not yet ready to create a specific set of departmental preferences in policy at this time. As different methods and new methods continue to be tried it is hoped that good practices for collaboration will solidify.

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

A five year cycle of Student Learning Outcomes assessment that schedules each specific course offered in Social Science to a particular Year and Semester (ex: Fall 2018) time frame for assessing all of the course's SLO's has been drafted and approved by the faculty of the department. The First set of assessments under the new five year cycle will be conducted in Fall of the 2017/2018 academic year.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Data collection on department textbook costs

Department Canvas Shell

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Learning eLumen

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

Full-time faculty will gain training and familiarity with eLumen by attending training sessions and/jor working their CIC representative to learn the new system, once it becomes fully operational, in order to 1) update all courses in their discipline and ensure the Course Outline of Record for each course is accurate and up-to-date in the new system, and 2) begin entering in SLO assessment results into the new database.

Lead Measure of Success:

Each Full-time faculty to attend at least one training session on eLumen.

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:

Mulitple courses updated in eLumen and multiple SLO assessment results entered into eLumen

Person Responsible:

All Full-Time faculty in the

Other

It does address a gap in outcomes assessment, but it also is important for professional development and the collection of accurate data for program review.

Which strategic goal does this initiative address?

Goal 5: Strengthen Organizational Effectiveness

Department Transparency of Expectations Policy

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

In consultation with Full-Time and Part-time faculty in the department, discuss and draft a tentative set of preferred practices for facilitating clearer more direct communication of course expectations to students. These practices can include, but are not limited to, preferred syllabus policies and preferences that all sections taught in social science have a basic functioning Canvas shell.

Lead Measure of Success:

Discussion of preferred practices to be placed on the agenda for August 2018 department meeting, and that the meeting minutes will reflect a good-faith attempt at discussion.

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 written draft set of preferred practices for clearly communicating course expectations to students both early and consistently.

Person Responsible:

Department Chair, in consultation with department faculty

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

Evaluate Resource Needs

Facilities

No requests

Information Technology

No Requests

Marketing

No Requests

Professional Development

Multiple eLumen training opportunities

Staffing Requests

1000 Category - Certificated Positions

Philosophy/History

Location:

CC Online, EKC Edwards/Cal City, EKC Tehachapi, 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: 25 total waitlist for the 2016-17 academic year, 10 total waitlist for 2015-16 academic year, 40 total waitlist for 2014-15 academic year.

b. Department productivity, previous year: 13.7 FTES/FTEF for the 2015-16 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 psychology class in Spring 2015, 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: 551 students on first day and 401 by census in the 2016-17 academic year.

The Primary need is in Philosophy, however, it is recommended that we search for a hire that can also instruct history classes in Tehachapi Education Center, and in the prisons, as the need for history instruction in East Kern's growing student population is significant.

2000 Category - Classified Staff