

Social Science Department

AUP for Academic Year 2021-2022

October 2020

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 Social Science department remains committed to lowering textbook costs across all of its offered classes and using OER resources as much as is feasible without undermining the instructional quality or rigor of the class. The department is also committed to improving the transparency of class and instructor expectations by working with instructors in the department on making sure their major behavioral, grading, late-work, discussion posting, and participation expectations/policies are clearly communicated in either their syllabus or class canvas pages, or in other similar forms easily and directly accessible to students. The process of working with adjunct faculty on these issues remains an incomplete one, but a department canvas page has been created with departmental policies and goals, and efforts are ongoing to connect all faculty, adjunct and full-time, to the department and its policies and initiatives, through the canvas page. The department and its canvas page also promulgate 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:

Although the sample population is too small to have a lot of statistical confidence in the results, the African American student category consistently shows a success gap of well over 5% year after year. The department has worked to increase expectations transparency and lower textbook costs in an effort to address this and other gaps, but this disparity persists. The department will continue to try and identify barriers to success that can be addressed without sacrificing appropriate college level expectations of rigor or prior education, sacrificing academic freedom in the classroom, or sacrificing the equal treatment of students within any class or across classes in the department.

Socioeconomic Status: Economically Disadvantaged

Gap Identified:

The student population category with the largest sample population that is showing a significant deficit in student success rates compared to the overall social science average success rate of 71.6% is the economically disadvantaged and veterans. The department is continuing to try and lower non-tuition costs as a way to perhaps help mitigate this gap.

Ethnicity: Filipino, Asian, Pacific Islander

Gap Identified:

Although the sample population is incredibly small so the results are always more akin to anecdotal evidence than statistical evidence, the Pacific Islander student category consistently shows a success and retention gap of well over 5% year after year. The department has worked to increase expectations transparency and lower textbook costs in an effort to address this and other gaps, but this disparity persists. The department will continue to try and identify barriers to success that can be addressed without sacrificing appropriate college level expectations of rigor or prior education, sacrificing academic freedom in the classroom, or sacrificing the equal treatment of students within any class or across classes in the department.

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 improvement actions need to be taken.

Assessments completed in the prior academic year

No assessments were completed in the 2019/2020 academic year as the department is beginning a new assessment cycle beginning in the 2020/2021 academic year.

Outcomes Assessment: Gaps to be Addressed

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

Annual Planning: Actions Taken

Establish clear Social Science Pathways

The department did indeed resubmit the Political Science, Economics, Sociology, and History AA-T degrees. The department also reviewed and made initial alterations to its long-term schedule to start creating clear and consistent course pathways for these degrees, which will be an ongoing process moving forward. However, the Philosophy AA-T degree was not created as we have no full-time instructor in the discipline and the adjunct instructor pool is currently somewhat unstable and close to retirement, not to mention that we do not really have an established institutionally connected instructor with an advanced academic credential solidly in a Philosophical field at all right now. The department is currently of the mind that we should hold off on creating a transfer degree

in the discipline until we have more confidence in the ability to consistently offer, and potentially create new, all the courses necessary for students to earn the degree within a two year cycle.

Update and revise department rules

An initial discussion of department rules and guidelines was held during the spring semester but that discussion mostly indicated that more discussions are necessary before the department would be willing to make any permanent changes or additions to the current rules and policies, especially as they concern class assignment rights. These discussions will continue to take place during scheduled department meetings during the 2020/2021 academic year and alterations to the department rules will be made on an ongoing basis as consensus are reached.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Creation of a canvas based SLO assessment tool repository

No assistance is necessary.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Course rearrangement to satisfy new Ethnic Studies CSU requirements

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Phase One:

a) Create new Ethnic Studies (ETHN) courses as analogs for ANTH 151 (Native Peoples) and SOCI 141 (Race and Ethnicity) so they can be cross-listed in order to provide students with at least two available options for the new required Area F Ethnic Studies requirement by Fall 2021

b) Revise HIST 131/131H and HIST 132/132H CoRs so that they can fulfill the Area C Humanities requirement or the Area D Social Science requirement depending on which is most useful for a given student.

Phase Two:

a) Begin a continuing dialogue within the Social Science department regarding our current and future elective offerings with the intention of arriving at consensus over which new courses should be created, which existing courses can and should be altered, and which existing courses may need to be eliminated, in order to offer a significant number of social science courses capable of fulfilling the new Area F requirement while also trying to limit the potential negative impact of this new requirement on Social Science electives and non ethnic studies student choices.

b) Create a new African American History course that meets the new Area F requirement while still satisfying expectations for an American History transfer course.

c) Revise other anthropology and sociology elective courses so that they can also satisfy the Area C Humanities requirement.

Phase Three:

a) Based on the departmental discussions and dialogue, create new courses and revise existing electives, as appropriate, to increase the college's ability to offer flexible options to students desiring to satisfy the new CSU Area F requirement.

b) Based on the departmental discussions and dialogue, eliminate any existing electives that are determined marginal due to a combination of enrollment history, lack of necessity for particular transfer degrees, and not being an option for Area F.

c) Revise long term schedule so that new courses are necessarily represented and spread out enough to allow students flexibility in the fulfillment of this new requirement

Lead Measure of Success:

Phase One - creation of new ETHN c151 and ETHN c141 CoRs with CiC approval, and revised HIST 131/131H and HIST 132/132H CoRs with CiC approval

Phase Two - Discussion Agenda Item "Course offerings, alterations, and creations" will appear on departmental meeting agendas for each Fall and Spring flex day department meeting during the 2021/2022 and 2022/2023 cycles. The meeting minutes will reflect that these discussions are actually taking place and focus on achieving the departmental goals of offering students more options to satisfy Area F and also trying to evaluate our elective offerings more effectively.

Phase Three - Creation of at least one new Social Science elective CoR with CiC approval that meets Area F requirements. Also, revision of long term schedule to incorporate new courses while also incorporating the potentially increased demand for ANTH 151 and SOCI 141

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:

The number of students successfully satisfying the new Area F requirement.

Increased or perhaps even stabilizing enrollment and success rates in social science elective courses

Person Responsible:

All Full-Time Faculty with original assignment in Social Science

Other

It addresses a newly created legislative mandate for CSU transfer that requires students satisfy a new Area F Ethnic Studies requirement before they can be certified for transfer to a CSU

Which strategic goal does this initiative address?

Goal 5: Strengthen Organizational Effectiveness

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.

Research and Data

None at this time

Staffing Requests

1000 Category - Certificated Positions

Philosophy

Location:

No Location Specified

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 or offer new contemporary classes for students. 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 East Kern sites, there will be a consistent load for a new philosophy hire. Also, with the 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 demand for philosophy sections will increase modestly if we can provide a stable consistent instructor. 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: 17 total waitlist for the 2018/2019 academic year, 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: 15.2 FTES/FTEF for the 2018/2019 academic year. 14.0 FTES/FTEF for the 2017-18 academic year, 13.7 FTES/FTEF for the 2016-17 academic year. 2020-2021 Social Science AUP 5

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 2020, 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: 565 students on the first day and 478 students by census in the 2018/2019 academic 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