Social Science Department
Annual Unit Plan for Academic Year 2014-15
Planning Year 2013

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Department 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

b. Partnerships

Continuing Industry/Community Partnerships:
Economics:
Chamber of Commerce
Anthropology Partnerships:
Maturango Museum
Political Science and History
City Council
District Attorney
Congressional District Representatives (specifically Kevin McCarthy)
Kern County District representative (specifically Mick Gleason)
CA District Senatorial and Assembly Representatives (specifically Sharon Grove and District Attorney, L. Scott Garver)
Psychology
IWV Women's Center
Creating Healthy Lives

c. Special Initiatives for Student Engagement

New Last Year:
African American History Month – Designed informational posters, assisted Juli Cornett with African American History books and literature in the Library, movie sessions and discussions in the Student Center

Frank Meeink – Autobiography of a Recovering Skin Head – Arranged campus visit which included a class visit as well as public lecture

Class field trip to Little Petroglyph Canyon with Maturango Museum
Placed a student in volunteer position at Maturango Museum working with the archeologist (Sandy Rogers)

Continuing:
Outreach – participated in the Desert Empire Fair booth
Participate in Transfer Awareness by wearing college logo

STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES

a. Progress Made on Program Review

Program Review is being completed this year for the first time for the Liberal Arts Behavioral and Social Science Degree.

Year of Last Program Review: N/A

Progress in the last year on Three-Year Strategies (if applicable): N/A

Progress in the last year on Six-Year Strategies: N/A

b. Progress Made on Outcome Assessment. *If more lines are needed, place cursor in the bottom right box, press [Tab].*

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed
SOCI 220 2013 Spring	Identify and explain the major characteristics of race, ethnicity, gender, social class.	Target – 70% Actual – 63%	Assessed by an open book quiz with short answer essays where "passing" is a score of 4/5 or better. The average for questions on race, ethnicity, and gender was 72%, whereas the average for questions on social class was 55%. This suggests that we need to increase the time spent teaching this topic to make sure the concepts are fully understood.	Fall 2014
	Analyze common factors related to these issues such as prejudice, discrimination, stereotyping, pluralism, assimilation, genocide.	Target – 70% Actual – 84%	Assessed by an online open book timed quiz.	
	Compare the experiences of different racial and ethnic groups in the United States, both historical and present day.	Target – 70% Actual – 67%	Assessed by an open book timed quiz. The average on this topic fell just below the goal success rate. This suggests we should either expand the teaching time spent on this topic, or include more testing methods. The essay questions show more success overall for this course, so perhaps including an essay on this topic would help students grasp the concept more clearly.	Fall 2014

| Identify the various connotations of gender, including feminism, LGBT issues (Lesbian, Gay, Bisexual and Transgender), as well as the struggles for equality both historical (suffrage) and modern day (prejudice and discrimination). | Target – 70% Actual – 81% | | Assessed by an open book quiz with short answer essays where "passing" is a score of 4/5 or better. | |

c. Progress Made on Department/Unit Strategies

Connection to College Strategic Goals: Strengthen instructional programs and services.

Specific internal* or external** condition(s) the goal is a response to: Increase student retention and success rates throughout the department.

Action Plan: The department will meet several times a year to discuss methods of increasing and measuring student retention and success rates.

Measure of Success: The department will review program review data to determine if student retention and success rates have increased.

The department review of data demonstrated following retention and success rate for the Academic Year 2011 – 2012 compared to 2010 -

Subjects	2010 – 2011 Sum of Retention Rate	2011-2012 Sum of Retention Rate	2012-2013 Sum of Retention Rate	2010-2011 Sum of Success Rate	2011-2012 Sum of Success Rate	2012-2013 Sum of Success Rate
ANTH	78.1%	77.4%	83%	62.9%	59.7%	66.8%
ECON	82.1%	85.1%	82.9%	55.2%	50.5%	57.7%
HIST	77.7%	79.3%	78.6%	55.5%	54.0%	61%
PHIL	73.4%	75.3%	75.9%	54.3%	57.8%	57.4%

POLS	88.9%	79.4%	80.7%	65%	56.9%	64.7%
PSYC	79.2%	82.2%	82.3%	60.2%	62.7%	70.5%
SOCI	78.1%	81.1%	79.7%	59.5%	63.6%	61%

The department reviewed this data during the September 23, 2013 department and concluded a comparison using success rate and retention rates were mitigated by other institutional changes such as drop dates, and late enrollment policies. It is difficult to determine the correlation between these statistics and any direct relationship to the increased department meetings. However, subjectively the department has demonstrated increased interaction between all faculty which is evidence by attendance at department meetings, involvement in the planning and completion of department strategies and a heightened awareness of the needs of the department. For example faculty have requested support for class planning, development, assessment of SLOs and request for a department budget for specific items that will enhance their teaching. In addition classroom strategies shared during these meetings included use of use of library resources such as the embedded librarian for online classes, assignments requiring contact with LRC and LAC staff, and development of research strategies that create stepwise completion of term papers.

Department meetings were held on in August, September, and November for the Fall 2012 semester and in January, March and April for the spring 2013 semester. These additional meetings created increased dialogue among the full time faculty and created for the first time the opportunity for adjunct faculty to participate in department meetings. Faculty were given access to the meetings through CC Confer as well as being invited to the main campus. Adjunct faculty used both the CC Confer and opportunity to attend the meeting at the IWV site.

The last unit plan indicated that the department still required an additional faculty member in the area of History and Political Science. The department hired an additional History instructor to fulfill this need. In addition due to extended leave of a full time faculty member, psychology classes are assigned to adjunct faculty and all philosophy classes are continued to be taught by adjunct faculty. This is especially problematic when it comes to assessing SLO's for the philosophy classes.

Though the Social Science Department developed the A.A.T. degree in Psychology it has not received final approval by the state. The process was delayed and therefore the degree needed to be rewritten on new forms that were issued by the state. When final approval is given this will provide a degree option that aligns with the transfer requirements for a Psychology major to the CSU System and carries with It a guarantee of admission to the CSU system. Additionally, completion of the degree guarantees the student junior status at the CSU and priority in applying for the same or similar degree at the CSU. The development of the AA-T degree in Psychology will ensure that Cerro Coso students will ensure that Cerro Coso students are able to take advantage of the benefits associated with these transfer degrees and a surer, more streamlined path to transfer. In addition the department is in the process of adding an additional A.A.T degree in Anthropology with a completion date set for the end of the 2013 -1014 academic school year.

PSYC C101 (General Psychology) was revised to include ENGL C70 and Reading C55 as prerequisites. This change was implemented in the Fall 2012 semester and found to create a barrier to access the class. Though students achieved a high success rate it was apparent that students were being denied access due to the extreme low enrollment. It was decided to remove the prerequisites and move forward with a college wide policy of implementing out of subject area prerequisites.

Review of SLOs continues to demonstrate incomplete assessment on History, Philosophy and Sociology courses.   A long term schedule is being developed for this current year's strategy to address this gap. In addition further dialogue on coordinating the creation, dissemination and evaluation of assessment of SLO's to all full time and adjunct faculty will need to be an ongoing practice.

d. Department/Unit Strategies for Next Academic Year
   Strategy 1: Creation of Transfer Model Degree for Anthropology

1. College Strategic Objective(s) addressed: Strategic Goal #3 – Improve our response to community needs through transfer programs, are workforce development, quality student services, and provision of customized educational opportunities

2. Action Plan: Using the Transfer Model Curriculum develop and create an AA-T degree in Anthropology. This will include the creation of a new course on Native peoples of North America that will give anthropology students more course options and satisfy the ethnicity

3. Measure of Success: Degree sent to state for approval

4. Expected Completion Date: Spring 2015

5. Person Responsible: Sarah King, Full time Anthropology instructor (primary), Mary Peoples, Department Chair (secondary)

6. Which of the following Is __primarily__ true of this strategy? Choose one.

☐ *It is designed to improve internal unit operations*
☒ *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

☐ Intake	☐ Remediation	☐ First Year	☒ 2nd Year/Program Completion	☐ Post-Graduation

Strategy 2: Implement a department wide writing policy to create consistency on writing assignment requirements

1. College Strategic Objective(s) addressed: Objective #1.1 - Increase the percentage of students who successfully complete 12 units within one year using 2011 – 2012 as baseline year.

2. Action Plan: Implement the Department Writing Policy across all courses taught within the department

3. Measure of Success: All instructors have incorporated the Social Science Writing Policy into their syllabi

4. Expected Completion Date: Spring 2015

5. Person Responsible: Social Science Department Chair

6. Which of the following Is __primarily__ true of this strategy? Choose one.

☐ *It is designed to improve internal unit operations*
☒ *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

☐ Intake	☐ Remediation	☒ First Year	☐ 2nd Year/Program Completion	☐ Post-Graduation

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. **1000 Category. Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.)** *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.	Estimated amount of funding requested (temporary positions only)	Will this be one-time or on-going funding?	Funding Source (check *one*): G = General Fund, O = Other G O	
N/A								

Full-Time Faculty Staffing Justification:

1. Are there too few or too many students enrolling for particular classes or majors?
2. Are there too many courses or programs that are under capacity?
3. Are courses "core mission"?
4. Are courses overscheduled?
5. Is there capacity to offer courses or programs at different times and/or locations?
6. Is there a workforce shortage in the service area or region?
7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?
8. In support of your proposal, provide the following data:

a. Size of wait lists in the discipline
b. Department productivity, previous year
c. Number of faculty currently in the department
d. Number of adjunct faculty
e. Number of certificates awarded, previous year
f. Number of degrees awarded, previous year
g. Core curriculum classes
h. CTE classes with workforce data (wage/high demand)
i. Number of students at first day and census, previous year

b. **2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately.** *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source (check *one*): G = General Fund, O = Other G O	
N/A									

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.

2. *Explain why the work of this position cannot be assigned to current staff.*

3. *Describe the impact on the college if the position is not filled.*

c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check *one*): G = General Fund, O = Other	
							G	O
Provenience drawing squares	CI	1	1	These items will provide students with the necessary hands on experiences need in understanding Anthropology and Archeology concepts. This will support and enhance Strategy 1: Creation of Transfer Model Degree for Anthropology. The provenience drawing squares will be used in Archaeology to allow students to practices field methods in order to understand how archaeologists record and interpret data. These are supported by the following SLO's. ANTH C131 – Define archeological methods and techniques, including hypothesis testing, dating, faunal analysis, palynology, etc.	$450.00	One time	X	

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check one): G = General Fund, O = Other	
							G	O
Bones casts:			1	These items will provide students with the necessary hands on experiences need in understanding Anthropology and Archeology concepts. This will support and enhance Strategy 1: Creation of Transfer Model Degree for Anthropology.				
Chimpanzee pelvis	CI	2			$195	One time	X	
Human pelvis	CI	2		The bone casts will be used in ANTH C121 and C131 to illustrate how we use skeletal features to assess age, and sex of an individual. It will allow students to practice those skills.	$150	One time	X	
Human Female skull	CI	3			$220	One time	X	
				These will support the following SLO's				
Male skull	CI	3		ANTH C131 – Define archeological methods and techniques, including hypothesis testing, dating, faunal analysis, palynology, etc.	$220	One time	X	
				ANTH C121 – Analyze the place of humanity in nature including the physical differences in humans.				

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check one): G = General Fund, O = Other G O
N/A							

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check one): G = General Fund, O = Other G O
N/A							

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check one): G = General Fund, O = Other	
							G	O

STEP 4: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)		

Kern Community College District
College/DO: Cerro Coso College

Fund: GU001

Organization Code: 410SS1 - Social Science

2014-2015 Budget Request - Temporary Labor/Benefits and Non-Labor Expenditures

Account Descriptions	Acct	Prgm	Acty	Lcn	2010-11 Adopted Budget	2010-11 Actual Expenses	2011-12 Adopted Budget	2011-12 Actual Expenses	2012-13 Adopted Budget	2012-13 Actual Expenses	2013-14 Budget	2014-15 Request	2014- Inc/(De from 13 Budg
Non-Libr/Mags/Bks/Prdcls	4211	89900		CI	75.60								
Non-Libr/Mags/Bks/Prdcls	4211	220100		CI		71.57							
Inst Supplies & Materials	4310	89900		CI	126.00		100.00						
Non-Inst Suppl & Materials	4313	220100		CI	15.92								
Inst Supplies & Materials	4310	220220		CI								450.00	45
Inst Supplies & Materials	4310	220200		CI								785.00	78
Total					217.52	71.57	100.00	-	-	-	-	1,235.00	1,23