Social Science Department
Annual Planning for Academic Year 2015-2016
Planning Year 2014

Description Of 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

Student Equity

Student Equity

The overall retention rates and success rates of the Social Science department are generally lower than the overall rates for the college's five year average. Departmental retention rates (80%) are 3% below the college average (83%), and departmental success rates (60%) are 5% below the college average (65%). This gap usually persists throughout the five year averages for retention and success in different student sub-populations as well, with each sub-population being around 1 – 5% below the average retention rate for the college and around 3 – 7% below the average success rate for the college. In most cases this means that the gaps between different gender, age, and ethnic student sub-populations are similar to the overall college gaps between those same groups.

This is especially true with regard to retention rates. Similarly to the college as whole, the department sees roughly similar retention between male and female students. Also similarly to the college, the department sees stronger retention among students 19 and younger than among those 20 and older. Though Social Science seems to retain the 19 and younger at roughly the same rate as the college and it seems to retain 20 and older at a slightly lower rate than a college, meaning that the department has a slightly larger gap between the younger students and the other age groups when compared to the college as a whole. The department also has a slightly (about 3%) harder time retaining Hispanic students compared to the college even when the departments generally lower retention rate is recognized.

With regard to success rates, the gaps seen between groups for the college also show up in similar fashion for the department, with a couple of exceptions. The department recognizes some larger gaps in success rates among students 30 and older, and among Hispanic students as compared to the collge. Whereas the college seems to find higher success rates among students 30 and older compared to those 29 and younger, the department finds significantly lower success rates among students 30 – 39 as that age group ties with 20 – 29 year olds for the lowest success rates in the department (20 -29 year olds represent the lowest success rates for the college as well). The department's success rates among those students 40 and older are roughly similar to its success rates for those 19 and younger, whereas the 40 and older category for the college represent the highest success rates by age group and have an average success rate 5% higher than students 19 and younger. With regard to ethnicity, the department sees Hispanic students at a 54% success rate compared to the college's 62% success rate. This represents an 8% gap between the department and the college, whereas in each other ethnicity group we only see a 3 – 5% gap between the department and the college, which falls in line with the overall success gap of 5% between the department and the college.

Review And Planning

Progress Made on Program Review

Liberal Arts Behavioral and Social Science Degree

Year of Last Program Review:

2014

Progress in the last year on Three-Year Strategies:

Progress in the last year on Three-Year Strategies (if applicable): In anticipation of the changes resulting from SB 1440 Transfer degrees, the department has completed the application process for the Anthropology AA-T degree and is beginning the application process for AA-T degress in Sociology, History, and Political Science.

Progress in the last year on Six-Year Strategies:

N/A

Progress Made on Outcome Assessment

Describe and formulate an hypothesis on how and why Western Civilization became so powerful in shaping world events.

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

63% of students taking the exam adequately answered the assessment question to demonstrate sufficient understanding of the subject, which is below the target of 70% minimum competency.

Analysis and Plan:

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.

Identify the impact of sectional characteristics and issues on the political, socioeconomic, geographic, and cultural development of the United States.

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

67% of students adequately answered the following question in long answer format, demonstrating sufficient competency in understanding the subject. This is short of the 70% target set out for assessing the SLO.

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 a timed exam in relation to the potential open ended nature of the assessment questions. 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.

Describe gender ideology and practices in multiple social institutions and across cultures and societies.

Type:

SLO

Semester Assessed:

Fall 2014

Target Missed/Gap Detected:

56% of the students successfully demonstrated competency in the SLO, which is below the 70% target specified as the minimum competency in the SLO.

Analysis and Plan:

The goal was not met. This was assessed via a single essay question. Perhaps including one or more additional questions would help better evaluate the students' knowledge. More emphasis should also be placed on this topic in class discussions.

Outline the process by which people negotiate power and gender boundaries through their relationships with others (including violent relationships).

Type:

SLO

Semester Assessed:

Fall 2014

Target Missed/Gap Detected:

62% of the students successfully demonstrated competency in the SLO, which is below the 70% goal of competency set up as the minimum target in the SLO.

Analysis and Plan:

The goal was not met. This was assessed via a single essay question. Perhaps including one or more additional questions would help better evaluate the students' knowledge. Additionally, The question used in this round of assessments was not well suited to this outcome and needs to be rewritten. More emphasis should also be placed on this topic in class discussions.

Progress Made on Prior Year Initiatives

Increase student retention and success rates throughout the department.

Progress Made:

The measure of success was that the department would review program data to determine if student retention and success rates have increased. The department reviewed program data during the September 2013 meeting. The data demonstrated the following retention and success rate for Academic Year 2011 – 2012 as compared to 2010 – 2011.

After reviewing the data the department concluded that a comparison using success rates and retention rates were mitigated by other institutional changes such as drop date policy changes, and late enrollment policy changes. 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 (both full-time and adjunct) as evidenced by attendance at department meetings, involvement in the planning and completion of department strategies and a heightened awareness of the needs of the department.

Department meetings with adjunct faculty in attendance were held in August, September, and November for the Fall 2012 semester and in January, March, and April for the Spring 2013 semester. At these meetings faculty have requested support for class planning, development, assessment of SLOs, and have requested the department budget for specific items to enhance their teaching. Classroom strategies shared during these meetings included the 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 papers.

The next step in attempting to improve retention and success rates is to a) work with counseling and college governance bodies to establish policies that encourage orientation and basic skills courses be completed as early as possible in a student's coursework at Cerro Coso, and b) work on creating and implementing transfer model curriculum for each discipline in the department so that students will have a clear path, plan, and goal for moving through their coursework and on to upper division work after transfer.

Develop a spreadsheet that will identify when all courses within the department will assess their SLO.

Progress Made:

The department began the process of developing a long term cyclical schedule for SLO assessments for each class offered by the department. It was agreed that classes offered in multiple sections every semester will be assessed every 2-3 years, while classes offered less than once a semester will be assessed every 4-5 years. The department also concluded that due to the number of classes still needing a first time assessment or that still have incomplete or inadequate assessments, that the priority should first be to make sure every class has at least one adequate assessment and then to develop an established schedule of SLO assessments from there.

The department was able to assess a number of course SLOs during the 2013-14 year (as indicated above), which has significantly improved the percentage of social science courses with at least one adequate assessment. However, there are still several courses needing at least one assessment and a specific schedule of assessments for each course has not been finalized. In order to address this gap the plan moving forward is to continue assessing SLOs for courses without an adequate assessment recorded and to work with the SLO committee to figure out what type of assessment cycle is best for the institution and what the evolving assessment guidelines are.

Develop a Long term schedule of classes offered by the Social Science Department beginning with the subject area of psychology to align with general education requirements, HMSV, the LVN program and the CC Psychology Transfer Degree Program.

Progress Made:

The department has actually created at least two iterations of a long term schedule of classes offered by the department. However, as the department has begun aligning its classes and sections offered to better conform to the new transfer model curriculum and transfer degree pathways, these past iterations have become obsolete before they could be finalized. A new iteration of a long term schedule of social science classes is currently being developed in conjunction with a careful review of the transfer models and pathways for each discipline. This new long term schedule will be finalized by the end of the Fall 2014 semester.

Develop a department wide template for term papers with a rubric

Progress Made:

The department had completed the development of both a set of departmental policies on the assigning of term papers, and a standard general rubric for grading writing assignments for social science classes (see below). The writing policy and rubric were discussed and proposed during the fall 2013 semester, and tested by full-time faculty during the Spring 2014 semester. They have not, as yet, been fully pushed out to the adjunct faculty to achieve full implementation, but that next step is planned to occur for the Spring 2015 semester.

Initiatives for Next Academic Year

Increase percentage of courses with completed and current Student Learning Outcome assessments

Strategic Plan Goals Addressed:

1,4

Action Plan:

Step 1) Identify the remaining courses in the social sciences that have either never been assessed or have incomplete or very old assessments. Step 2) Plan and execute SLO assessments in all active sections for those classes during the 2014-15 academic year.

Measure of Success:

At least 85% of the courses in the social sciences have completed and up to date SLO assessments entered into curricunet.

Expected Completion:

10/01/2016

Person Responsible:

The full-time faculty in the disciplines of the classes still needing a first-time assessment or needing reassessment, working in coordination with the Department Chair.

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion

Creation of Transfer Model Degree for History, Political Science, and Sociology

Strategic Plan Goals Addressed:

4

Action Plan:

Create transfer model curriculum for each discipline (History, Political Science, and Sociology) and submit a transfer model degree for each discipline to the state for approval during the 2015-16 academic year.

Measure of Success:

Transfer Model Degree created and submitted for approval to the state for each discipline.

Expected Completion:

5/30/2016

Person Responsible:

The Department Chair in coordination with the full-time faculty in Political Science, History, and Sociology

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion

Evaluate and refine the department-wide term paper policy and rubric

Strategic Plan Goals Addressed:

3

Action Plan:

The chair of the department will review all syllabi at the beginning of the Fall 2015 and Spring 2016 semesters to ensure that they accurately reflect the term paper guidelines and policies (including a rubric) that have been established. Also, as a department we will collect a sample of submitted and graded term papers from all offered social science sections and review them as a department in order to evaluate the guidelines and rubric as a standing policy.

Measure of Success:

1) All faculty in a at least one semester during the 2015-16 year have included the policy guidelines in their syllabus and grade their term papers on an adequate rubric. 2) The department actually meets, reviews, and discusses a sampling of term papers from social science sections at the end of the fall and spring semesters.

Expected Completion:

6/30/2016

Person Responsible:

The chair of the department.

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion

Resource Needs

Facilities

None at this time.

Information Technology

None at this time.

Marketing

None at this time.

Professional Development

None at this time.

Staffing

The department is requesting two new full-time faculty positions for the 2015-16 planning year. The first is in Psychology and the second is in Philosophy. The request is detailed below.

Resource Requests

1000 Category - Certificated Positions

Full-time faculty position in Psychology

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

, Ongoing from General Fund.

Detailed Rationale:

Psychology hire justification:

Our only current full-time faculty member in the discipline of Psychology has submitted her retirement notice and will be leaving after the Spring 2015 semester. Without a new hire, this will leave the department without any full-time faculty dedicated to the discipline of Psychology. As is documented below, Psychology represents a significant portion of Social Science enrollments and course offerings at all sites and online and contains several adjunct faculty teaching at each of our service area sites. Psychology captures the largest share of social science enrollments as an average over the last five academic years and is second only to history in terms of the number of classes offered across all sites in each academic year. Without a dedicated full-time faculty hire two additional adjunct faculty would need to be hired and the discipline would be without a dedicated specialist to help supervise the adjuncts, supervise Student Learning Outcome assessments, and revise and update the various CORs. The discipline also has an AA-T degree associated with it and without an area specialist to supervise students pursuing a transfer degree and the classes needed to fulfill the degree, there will not be a committed and consistent faculty anchor helping to shepherd students through the program.

a. Size of Waitlists in the discipline: 189 total waitlist for 2013-14 academic year (63 average waitlist per semester), 190 total waitlist for 2012-13 academic year (66 average waitlist per semester), 489 total waitlist for 2011-12 academic year (163 average waitlist per semester)
b. Department productivity, previous year: 14.3 FTES/FTEF for the 2013-14 academic year
c. Number of faculty currently in the department: 1 full-time faculty (retiring), 0 full-time faculty without a new hire.
d. Number of adjunct faculty: 6 adjunct faculty will be assigned at least one psychology class in Spring 2015. During the 2012-13 year adjunct faculty accounted for 35% of instruction for psychology classes (collegewide average is 36%)
e. Number of degrees awarded, previous year: 258 AA or AS Degrees were awarded during the 2012-13 year
f. Number of students at first day and census, previous year: 1560 students on first day and 1089 by census.

Full-time faculty position in Philosophy

Location:

College-wide

Priority:

Medium

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

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 IWV 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.

a. Size of Waitlists in the discipline: 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: 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 psychology classes (collegewide average is 36%)

e. Number of degrees awarded, previous year: 258 AA or AS Degrees were awarded during the 2012-13 year

f. Number of students at first day and census, previous year: 511 students on first day and 346 by census.

2000 Category - Classified Staff

4000 Category - Supplies and Equipment

Disarticulated human skeletons (5 skeletons at $413 each)

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

$2065, One-time from General Fund.

Detailed Rationale:

These items will provide students with the necessary hands-on experience to successfully complete ANTH C122. This will support and enhance Strategy 3 to begin offering the Anthropology AA-T degree

The disarticulated skeletons are made of a sturdy plastic that can withstand many years of student handling. They are detailed enough for introductory level students and will protect our current real human skeleton from overuse damage. These may also be shared with the biology laboratory classes that cover human skeletal anatomy.

ANTH C122 SLO#8: Identify defining features of anatomically modern humans.
ANTH C122 Topical Outline: V. Investigation of human osteology, forensic, and anthropometric methods

Human Bone Casts:Human Male and Female Skull Kit (includes Asian, African, and European skulls), Human female American Indian skull, Human Peruvian skull with Cranial Binding, etc.

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

$3782, One-time from General Fund.

Detailed Rationale:

These items will provide students with the necessary hands-on experience to successfully complete ANTH C122. This will support and enhance Strategy 3 to begin offering the Anthropology AA-T degree

ANTH C122 SLO#8: Identify defining features of anatomically modern humans.
ANTH C122 Topical Outline: VI. Biocultural adaptations and modern human variation
a. Age and sex assessment
b. Race
c. Pathology
d. Environmental adaptations

Hominin Bone Casts: Australopithecus afarensis pelvis, sacrum, and femur set

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

$270, One-time from General Fund.

Detailed Rationale:

These items will provide students with the necessary hands-on experience to successfully complete ANTH C122. This will support and enhance Strategy 3 to begin offering the Anthropology AA-T degree

ANTH C122 SLO#6: Compare the morphology of primates and early hominins. ANTH C122 Topical Outline: VIII. Fossil and genetic evidence of human evolution
a. Australopithecine anatomy

Non-human Bone Casts: Siamang pelvis, Bonobo articulated hand, Howler Monday skull, etc.

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

$1569, One-time from General Fund.

Detailed Rationale:

These items will provide students with the necessary hands-on experience to successfully complete ANTH C122. This will support and enhance Strategy 3 to begin offering the Anthropology AA-T degree

ANTH C122 SLO#5: Identify anatomical and behavioral features of non-human primates.
ANTH C122 Topical Outline: IV. Comparative primate taxonomy, anatomy and behavior
a. Mammals and primates
b. Lemurs, Lorises, and Tarsiers
c. New World Monkeys d. Old World Monkeys
e. Apes

Sales Tax and Shipping

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

$1361, One-time from General Fund.

Detailed Rationale:

Approximates sales tax and shipping costs for the disarticulated human stkeletons, human bone casts, and non-human bone casts.

5000 Category - Service, Utilities, and Operating Expenses

6000 Category - Capital Outlay