



GAVILAN COLLEGE
2011-2016 Social Science Department Self-Study

Program Review

- I. Provide an organizational breakdown of your program. Do not include individual names, only position titles and FTE.

	Title	FTE/PTE
Administrator	Dean, Liberal Arts and Sciences	1
Faculty - FT	Instructor, Anthropology	1
	Instructor, History	2
	Instructor, Political Science	1
	Instructor, Psychology	1
	Instructor, Sociology	1
Faculty - PT	Instructor, Anthropology	1
	Instructor, History	1
	Instructor, Geography	.4
	Instructor, Political Science	1.2
	Instructor, Psychology	.6
Professional Support Staff	Instructor, Sociology	1.4
	Assistant to Dean, Liberal Arts and Sciences	1
TOTAL		14.6

For the purposes of this Institutional Effectiveness Self-Study, the department will analyze equity in terms of part-time faculty support and student success by ethnicity.

Part-time faculty (15) comprise 71% of the total number of faculty (21) in the Social Science Department. In the past 10 years, part-time faculty have taught the majority of social science courses per academic year (around 56% to 60%). For the past 10 years (see previous IE Self-Study), the department has been advocating for institutional support for part-time faculty participation in department meetings, retreats, events, college-wide shared governance, and curriculum and program development. Department program Objectives 1, 2, and 4 of the current Program Plan (see pp. 18-20) include activities to be completed by part-time and full-time faculty to improve student success. The department has requested stipends to compensate part-time faculty for activities requiring time and travel beyond teaching duties. When the institution supports part-time faculty participation, the department will be better poised to help students achieve their educational goals.

II. Program Progress (What have you done since your last review)

- A. Purpose of program (include program mission & goals if available).

The Social Science Department promotes transformative education through personal, academic, and civic engagement. The department takes a holistic approach, offering courses and experiences to enhance personal development, and preparing students to be agents of positive change. Social Science students ask critical questions, develop research skills, and communicate effectively. The department promotes clarity of thought, global citizenship, interdisciplinary thinking, and ethical humanity. Social Science faculty model civic engagement and lifelong learning through their personal practices, community activities, and academic research.



B. Describe the services your program provides (provide any data, which indicates performance in the service areas).

The Social Science Department offers a wide range of courses and majors that prepare students for lifelong personal and professional learning. Disciplines in the Social Science Department prepare students to ask critical questions, develop research skills, and communicate effectively. Students engage in a wide range of research, group, and personal growth activities.

The Social Science Department offers the following AA degrees: Liberal Arts in Social Science with an emphasis in Behavioral Studies; Liberal Arts in Social Science with a Cultural and Historical emphasis; Social Science with an emphasis in Community Studies; Social Science with an emphasis in Global Studies; Anthropology ADT; History ADT; Political Science ADT; and Psychology ADT. The department is developing new ADTs in LGBTQ Studies, Sociology, Social Justice, and Social Work. The ADT in Social Justice will replace the Community Studies degree, and the Global Studies degree will be deactivated.

The majors offered in the Social Science Program prepare students for transfer to four-year institutions and teach students clarity of thought, global citizenship, interdisciplinary thinking, and ethical humanity. To reach these goals, the Social Science Program successfully launched and continues to build its Service Learning program through curriculum development and integration into the department majors.

Awards Conferred: 2012-2016

Confe Year	Degree Program	Award Type	# of Awards	# of Degrees College-wide	% of College-wide degrees
2012	LA_SS_BEHAV	AA	46	407	14%
	LA_SS_CULT	AA	7		
	SS_COM_ST	AA	4		
	Subtotal		57		
2013	LA_SS_BEHAV	AA	33	450	11%
	LA_SS_CULT	AA	9		
	SS_COM_ST	AA	4		
	SS_GBL_ST	AA	3		
	Subtotal		49		
2014	LA_SS_BEHAV	AA	36	463	11%
	LA_SS_CULT	AA	9		
	SS_COM_ST	AA	4		
	SS_GBL_ST	AA	1		
	Subtotal		50		
2015	LA_SS_BEHAV	AA	37	443	12%
	LA_SS_CULT	AA	9		
	SS_COM_ST	AA	4		
	SS_GBL_ST	AA	1		
	Subtotal		51		
2016	ANTH_ADT	ADT	1	502	14%
	LA_SS_BEHAV	AA	33		
	LA_SS_CULT	AA	12		
	POLS_ADT	ADT	2		
	PSYC_ADT	ADT	16		
	SS_COM_ST	AA	4		
	SS_GBL_ST	AA	3		
Subtotal		71			
Total			278	2,265	12% average



C. How have the services provided changed over time? What factors have influenced a change in services? (Provide data if available.)

The Social Science Department has had a busy and intense period since the last IEC evaluation. Discipline-specific information follows; we will first focus upon departmental-level activities. Since 2011, the department has strengthened disciplinary identity and differentiation within the department, especially with the establishment of ADTs in each departmental discipline. At the same time, the department has fortified its collaboration and teamwork across disciplines on key projects of common interest.

Over the past 4 years, social science degrees accounted for an average of 12% of the college's degrees conferred. The first year the department offered 3 new ADT degrees, its degrees conferred increased in number by around 20 degrees (totaling 71) in comparison with the previous 4 years. The degrees conferred in 2016 also increased by 2 to 3 percentage points in comparison with the previous 3 years. This preliminary data suggests that the variety of degrees offered will continue to be relevant and desirable to more students in the near future. The department looks forward to tracking the transfer rates of its students when the Chancellor's Office releases this data.

- The ADTs, all of which are completed except sociology (now underway), have spurred dialogue about the department's commitment to and investment in cross-disciplinary AAs in Community Studies and Global Studies.
- The department decided to deactivate its Global Studies degree because the faculty lead responsible for the development of a Global Studies AA degree left the college, and the department ran into difficulties setting up affordable overseas studies programs, including the potential threat to DACA students posed by a new US executive administration.
- The department will support transforming the Community Studies AA and certificate into an ADT in Social Justice, with initial emphases on Women's and LGBTQ Studies.
- In response to student demand, the department is also committed to developing a Social Work ADT, though no one who is full-time has the expertise to write this curriculum or teach specific classes. The department proposes to hire faculty who are better qualified to develop this program.
- The department's earlier work on Environmental Policy curriculum is not sustainable at this time.
- Members of the department have been involved in the local, Bay Area, and statewide discussion of the implementation of 2012 "Student Success" initiatives from Sacramento. The department has worked hard to keep access to social science classes open to students while improving their chances of success, without sacrificing academic rigor.
- The department has prioritized dialogue across disciplines of teaching methods to promote student success, including regular sharing of classroom and technological activities at meetings, and involvement in a truly impressive variety of teaching conferences, initiatives, and pilot projects. The department's pilot project of capping courses at 45 students has made the implementation of these pedagogies possible. The 30-student cap for online courses has also allowed the department to implement effective pedagogies that have increased success rates.
- The department has piloted and developed Service Learning initiatives since 2007. In 2014-5,



department faculty helped envision what became a successful Title 5 grant proposal to bring long-term stability to a college-wide Civic Engagement effort that includes Service Learning, Project-Based Learning, a Faculty Speakers Bureau, improved access for faculty to Civic Engagement, Service Learning, and Project-Based Learning training and materials, and an online archive of student work that is being piloted by a number of social science faculty.

Department faculty are deeply involved as grant personnel and classroom teachers. Infusing a commitment to civic engagement across the curriculum seems possible and even likely given the federal support. Already in the first year, the department has added new faculty, classes, and community agencies to its CE and SL offerings, including the first online Service Learning class to be offered at Gavilan. The department faculty also pioneered Reality Tours to better understand both the Whole Student and the community. We are also developing on-campus service options that have the potential to transform student experiences at Gavilan.

- Department chairs continue to divide duties successfully and have made a number of improvements in how the department runs. Department meetings have agendas, minutes, and recurring structure. They are well facilitated and substantive.
- Department chairs in particular have worked hard to integrate part time faculty into all levels of departmental decision-making and information-sharing. This integration has borne fruit in the increased participation of part time faculty at the department and college level, and in an appreciable increase in part-time faculty professional development activities off campus. Some disciplines within the department now make special efforts to gather at least on a semesterly or annual basis. Better communication has also allowed us to address needs that part-time faculty express; for example, we learned last year that our part-time faculty could use presentation clickers that they could check out from the library for the entire semester. We have piloted this possibility with the purchase of three such clickers this year.
- After many years of teaching huge classes, the department asked, and justified its request, for caps on Social Science face to face classes at 45. The old system of determining class sizes seemed to faculty involved to be arbitrary and unfair. Our request was granted on a pilot basis in fall 2016, and must be evaluated in terms of student learning, retention, and success rates. Our own experience has been that meaningful engagement with students is much more successful in smaller classes.
- The department worked hard to define what it wanted in a new sociology instructor, and was rewarded in spring 2016 with the hiring of Dr. Nicholas Park.
- Informal, hit and miss mentoring for new faculty has with department support been slowly supplanted by more intensive, targeted, and intentional relationships as a result of the college's support for a mentoring faculty liaison.

Within the disciplines, many initiatives have been launched.

Anthropology

- The program developed the following: Anthropology ADT; the college's only research methods course (ANTH/PSYC 32) to support Social Science ADTs; and a new physical anthropology lab, (ANTH 1L). (strategy 1, goal 3)
- The program has developed and enhanced anthropology curriculum to help students succeed. These enhancements include embedding Service Learning, Reading Apprenticeship, Habits of Mind, research skills, and more hands-on activities in face-to-face, hybrid, and online modalities. (strategy 2, goal 4)



- Anthropology faculty led and participated in department and college-wide efforts to improve teaching and learning, including discussions of effective and innovative pedagogies.
- Dr. Klein served as Professional Development Liaison and led a productive Professional Learning Focused Inquiry Group (PL FIG), which continues to serve as an online hub for professional learning conversations. She has also continued to publish articles and present her research at national and international conferences. (strategy 6, goal 2)
- Over the past 5 years, enrollment and FTES in anthropology courses have fluctuated. Some of these fluctuations correlate with college-wide fluctuations. Over the past 5 years, average anthropology enrollment and FTES have increased in comparison with the previous 4 years.
- Over the past 5 years, the average success rate in anthropology courses has increased by 5 percentage points (from 58% to 63%). Over the past 10 years, the average retention rate in anthropology courses remained steady at around 80%. While the average retention rate in anthropology courses has remained consistent, more students (around 5%) who are persisting in anthropology courses are passing with a C or better.
- The Anthropology Program develops its vision and pedagogical strategies in conversation with the Social Science Department. Over the past 5 years, anthropology faculty have participated in the following college- and state-wide professional learning collaborations: Service Learning, Civic Engagement, Reading Apprenticeship, Habits of Mind, and the Professional Learning FIG. Anthropology faculty have also collaborated with the Gavilan library, Learning Commons, and Writing Center to support student success.
- The Anthropology Program has been training in and developing pedagogies to help students with reading, writing, research, and critical thinking skills; the notable increase in student success is likely due to the program's systematic efforts to help students succeed. These initiatives and pedagogies include those listed above and the following: new physical anthropology lab; new research methods course; scaffolded research projects; weekly writing assignments and/or quizzes; flipped classrooms so face-to-face classes involve more hands-on engagement with course material; and increased flexibility in the curriculum to meet student needs as they surface.
- The Anthropology Program has institutionalized regular program meetings over the past 5 years. All program faculty regularly attend the meetings, during which they discuss college and state-wide initiatives, student success, pedagogical strategies and assignments, and trends in the discipline. Regular meetings also serve to support and encourage faculty so they are better equipped and motivated to serve students.
- The Anthropology Program offers 7 courses and an ADT degree. ANTH 1 is the most in-demand course. Thus, the program offers sections of this course in online, hybrid, and face-to-face modalities each semester. The program also offers ANTH 3 and 5 in hybrid, online, and face-to-face formats on a regular basis. The program sees the value in offering ANTH 1L, 2, 6, and 32 in hybrid or face-to-face modalities only, requiring face-to-face time in each of these courses.
- At this point, anthropology majors are required to take some anthropology courses that require face-to-face interaction with their classmates because the program values the in-class social dimension of learning for anthropology majors. At the same time, the program continues to experiment with innovative and effective online teaching pedagogies and sees the value in reaching online student populations.
- Online and hybrid anthropology courses have served as models for college-wide online course development, as evidenced by the college's consistent featuring of anthropology courses during a range of professional learning trainings over the past 10 years. Student feedback data has consistently shown that anthropology courses meet student learning needs. Online and hybrid course syllabi and ilearn shells demonstrate that faculty are engaging in regular and substantive contact with students and their work.



History

- Faculty developed an ADT in History.
- Dr. Luna completed his Ed.D. from USF in International and Multicultural Studies.
- The department has discussed the need to expand course offerings beyond Western Civilization to include a more global perspective.
- History faculty have proposed more college involvement on and off campus with a Speakers Bureau following a highly successful fall 2016 with several Social Science faculty speaking on issues of community interest under Title 5 and local library auspices.
- History faculty have made two videos series, one on the research process and one on oral history how-to, for student use. The videos have received positive reviews from students, who are usually assigned to both watch and outline them, as valuable information they can return to as needed.
- History faculty have had success gathering to discuss history teaching; for example, one such gathering faculty shared how each approaches teaching the US Constitution in History 1.
- History faculty are key in piloting the Title V archive projects.
- Faculty participated in the Stanford Human Rights Education Initiative (SHREI) to develop Human Rights curriculum. The curriculum was called the Manifest Project, and is an example of Project Based Learning/PBL, a pedagogical approach that creates opportunities for active learning that is applied to real world issues.
- History faculty have done professional development work at ORIAS UC Berkeley, Stanford University SPICE program, Reading Apprenticeship at WestEd, National Endowment for the Humanities Summer Institute, with CANVAS software, and at Humanities West.
- History faculty have experimented with new teaching strategies, including new approaches to Civic Engagement, Service Learning, Reading Apprenticeship, portfolios, and “flipped” class practices. Broadly speaking, a flipped class refers to an instructional strategy that reverses the traditional learning environment by delivering instructional content outside of the classroom. It engages students in activities, including those that may have traditionally been considered homework, during class meetings.

Political Science

- A new class on terrorism is attracting many AJ students and returning veterans.
- The department has piloted the first online Service Learning class in Fall 2016 with election work done by students to register and educate voters. A second class will follow in spring 2017.
- A new ADT has led to increased student interest and opportunities for more speakers, more debating, more simulations, more active listening, more student-led learning.
- Faculty stay up to date with annual attendance at the key political science conference for academics.

Psychology

- The new Psychology ADT is up and running, and first AAs in Psychology were granted May of 2016. Dozens of students are excited about the AA in Psychology, and are flocking to major in this degree in droves. The plan is to add additional psychology major courses such as Social Psychology and Theories of Personality to expand the course offerings for Psychology AA majors.
- Palo Alto University (PAU) offers a B.A. and a B.S. in Psychology designed for AA in Psychology majors, and representatives from PAU have visited psychology 11 and Psychology 10 classes to present their degree program, and how to transfer to their university.
- The new Research Methodologies class has given Psychology majors an important new learning experience.
- Dr. Oler has published his book on managing stress for student success, and worked with the student health nurse and others to improve mental health services in campus.
- Faculty have increased focus on student's personal and interpersonal development via a self-



improvement paper and filling out self-report inventories so that they can go out into the world with greater emotional intelligence.

- Faculty have worked to increase contextualizing of course material to better engage students by meeting them where they're at.

Sociology

- After a 4-year gap left by the departure of Dr. Robin Kreider, the department welcomed Dr. Nicholas Park in spring 2016 and is supporting him in his new role as Sociology Program lead.
- An ADT in Sociology is underway.
- A complete redesign of the SOC 21 curriculum will allow it to transfer as a social science course for transfer to CSU and UC rather than a life skills course

D. Describe how your program coordinates with other programs on campus. Provide specific examples of how this collaboration has benefited students.

- Departmental interest and involvement in campus professional learning has been constant and thoughtful, as several faculty from Social Sciences have worked with relevant FIGS, Service Learning, Civic Engagement, Project-based Learning, Professional Development, Mentoring, Basic Skills, Equity, Habits of Mind, Reading Apprenticeship, and other groups. Examples of benefits to students in our own classes, colleagues within the department, and campus community are innumerable. Some work, such as hours spent on crafting a new Early Alert system, has not been followed through by college decision-makers.
- Department faculty have been invited to speak on campus and in the community, opening up possibilities through the Title V Civic Engagement grant for all faculty to better connect with and hear from community and students, deepening our ability to communicate the importance of disciplinary skills and ways of thinking. Seventy-five students came to two election analysis sessions and gave us grateful feedback for using disciplinary lenses to understand the 2016 election. We are encouraged to do more work bringing speakers and asking our own faculty to give talks that encourage student engagement in the community and world.
- The department has struggled to keep its representation on the Academic Senate and GCFA Representative Council, some semesters more successfully than others.
- Social Science faculty are active as advisors for student clubs such as the fall 2016 Democratic Club, which has been extremely active in voter education and registration.
- The Department is closely involved with the Title V Civic Engagement grant, working with other faculty to implement a library archive and a number of Civic Engagement and Service Learning improvements.
- Service Learning at Gavilan is cross-disciplinary. Department faculty are in constant communication with others in the arts, English, sciences, and career technology departments to enhance the service experience for students.
- The department has Conflict Resolution (CMUN/POLISCI/PSCYH 6) included as part of the Peer Education Leadership Certificate. As a result of this and general student interest, beginning in Spring 2017 two sections of the course will be offered rather than one.

E. What specific accomplishments have occurred to support college-level strategic initiatives during the past three years?



- The department has worked hard to keep curriculum up to date, interesting to students, and rigorous.
- The department is deeply involved in community work through Civic Engagement, Service Learning, and Project-based Learning.
- The department faculty have integrated many practices to improve teaching and support student success.

F. How has the service or program supported student success and retention over the past three years? What initiatives have been specifically developed to support success and retention? What were the specific, measured outcomes of these initiatives?

As a department, we view all our efforts with a student success and retention lens. As noted in section C, since 2011 the department has updated and developed programs, and intensified its collaboration across disciplines on key projects of common interest. This includes developing new ADTs, and updating existing majors to more effectively meet student needs. It also includes intense participation in a plethora of student engagement, retention and success initiatives. Among these efforts are Service Learning, Project-Based Learning, and Faculty Speakers Bureau. The department has also organized intentional discussions of teaching methods that promote student success, including a regular department dialogue of classroom practices and technological innovations. Our department has also participated in a wide variety of teaching conferences, initiatives, and pilot projects.

College data suggests that our departments efforts have had a positive effect. Item J i. of this reports shows that enrollment in Social Science courses has increased since our last IEC report from 8-9% to 13-15% of the college's overall enrollment. Additionally, since 2012 our department represents 12-14% of the overall degrees conferred by the college (see item II. B.).

G. If appropriate, are all aspects of your program's services available to students who may be online only?

All disciplines in our department currently offer online classes, but not all classes are offered in an online format. High demand classes have been the focus of our online offerings, with the goal of providing scheduling flexibility and access to students. Still, the college has not provided specific guidance on the issue. At this point, each discipline's lead faculty are making decisions about whether or not to provide more online courses in the future. These decisions are based on student demand and interest.

Our class management system (CMS), Moodle, is widely used for face-to-face, hybrid, and online classes. This resource provides many opportunities, and department members are expanding their use and expertise with this tool.

H. How has the staffing changed during the past three years?

In Fall 2016, a new full-time sociology instructor joined the Social Science Department.

I. Budgetary allocations over the past 3 years (4-5-6's and 1-2-3's if applicable) See sample below.



Operational Costs	11/12	12/13	13/14	14/15	15/16
Instructional Supplies	\$2200	\$2200	\$1800	\$2700	\$2700
Bone Clones & lab supplies (Anthro. lab)			\$7775		\$3900

- J. If your program has an instructional component, please answer the following questions:
1. Basic description of program

The Social Science Department offers a wide range of courses and majors that prepare students for lifelong personal and professional learning. Disciplines in the Social Science Department prepare students to ask critical questions, develop research skills, and communicate effectively. Students engage in a wide range of research, group, and personal growth activities.

- i. Enrollment by top code and course over time (5 years)

Academic Year	11/12	12/13	13/14	14/15	15/16
Anthropology	559	497	472	417	487
Geography	69	68	70	62	54
History	1,358	1,299	1,509	1,508	1,589
Political Science	672	630	636	776	660
Psychology	1,124	933	989	940	1,007
Sociology	861	744	796	834	819
Total	4,643	4,171	4,472	4,120	4,129
College Overall (credit)	32,471	28,256	31,087	32,090	31,749

Over the past 5 years, enrollment in social science courses accounted for 13% to 15% of the college's overall enrollment. From 2006-10 (see previous IEC self-study), enrollment in social science courses accounted for 10% to 11% of the college's overall enrollment. Over the past 5 years, social science enrollment has increased relative to the overall college enrollment by 3 to 5 percentage points. The Social Science Department footprint has been steadily increasing; more students have enrolled in social science courses over the past 5 years.

- ii. FTES by top code over time (5 years)

Academic Year	11/12	12/13	13/14	14/15	15/16
Anthropology	53.92	50.18	44.4	34.16	42.45
Geography	12.07	11.89	12.24	10.84	9.44
History	137.99	135.45	152.76	144.13	156.83
Political Science	63.28	64.41	57.62	61.78	57.94
Psychology	112.73	96.33	98.00	91.95	100.92
Sociology	86.08	77.22	79.65	77.58	79.29
Total	466.07	435.48	444.67	420.44	446.87
College Overall (credit)	4,008.95	3,648.57	3,909.82	3,843.79	3,777.34



Over the past 5 years, social science FTES accounted for 11% to 12% of the college's overall FTES. From 2006-10 (see previous IEC self-study), enrollment in social science courses accounted for 8% to 9% of the college's overall enrollment. Over the past 5 years, social science FTES have increased relative to the overall college FTES by 3 to 4 percentage points. The Social Science Department footprint has been steadily increasing; more full-time students have enrolled in social science courses over the past 5 years.

iii. Current enrollment by term (Fall 2016) last available census

Academic Year	Fall 2016
Anthropology	186
Geography	33
History	511
Political Science	263
Psychology	400
Sociology	372
Total	1765
College Overall (credit)	15,904

2. Student Outcomes

i. Success rate by top code and course and year (5 years)

Academic Year	11/12	12/13	13/14	14/15	15/16
Anthropology	65.7%	67.8%	55.5%	60.7%	66.1%
Geography	94.2%	83.8%	81.4%	80.6%	77.8%
History	61.6%	65.0%	67.7%	62.2%	57.3%
Political Science	46.4%	52.9%	60.4%	63.4%	57.7%
Psychology	55.5%	56.7%	61.6%	56.9%	61.8%
Sociology	58.3%	64.0%	69.8%	68.7%	73.0%
Average	63.6%	65.0%	66.1%	65.4%	65.6%
College Overall	68.0%	70.5%	73.3%	72.9%	71.9%

Over the past 5 years, the average success rate in social science courses was between 64% and 66%, 4 to 8 percentage points below the college's average success rate. From 2006 to 2010 (see previous IEC self-study), the average success rate in social science courses was between 60% and 64%, 6 to 10 percentage points below the college's average success rate. *Over the past 5 years, the average success rate in social science courses has increased by 4 to 6 percentage points and by 2 to 4 percentage points relative to the college's average success rate.*

The department is aware that its success rates are below those of the college success rates. In the department's analysis, a significant reason for this gap is that all social science courses are transfer-level courses, which are often among the most challenging for students. Many students who enroll in social science courses lack college-level basic skills in reading, writing, and research.



ii. Success rate by discipline and ethnicity, 2012-2016 (4 years)

Subject	Ethnicity	Failure	Success		Subject	Ethnicity	Failure	Success
ANTH	African-Am	47%	53%		POLS	African-Am	55%	45%
ANTH	Asian	21%	79%		POLS	Asian	33%	67%
ANTH	Filipino	53%	47%		POLS	Filipino	46%	54%
ANTH	Hispanic	40%	60%		POLS	Hispanic	50%	50%
ANTH	* Native Am	61%	39%		POLS	* Native Am	47%	53%
ANTH	* Other	49%	51%		POLS	* Other	50%	50%
ANTH	* Pacific Islander		100%		POLS	* Pacific Islander	47%	53%
ANTH	Unknown/Multi	36%	64%		POLS	Unknown/Multi	41%	59%
ANTH	White	31%	69%		POLS	White	38%	62%
ANTH	Mean	36%	64%		POLS	Mean	44%	56%
GEOG	* African-Am		100%		PSYC	African-Am	51%	49%
GEOG	* Asian	22%	78%		PSYC	Asian	22%	78%
GEOG	* Filipino	48%	52%		PSYC	Filipino	33%	67%
GEOG	Hispanic	18%	82%		PSYC	Hispanic	43%	57%
GEOG	* Native Am		100%		PSYC	* Native Am	47%	53%
GEOG	* Other		100%		PSYC	* Other	58%	42%
GEOG	* Pacific Islander	100%			PSYC	* Pacific Islander	37%	63%
GEOG	Unknown/Multi	23%	77%		PSYC	Unknown/Multi	42%	58%
GEOG	White	9%	91%		PSYC	White	40%	60%
GEOG	Mean	17%	83%		PSYC	Mean	41%	59%
HIST	African-Am	39%	61%		SOC	African-Am	41%	59%
HIST	Asian	29%	71%		SOC	Asian	32%	68%
HIST	Filipino	34%	66%		SOC	Filipino	28%	72%
HIST	Hispanic	38%	62%		SOC	Hispanic	34%	66%
HIST	Native Am	45%	55%		SOC	* Native Am	41%	59%
HIST	* Other	27%	73%		SOC	* Other	35%	65%
HIST	* Pacific Islander	35%	65%		SOC	* Pacific Islander	47%	53%
HIST	Unknown/Multi	43%	57%		SOC	Unknown/Multi	34%	66%
HIST	White	30%	70%		SOC	White	30%	70%
HIST	Mean	38%	62%		SOC	Mean	33%	67%
					Grand Mean		38%	62%

* Cell numbers below 30 students. See appendix for grade count and number of students by ethnicity.

** Success rates: green = 60%-79% highest; blue = 60%-73% mid-range; yellow = 39%-50% lowest



iii. Average success rate by ethnicity for department (ANTH, HIST, POLS, PSYC, SOC)
2012-2016 (4 years)

Ethnicity	Failure	Success
African-Am	47%	53%
Asian	27%	73%
Filipino	39%	61%
Hispanic	41%	59%
Native Am	48%	52%
Other	44%	56%
Pacific Islander	42%	58%
unknown/multi	39%	61%
White	34%	66%
Average	40%	60%

For the purposes of this self-study, the department is focusing on student equity in terms of ethnicity. The Geography Program only consists of one course, so the data is not comparable to the other disciplines. For the purposes of this equity analysis, the department is not incorporating geography course data.

Over the past 4 years, students who succeeded in *all* social science disciplines at a rate of 60% to 79% (highlighted in green) were Asian and white students. *Significantly, African-American, Hispanic, Filipino, Other, Pacific Islander, and unknown/multi also succeeded in some or most social science disciplines at a rate of 60% to 73% (highlighted in blue).*

Students who succeeded at a rate of 39% to 50% (highlighted in yellow) were African-American, Filipino, Hispanic, Native American, and Other. These lowest success rates occurred in anthropology, political science, and psychology courses. The lowest success rates in history and sociology courses were higher for every ethnic group, between 53% and 59%.

Within the Social Science Department, the highest achieving groups were Asian (73% success) and white (66% success). The next cluster of highest achieving groups was Filipino (61% success), unknown/multi (61% success), Hispanic (59% success), Pacific Islander (58% success), and Other (56% success). The lowest achieving groups were African-American (53% success) and Native American (52% success). *The largest achievement gaps were between Native American students and Asian and white students and between African-American students and Asian and white students.*

This analysis shows a need for the college and department to provide more support services for Native American and African-American students. The Social Science Department will discuss and develop more ways to support Native American and African-American students in its programs and courses.



iv. Success rate by course type: Foundational Transfer Courses (FTCs)
2012-2016 (4 years)

Course Type	Failure	Success
Foundational	37%	63%
Non-Foundational	40%	60%

The department's 6 highest enrolled courses function as "foundational transfer courses" (FTCs) for all students seeking to fulfill their General Education requirements. The concept of FTCs is a new way for the department to think about pathways for social science students; this concept lends itself to the creation of "guided pathways" at a later date. FTCs are unique in the social science curriculum because they establish foundational concepts (threshold concepts), terminology, and skills which students will build upon when they take other (non-foundational) courses in the disciplines. These courses are ANTH 1, HIST 1, HIST 2, POLS 1, PSYC 10, and SOC 1A.

Over the past 4 years, the success rate in foundational courses was 3 percentage points higher (63%) than the success rate in non-foundational courses (60%). The department is pleased that its foundational course success rate is higher than that of its non-foundational courses. This data also shows that the department does not have "gateway courses" that prevent students from succeeding in non-foundational courses. The department's goal is to increase the success rate of its foundational courses. Our initial examination of data suggests that as students succeed in these foundational courses, they are more likely to succeed in the subsequent courses in the disciplines. The department has developed strategies to support these foundational courses to encourage greater student success, such as the following: attaching a research lab, Supplemental Instruction (SI), Reading Apprenticeship (RA), and capping classes at 45 students.

v. Retention rate by top code and course and year (5 years)

Academic Year	11/12	12/13	13/14	14/15	15/16
Anthropology	79.4%	84.5%	76.1%	78.7%	82.5%
Geography	95.7%	88.2%	90.0%	88.7%	83.3%
History	79.6%	83.7%	82.5%	79.5%	75.8%
Political Science	78.1%	86.8%	86.0%	86.3%	83.3%
Psychology	73.8%	74.9%	77.5%	75.2%	78.9%
Sociology	80.4%	82.4%	85.9%	86.7%	89.3%
Average	81.2%	83.4%	83.0%	82.5%	82.2%
College Overall	83.1%	86.1%	87.1%	86.2%	86.0%

Over the past 5 years, the average retention rate in social science courses was between 81% and 83%, 2 to 6 percentage points below the college's average retention rate. From 2006-10 (see previous IEC self-study), the average retention rate in social science courses was between 79% and 86%, correlating with the college's average retention rate. Over the past 5 years, the average retention rate in social science courses has decreased by 2 to 5 percentage points relative to the college's average success rate.

The decrease in average retention rate may be related to the department's efforts to standardize writing and research requirements across the curriculum. It is common for students to withdraw from social science courses when they realize the amount of consistent work expected to meet



the minimum course requirements. Another factor may be individual instructor practices of encouraging students to withdraw from a course if they are not on track to pass; the instructor philosophy behind this practice is that it is often better for the student to withdraw instead of fail a course—for their learning process, transcript, and educational goals. Often students re-enroll in the courses they have withdrawn from and are able to succeed their second time around. *Thus, while retention rates have decreased, success rates have increased. This data shows that around 5% more students who are persisting in Social Science courses are passing with a C or better.*

3. What specific goals, curricula, program, and/or pedagogical modifications were made within the program to support college-level strategic initiatives and student success during the past three years, e.g., scheduling changes, distance learning, ladder concepts, work-based learning strategies, internships, service learning, learning communities, technological enhancements, and other student centered learning pedagogies?

Over the past 5 years, the department has been training in and developing pedagogies to help students with basic reading, writing, research, and critical thinking skills; the notable increase in student success is likely due to the department's systematic efforts to help students succeed. These pedagogies include the following:

- Embedding Service Learning.
- Attaching research labs to courses.
- Scaffolding research projects.
- Requiring weekly writing assignments and/or quizzes.
- Embedding Supplemental Instruction (SI).
- Embedding Reading Apprenticeship techniques (RA).
- Flipping classrooms so face-to-face classes involve more hands-on engagement with course material.
- Increasing flexibility in the curriculum to meet student needs as they surface.
- Working with the Habits of Mind framework. Habits of Mind include the following: persisting; thinking and communicating with clarity and precision; managing impulsivity; gathering data through all senses; listening with understanding and empathy; creating, imagining, innovating; thinking flexibly; responding with wonderment and awe; thinking about thinking (metacognition); taking responsible risks; striving for accuracy; finding humor; questioning and posing problems; thinking interdependently; applying past knowledge to new situations; and remaining open to continuous learning.

K. Provide an overview of how budget allocations have changed over the past three years.

During the past 2 years, each discipline-specific program budget increased from \$400 to \$500 per year, totaling \$2700 per year for instructional supplies and equipment. The college-wide Title 5 STEM grants have funded the development of the anthropology lab, totaling \$11,675 over the past 2 years.

III. Trends Affecting your Program (Data-Driven)

- A. Briefly describe your program's strengths and challenges (utilize data to support your contentions).

Strengths

The Social Sciences Department possesses a highly educated and committed full-time faculty. Five full-time faculty have doctoral degrees, and the sixth has a degree from Stanford University with a rich and varied professional background. All but one full-time faculty member are tenured – with the remaining full-time faculty member in the tenure review process. The faculty in Social Sciences are popular with students because of their ability package their teaching in a manner



that engages students (i.e., contextualize the material presented so that it is relevant to their lives). Faculty also draw on a variety of tools to further engage students and maximize their learning through via PowerPoint, DVDs, online websites in the classroom, “flipped” class practices, and ilearn. Faculty are also involved in serving the community and students through Service Learning classes and provide seminars both locally and throughout the state. The department webpage is up and running. The Social Science Department has actively engaged in college efforts to address student learning outcomes and student success. Department members regularly discuss pedagogical strategies to improve learning. Faculty in the Social Sciences Department are free of internal strife and work very well together in discussing and making changes to meet the needs of students who take social science courses and degrees. Additionally, members serve as advisors for various campus clubs and actively participate in various campus committees (e.g., Faculty Professional Learning, Equivalency, Student Mental Health Task Force) as well as professional learning activities and focus inquiry groups that promote best practices. To this end, our department has been active in a number of student success initiatives, including: Basic Skills, Equity, Civic Engagement, Early Alert, Habits of Mind, and Reading Apprenticeship.

Challenges

The rate of students passing Social Science courses has not improved significantly due to the vast majority of social science classes having no prerequisites. Until prerequisites are in place, many students will likely be unable to fully benefit from pedagogical innovation.

Faculty are unable to come together as often as needed to support one another and dialogue about the department due to our demanding teaching loads and related responsibilities. However, the reduction in class caps may allow for more time for faculty to get together more often.

Many students who enroll in Social Science courses are unprepared for the rigors of college and are performing poorly on assignments such as essays and research papers that require college-level reading and writing skills. Many Social Science faculty report that large numbers of students are struggling and/or not achieving passing grades on writing assignments such as essays and research papers.

B. Provide a brief review of the past three program plans and any emerging themes identified in them.

Several objectives have been addressed over the last three Program Plans, with many successfully achieved. Specifically: (1) consistent efforts to promote and improve student success has resulted in some increased student success, but not as strong as hoped. However, continued effort in this area will likely lead to greater gains as time passes; (2) more part-time faculty have been integrated into departmental efforts, with more part-time faculty attending departmental meetings and giving their input than in the past; (3) Associate of Arts degrees for Transfer in Anthropology, History, Political Science, and Psychology are up and running; (4) the majority of Social Science faculty are modeling civic engagement by being involved in the community and abroad; (5) the Social Science Department website is effective and under continual revision; and (6) there are more opportunities for students to become civically engaged through Service Learning classes, and students are encouraged by faculty to volunteer in their respective communities.

Regarding emerging themes, it seems clear that there is greater need for training to better address the student population with special needs (e.g., veterans, mentally ill, homeless, learning disabled). With the challenges of living in an increasingly diverse and complex world, it is



imperative to continue efforts, with greater intensity, to enhance students' personal and interpersonal development. Also, it is important to maximize opportunities for faculty interchange of ideas, teaching strategies, and projects as a way of providing collegial support and enhance the toolbox needed to best serve students.

IV. Program/Student Learning Outcomes

Complete the program/student learning outcome matrix for your program(s). If assessments have not been completed, provide an update of your program's work to assess your program-level student learning outcomes.

Program/Student Learning Outcomes	Assessment / Measurement	Result	Use of Results
<p>The majority, over 70%, of students will be able to evaluate how their own engagement and that of others impacts at least three of the following: inequality, privilege, perspective, social conditions and institutions, power structures, difference, and social change. Through the process of research and writing, they will be able to relate two social science concepts to issues of importance to local communities.</p>	<p>Exam essays, research projects</p>	<p>From 2011-16, the program's average student success rate was 65%. This student success rate correlates with the success rate of this PLO: around 65% of students have successfully achieved this outcome. This falls short of the 70% goal by 5%.</p>	<p>Research and writing continue to challenge students. The department values these skills because students learn most effectively when they express, explore, and hone their ideas through critical thinking, writing, revising, and independent research.</p> <p>The department is using these results to discuss and experiment with innovative pedagogies such as scaffolding student writing assignments, working with library support classes, and implementing Reading Apprenticeship techniques. The department is also piloting a 45-student cap model in order to better support student reading, writing, and research.</p>
<p>The majority, over 70%, of students will be able to define and analyze three global citizenship strategies in the context of globalization. Through the process of research and writing, they will be able to relate two social science concepts to issues of importance to global communities.</p>	<p>Exam essays, research projects</p>	<p>From 2011-16, the program's average student success rate was 65%. This student success rate correlates with the success rate of this PLO: around 65% of students have successfully achieved this outcome. This falls short of the 70% goal by 5%.</p>	<p>Research and writing continue to challenge students. The department values these skills because students learn most effectively when they express, explore, and hone their ideas through critical thinking, writing, revising, and independent research.</p> <p>The department is using these results to discuss and experiment with innovative pedagogies such as scaffolding student writing assignments, working with library support classes, and implementing Reading Apprenticeship techniques. The department is also piloting a 45-student cap model in order to better support student reading, writing, and research.</p>



The Program Learning Outcomes listed above are broad-sweeping, encompassing the program outcomes of the 6 disciplines in the Social Science Department. *Provided adequate institutional support*, the department will rewrite these outcomes, connecting them with the outcomes of its 7 new ADTs (Anthropology, History, Political Science, Psychology, Sociology, Social Justice, and Social Work) within the next 3 years. At the same time, each discipline will consolidate course-level SLOs so they are measurable. As the department aligns its SLOs with its PLOs, it will write a rubric to measure and record all outcomes.

The department will work toward:

- Rewriting course-level SLOs so they are measurable: around 3 to 5 SLOs per 3-unit course.
- Creating a departmental rubric for scoring SLOs (perhaps on a scale of 1-5).
- Rewriting Social Science PLOs so they align with discipline-specific ADT PLOs and SLOs.
- Aligning PLOs with Institutional Learning Outcomes (ILOs).

The department sees this effort as a way to support student learning while meeting college reporting requirements. Students will receive their SLO scores in addition to their final grade, which will provide students with a more complex evaluation of their final performance. The college will maintain a record of SLO scores per student, which it can disaggregate as needed.

V. Program Plan/Budget Requests

A. List goals and objectives for the next three to five years that will address the needs and trends identified above and in your course and program level SLO assessment results.

Program objectives:

- Develop new ADTs in Social Work, Social Justice, and Sociology.
- Promote and improve teaching and learning for populations with special needs.
- Originate, pilot, and model Civic Engagement curriculum and activities for students and faculty.
- Promote and improve faculty and department success.
- Promote and improve student success.
- Train and equip faculty and classified professionals to respond to emergencies at Gilroy, Hollister, Morgan Hill, and Coyote Valley sites.

B. Provide your current Program Plan (required) which should include these goals and objectives.

2016-17 Program Plan

Vision/Narrative

The Social Sciences department promotes transformative education through personal, academic, and civic engagement. The department takes a holistic approach, offering courses and experiences to enhance personal development, and preparing students to be agents of positive change. Social Science students ask critical questions, develop research skills, and communicate effectively. The department promotes clarity of thought, global citizenship, interdisciplinary thinking, and ethical humanity. Social science faculty model civic engagement and lifelong learning through their practices, community activities, and academic research.



Program Objective 1: Develop new ADTs in LGBTQ Studies, Social Work, Social Justice, and Sociology.

Strategy & Goals: Strategy #1: Optimize enrollment, course offerings, and services to reflect community needs and growth.

Goal #3: Increase course and program offerings, as funding allows with a particular emphasis on Transfer Model Curriculum.

IEC Program Review: No: The last program review was in 2010-11. At that time, ADTs had yet to be approved by the Chancellor's Office.

SLO Data: Yes: This Objective is based on SLO data.

Progress: Yes: The department intends to develop these new degrees based on student success data and counselor feedback. The department has identified faculty members who are willing to lend their expertise to research and develop new curriculum and degree programs.

Activities:

- Hire Dr. Marilyn Chap and Jean Oler to research and develop the Social Work ADT curriculum and degree program. This work includes travel to colleges and universities in our region to research comparable CCC and transfer programs. **Budget request: \$2500 stipend x 2**
- Hire Dr. Nick Park and Leah Halper to research and develop the Social Justice ADT curriculum and degree program. This work includes travel to colleges and universities in our region to research comparable CCC and transfer programs. **Budget request: \$2500 stipend x 2**
- Hire Dr. Nick Park to research and develop the Sociology and LGBTQ Studies ADT curricula and degree programs. This work includes travel to colleges and universities in our region to research comparable CCC and transfer programs. **Budget request: \$2500 stipend**

Program Objective 2: Promote and improve teaching and learning for populations with special needs.

Strategy & Goals: Strategy #2: Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.

Goal #4: Evaluate student support services to identify successful strategies and remediate gaps that may hinder student success in accordance with instructional improvement goals.

IEC Program Review: Yes: This Objective is based from the last IEC Program Review.

SLO Data: Yes: This Objective is based on SLO data.

Progress: Yes: Campus-wide collaboration has increased training for faculty; however, more training is needed as special needs populations, like veterans, are projected to increase significantly in the next few years. Social Science faculty continue to promote student services, such as veterans' services, the Health Faire, the Student Success Center, emergency funds, scholarships, and fresh produce distribution.

Activities:

- Request professional learning opportunities to help us better understand student populations: veterans, immigrants, DRC students, EOPS students, students with mental health issues, and others. **Budget request: \$1000 stipend x 2**
- Support and develop "Life Happens" series to help faculty learn how to sensitively discuss and help students with health-related issues, hunger, poverty, and homelessness.



Budget request: \$500 stipend x 2

- Advocate for excellent, responsive student mental health services by creating a confidential, fast, and student-friendly mental health referral process for students in distress.

Program Objective 3: Originate, pilot, and model Civic Engagement curriculum and activities for students and faculty.

Strategy & Goals: Strategy #2: Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.
Goal #3: Develop professional development activities for faculty to improve quality of teaching and curriculum for basic skills, career technical, and transfer courses.

IEC Program Review: Yes: This Objective is based from the last IEC Program Review.

SLO Data: Yes: This Objective is based on SLO data.

Progress: Yes: The department is participating in the college's Title 5 Civic Engagement grant. Dr. Enrique Luna and Leah Halper are leading the department's contributions to the college-wide grant program.

Activities:

- Explore the development of pathways for community-based professionals. Collaborate with Child Development and Educational Studies (CDES) program to support students interested in the "helping professions." Embed community activities, service learning, and civic engagement within CDES and Social Science pathways.
- Develop, pilot, and publicize a range of civic engagement activities and programs.
- Seek and secure sustainable funding for civic engagement initiatives and programs.
- Update department website with faculty information.

Program Objective 4: Promote and improve faculty and department success.

Strategy & Goals: Strategy #6: Foster a campus culture of engagement and excellence through improved communication, coordination, collaboration, and participation.
Goal #2: Create opportunities to improve integration and collaboration at every level, with emphasis on student success, e.g., a college hour, staff development opportunities.

IEC Program Review: Yes: This Objective is based from the last IEC Program Review.

SLO Data: Yes: This Objective is based on SLO data.

Progress: Yes: The department has progressed in the following arenas: 1) regularly leads and participates in meetings, FIGs, and workshops during college hour and beyond; 2) has improved its communication, including the distribution of meeting minutes; 3) initiated a successful and ongoing college-wide social event called Thirsty Thursdays; 4) initiated and delivered the first distinguished lecture panel in Morgan Hill and on campus; and 5) continues to be active in the mentoring program.

Activities:

- Maximize opportunities for faculty interchange of ideas, teaching strategies, and projects.
- Equitably include part-time faculty in professional learning opportunities, department events, and discussions.



Budget request: \$250 stipend x 5

- Begin and institute an annual retreat for Social Science faculty. Pay part-time faculty to attend.

Budget request: \$250 stipend x 5

- Gather, review, and assess data on class caps pilot, an effort to address student success. Make a recommendation based on data.
- Assess current programs and recommend second full-time positions in Social Science disciplines with a timeline for possible hiring and integration.
- Initiate campus-wide conversations about how to manage workloads that require heavy teaching loads alongside growing administrative duties. The mentoring program will continue to structure these opportunities.

Program Objective 5: Promote and improve student success.

Strategy & Goals: Strategy #1: Optimize enrollment, course offerings, and services to reflect community needs and growth.

Goal #3: Increase course and program offerings, as funding allows with a particular emphasis on Transfer Model Curriculum.

IEC Program Review: Yes: This Objective is based from the last IEC Program Review.

SLO Data: Yes: This Objective is based on SLO data.

Progress: Yes: Social Science faculty are taking the lead and engaged in a variety of student success initiatives and programs on campus.

Activities:

- Participate in department and college-wide conversations about redesigning, aligning, and assessing SLOs, PLOs, and ILOs.
- Pilot Civic Engagement grant archive, including an online site for sharing student research projects.
- Participate in department and college-wide efforts to improve teaching and learning, including the discussion of effective and innovative pedagogies such as Reading Apprenticeship and Habits of Mind.
- Explore, share, and assess effective technology practices to aid student success.
- Advocate for a college-wide professional learning program that provides a range of well-organized, coordinated, and follow-up opportunities for professional learning.
- Explore how to effectively use and analyze student success and equity data in course and department-level decision-making.

Program Objective 6: Train and equip faculty and classified professionals to respond to emergencies at Gilroy, Hollister, Morgan Hill, and Coyote Valley sites.

Strategy & Goals: Strategy #3: Improve and expand existing facilities to enhance the learning environment.

Goal #2: Use technology to improve existing classroom facility space, optimize academic success and administrative operations.

IEC Program Review: No: The Social Science Department is concerned that the Gavilan community is not prepared for a natural or human-initiated disaster.

SLO Data: Yes: This Objective is based on SLO data.

Progress: No: Limited emergency training (the use of fire extinguishers) was offered years ago, and senior management has an emergency plan in place. However, faculty



and classified professionals have not been properly trained or equipped for an emergency.

Activities:

- Ensure campus-wide and offsite PA systems function properly.
- Install shades for all glass windows and doors in Social Science building.
- Install locks inside Social Science building and offsite classroom doors.
- Invite faculty from Gavilan's Administration of Justice program to lead department and campus-wide workshops on how to apply safety training to Gavilan's buildings.



VI. Self Study Summary

Program description and services:

The Social Science Department offers a wide range of courses and majors that prepare students for lifelong personal and professional learning. Disciplines in the Social Science Department prepare students to ask critical questions, develop research skills, and communicate effectively. Students engage in a wide range of research, group, and personal growth activities. Majors offered in the Social Science Program prepare students for transfer to four-year institutions and teach students clarity of thought, global citizenship, interdisciplinary thinking, and ethical humanity.

The Social Science Department offers the following AA degrees: Liberal Arts in Social Science with an emphasis in Behavioral Studies; Liberal Arts in Social Science with a Cultural and Historical emphasis; Social Science with an emphasis in Community Studies; Social Science with an emphasis in Global Studies; Anthropology ADT; History ADT; Political Science ADT; and Psychology ADT. The department is developing new ADTs in LGBTQ Studies, Sociology, Social Justice, and Social Work.

Significant accomplishments since the last review period:

Since 2011, the department has strengthened disciplinary identity and differentiation within the department, especially with the establishment of ADTs in each departmental discipline. At the same time, the department has fortified its collaboration and teamwork across disciplines on key projects of common interest.

Over the past 4 years, social science degrees accounted for an average of 12% of the college's degrees conferred. The first year the department offered 3 new ADT degrees, its degrees conferred increased in number by around 20 degrees (totaling 71) in comparison with the previous 4 years. The degrees conferred in 2016 also increased by 2 to 3 percentage points in comparison with the previous 3 years.

The department has prioritized dialogue across disciplines of teaching methods to promote student success, including regular sharing of classroom and technological activities at meetings, and involvement in a variety of teaching conferences, initiatives, and pilot projects. The department's pilot project of capping courses at 45 students has made the implementation of these pedagogies possible. The 30-student cap for online courses has also allowed the department to implement effective pedagogies that have increased success rates.

The department has piloted and developed Service Learning initiatives since 2007. In 2014-5, department faculty helped envision what became a successful Title 5 grant proposal to bring long-term stability to a college-wide Civic Engagement effort that includes Service Learning, Project-Based Learning, and an online archive of student work.

The department has worked hard to integrate part-time faculty into all levels of departmental decision-making and information-sharing. This integration has borne fruit in the increased participation of part-time faculty at the department and college level, and in an appreciable increase in part-time faculty professional development activities off campus.

Program's impact on student achievement and student learning outcomes;

Over the past 5 years, the average success rate in social science courses was between 64% and 66%, 4 to 8 percentage points below the college's average success rate. From 2006 to 2010, the average success rate in social science courses was between 60% and 64%, 6 to 10 percentage points below the college's average success rate. Over the past 5 years, the average success rate in social science



courses has increased by 4 to 6 percentage points and by 2 to 4 percentage points relative to the college's average success rate.

While these success rates are below those of the college success rates, in the department's analysis, a significant reason for this gap is that all social science courses are transfer-level courses, which are among the most challenging for students. Many students who enroll in social science courses lack college-level basic skills in reading, writing, and research.

Resource and staffing changes since the last review:

In Fall 2016, a new full-time sociology instructor joined the Social Science Department.

After many years of teaching huge classes, the department asked, and justified its request, for caps on Social Science face-to-face classes at 45. Our request was granted on a pilot basis in fall of 2016 and will be evaluated in terms of student learning, retention, and success rates. Our own experience has been that meaningful engagement with students is much more successful in smaller classes.

Trends affecting the program;

Since 2011, the department has updated and developed programs, and intensified its collaboration across disciplines on key projects of common interest. This includes developing new ADTs and updating existing majors to more effectively meet student needs. It also includes intense participation in student engagement, retention, success initiatives and conferences. The department has also organized intentional discussions of teaching methods that promote student success.

College data suggests that our department's efforts have had a positive effect. Since 2011, enrollment in Social Science courses has increased from 8-9% to 13-15% of the college's overall enrollment. Additionally, since 2012, our department represents 12-14% of the overall degrees conferred by the college.

Department short and long term goals and objectives:

The department seeks to intensify and expand student success practices initiated in recent years.

Pedagogical initiatives include:

- Embedding Service Learning
- Scaffolding research projects
- Embedding Supplemental Instruction (SI)
- Embedding Reading Apprenticeship techniques (RA)
- Implementing Project Based Learning (PBL)
- Working with the Habits of Mind framework
- Promoting and improving teaching and learning for populations with special needs

In support of pedagogical initiatives, the department seeks to diversify modes of course delivery and expand degree opportunities. These include:

- Attaching research labs to courses
Increasing flexibility in curriculum to meet student needs as they surface
- Flipping classrooms so face-to-face classes involve more hands-on engagement with course material
- Expanding online and hybrid course offerings
- Expanding Civic Engagement curriculum and activities for students and faculty
- Developing new ADTs in LGBTQ Studies, Social Work, Social Justice, and Sociology



Appendix

Department grade count by discipline and ethnicity, 2012-2016 (4 years)

Subject	Ethnicity	A	A-	B+	B	B-	C+	C	D	F	W	Missing	Total
ANTH	African-Am	2	2	4	8	6	4	6	4	11	12	1	60
ANTH	Asian	18	4	4	9	8	7	4	4	8	2		68
ANTH	Filipino	8	2		5	2	1		5	4	9	1	37
ANTH	Hispanic	97	60	43	97	58	38	130	42	114	153	25	857
ANTH	Native Am	2	1	1				2	2	3	4		15
ANTH	Other	3			3	2		1	3	2	4		18
ANTH	Pacific Islander	2	1		2			2					7
ANTH	Unknown / Multi	99	30	27	95	38	36	87	48	67	115	1	643
ANTH	White	120	58	39	76	43	24	85	29	50	109	19	652
ANTH	Subtotal	351	158	118	295	157	110	317	137	259	408	47	2,357
GEOG	African-Am	3	1										4
GEOG	Asian	4			1						1		6
GEOG	Filipino	1							1				2
GEOG	Hispanic	46	17	7	10	11	6	9	6	2	11	1	126
GEOG	Native Am	1			1			1					3
GEOG	Other	1											1
GEOG	Pacific Islander										1		1
GEOG	Unknown / Multi	37	7	10	6	4	3	3	3	5	12		90
GEOG	White	58	5	7	3	2		6		1	8		90
GEOG	Subtotal	151	30	24	21	17	9	19	10	8	33	1	323
HIST	African-Am	13	8	5	8	5	5	17	6	10	14	4	95
HIST	Asian	16	16	9	17	10	4	10	4	13	15	2	118
HIST	Filipino	12	8	11	9	12	5	12	7	7	16	2	102
HIST	Hispanic	202	209	226	282	231	234	312	160	331	457	61	2,714
HIST	Native Am	2	5	3		4	3	4	3	4	7		35
HIST	Other	2	1	7	4	1	2	1		5	4		27
HIST	Pacific Islander	3	2	4	3	2		1	1	1	3	1	21
HIST	Unknown / Multi	213	159	170	205	151	170	241	148	303	486	4	2,259
HIST	White	196	149	129	148	105	106	137	65	104	209	31	1,383
HIST	Subtotal	659	557	564	676	521	529	735	394	778	1,211	105	6,754
POLS	African-Am	3	3	3	5	3	3	11	7	17	7		62
POLS	Asian	10	6	2	4	3	5	9	1	11	5	3	59
POLS	Filipino	5	2	2	4	4	3	6	3	10	6		45



Subject	Ethnicity	A	A-	B+	B	B-	C+	C	D	F	W	Missing	Total
POLS	Hispanic	84	56	54	122	65	80	190	118	240	198	28	1,235
POLS	Native Am		2	2	1	1	1	5	2	4	3	1	22
POLS	Other	1	3	1	2		1	2	2	3	4		19
POLS	Pacific Islander	2	1	2	3		1	2	1	2	2	1	17
POLS	Unknown / Multi	113	72	51	110	72	72	129	80	187	139	3	1,029
POLS	White	75	48	46	82	49	46	103	44	117	83	16	710
POLS	Subtotal	293	193	164	334	197	212	457	258	591	447	52	3,200
PSYC	African-Am	3	5	3	2	4	6	18	7	14	22	4	88
PSYC	Asian	27	9	10	12	6	4	9	9	7	8	1	103
PSYC	Filipino	9	9	5	9	4	7	15	5	8	14	2	87
PSYC	Hispanic	124	91	151	117	92	156	296	103	216	377	43	1,767
PSYC	Native Am	1	1			1	3	4	2	2	5	1	20
PSYC	Other	2		1		1	3	2		6	6	1	22
PSYC	Pacific Islander	2	2	1	1	1	2	2	1	3	3		18
PSYC	Unknown / Multi	161	108	128	129	90	128	167	100	179	390	5	1,586
PSYC	White	125	60	84	73	58	64	122	56	95	207	27	972
PSYC	Subtotal	454	285	383	343	257	373	635	283	530	1,032	84	4,663
SOC	African-Am	13	3	5	10	7	1	11	8	16	7	3	84
SOC	Asian	28	4	3	5	3	1	6	2	10	8	4	74
SOC	Filipino	24	6	2	4	1	1	6	3	4	7		58
SOC	Hispanic	372	123	102	176	83	60	178	88	206	232	26	1,646
SOC	Native Am	3			4	1	1	4	2	1	3	3	22
SOC	Other	4		3	2	1	1	4		4	3		22
SOC	Pacific Islander	7	1	1	2					3	4		18
SOC	Unknown / Multi	230	79	84	113	96	53	103	69	150	157	4	1,141
SOC	White	193	57	52	77	31	27	82	38	65	104	13	739
SOC	Subtotal	874	273	252	393	223	145	394	210	459	525	53	3,804
Grand Total		2,782	1,496	1,505	2,062	1,372	1,378	2,557	1,292	2,625	3,656	342	21,101