

2014-2015 Instructional Program Review

Program Name: **Social Science**

Program Contact: **Titus, Michele**

Academic Year: **2014-2015**

Status: **Submitted for review**

Updated on: **04/13/2015 04:53 PM**

1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The Social Science AA Major and Degree is a popular program, awarding 140 A.A. degrees in 2013-14, up from 127 A.A. Social Science Degrees in 2012-13. There were 148 Social Science majors in 2013-14.

This program provides students a broad exposure to the social science disciplines, offering 58 different courses in nine departments, including Anthropology, Economics, Ethnic Studies, Geography, History, Political Science, Psychology, Social Science, (AOD), and Sociology. Courses listed as "SOSC"/Social Science overlap with "AOD"/Alcohol and Other Drugs courses, Travel Abroad programs are also under SOSC.

Approximately 83 sections of about 40 different courses are offered per semester, under the supervision of Dean Kevin Henson, 6 full time faculty and 21 adjunct faculty. For specific alignment, please refer to the above listed departments.

AA degrees in Social Science awarded in the 2013-14 year increased from 127 (2012-13) to 140, an increase of 10.236% over the last year, and 48.611% of all of the 288 A.A. degrees awarded by the college, up from 46.7% of all 272 A.A. degrees for 2012-13, which had increased compared to the previous year (2011-12) of 99, which represented 35.4% of all A.A. degrees awarded by the college.

The program seeks to achieve academic excellence, develop critical thinking skills and guide students with their intellectual pursuits, career interests and academic, as well as personal success.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses offered by the program. Identify trends and discuss areas in need of improvement.

Student Learning Outcomes for A.A. in Social Sciences state that upon successful completion of this degree, students will be able to:

- 1. Assess various social science research methods
- 2. Identify various social scientific principles.
- 3. Analyze and explain common ethical dilemmas associated with different social science research techniques.
- 4. Identify and assess principles of social science study in selected disciplines of focus in anthropology, economics, ethnic studies, geography, history, political science, psychology, social science and sociology.

All social science courses listed above focus on these areas, SLO results for each discipline can be located in program review data for Anthropology, Economics, Ethnic Studies, Geography, History, Political Science, Psychology, Social Science (SOSC/AOD) and Sociology.

Given the large number of departments (9) and courses under the Social Science A.A. Degree umbrella (58 courses, with approximately 83 sections offered for about 40 courses offered each semester), the direct measure "roll up" model may not be meaningful for this amount of data.

A SLO Survey of 20 Degree Applicants dated Summer, 2012-Spring, 2014 provides an indirect assessment of G.E. student learning objectives and student program satisfaction, with mean scores suggesting overall satisfaction with the program. Results are as follows:

Where 1="disagree strongly", 2="disagree", 3="agree", 4="agree strongly" (mean score given)

With regard to the program successfully helping students prepare for their career goals, mean score = 3.61, and the program helping to prepare students for their next academic goals, mean score = 3.70. Only one student did not feel the program successfully helped them to prepare for their next academic goal (G.E. SLO #2) nor helped them to prepare for their career goal (G.E. SLO #1). All other students agreed or strongly agreed that they met the G.E. SLO goals.

Based on their experience in this program at CSM:

Students felt they could express ideas effectively in writing, mean = 3.80

Students felt they could express ideas effectively orally, mean = 3.80

Students felt they could communicate effectively in a group, mean = 3.85

Students can comprehend, interpret, and analyze information they read, mean = 3.90

Students can effectively assess the legitimacy of different types of information, mean = 3.85

Students can comprehend a variety of numerical or quantitative calculations, including graphs and charts, mean = 3.70

Students can work effectively with others of diverse backgrounds, mean = 3.85

Students can identify ethical issues and evaluate their consequences, mean = 3.80

Mean scores suggest that students are satisfied that they have attained the G.E. SLO goals and are satisfied with the program. It appears that one student indicated less agreement regarding ability to use numerical and quantitative calculations (#6 SLO) and also seemed unsure about working effectively with others of diverse backgrounds (#7 SLO), but the other students were in agreement regarding their abilities to do so.

Note: the data presented from the survey was derived from an online survey sent to all CSM degree earners, Summer 2012-Spring 2014. SLO program statements for the SS major were only recently delineated.

Award earners were asked to indicate the extent to which they agreed with statements regarding student learning outcomes associated with their program and general education curriculum. Twenty responses were the basis of this survey.

Future alignment is in process to provide additional data to employ multiple means of assessment including a direct measure. The "roll-up" model of alignment may not be suitable given the large number of courses that students may select from toward this degree program.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

Program SLOs cannot be aligned effectively with SLOs for 40 different courses and are currently an exception to alignment. (Data collected as "Social Science" success rates are actually specific to "SOSC/AOD" courses only.)

Program SLOs were surveyed by 11 A.A. Social Science degree earners (Summer, 2012-Spring, 2014) with the following results:

1= Disagree strongly 2= Disagree 3= Agree 4= Agree strongly (mean score given)

1. Analyze and explain common ethical dilemmas associated with different social science research techniques. mean = 3.09

2. Assess various social science research methods. mean = 3.18

- 3. Identify and assess principles of social science study in selected disciplines of focus in anthropology, economics, ethnic studies, geography, history, political science, psychology, social science, and sociology. mean = 3.27
- 4. Identify various social scientific principles. mean = 3.27

Mean scores suggest a high level of agreement among students that they have achieved the SLOs for this program.

- 3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

The survey suggests a high level of satisfaction among students earning Social Science A.A. degrees. The small number of surveys makes statistical analysis difficult and a larger number of degree recipients need to complete the survey.

- 4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

Given the large number of courses, taught by an even larger number of instructors, it is not possible at this time to effectively align program SLOs to course SLOs; and given the difficulty of securing completed student survey forms after students have completed degrees, data is not complete enough at this time to get statistical values that are reliable. However, preliminary efforts suggest a high level of satisfaction among students earning Social Science A.A. degrees. For example, 45.5% of students strongly agree, and 36.4% agree, that they identify and assess principles of social science in our disciplines.

- 5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

The G.E. SLOs that are supported by the program are:

- 1. This program successfully helped to prepare me for my career goals.
All but one student agreed they met this goal. (mean = 3.61 with 4 = perfect agreement)
- 2. This program successfully helped to prepare me for my next academic goal.
All but one student agreed they met this goal. (mean = 3.70 with 4 = perfect agreement)

B. Student Success Indicators

- 1. Review **Student Success and Core Program Indicators** and discuss any differences in student success indicators across demographic variables. Also refer to the **College Index** and other relevant sections of the **Educational Master Plan: Update, 2012**, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to **ARCC** data.

This data was compiled primarily from the social science courses in the AOD (Alcohol and Drugs) department and Study Abroad courses, which run under the SOSC code. Headcounts of between 470-391 are not reflective of all students enrolled in courses applicable to the A.A. Degree in Social Sciences, so a more accurate analysis may be obtained by reviewing the success rates for Anthropology, Economics, Ethnic Studies, Geography, History, Political Science, Psychology, and Sociology, in addition to data from the Social Science Department. These indicators and discussions of any variables are located in both department program reviews as well as TracDat.

SOSC data, as limited as it is, suggests the following (2013-14):

346 students, success rate: 72.8% with 85.3% retention, however for "Black" students, a significantly lower rate of success and retention: 54% success compared to the previous year of 84.6%, and 25.7% withdrew, compared to 5.8% withdrawing the 2012-13 year. "Hispanic" students succeeded at 74% and withdrew at a rate of 11.5%, decreasing in success from 2012-13 (85.4%) and increasing in withdrawal from 7.3% the previous year. No "Pacific Islander" students were enrolled in SOSC courses, compared to only 2 the year before. "White" student enrollment also decreased from 173 (2012-13) to 128 (2013-14).

These results may be a reflection of mainly AOD SOSC courses, therefore should not be tied to the Social Science A.A. degree.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to **Delivery Mode Course Comparison**.

Delivery mode for all courses accepted toward the Social Science AA Degree is on-campus with online courses offered for: Psychology 100 and Psychology 410, Political Science 210, and Sociology 100. Student success across modes of delivery is described in the program reviews for Psychology, Political Science and Sociology, the departments that currently offer distance education.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-time FTEF, etc.)

The Social Science Degree as a program is extremely efficient, having 7 full time faculty (currently in hiring process for another full time History, and an additional full time Psychology) and 21 adjunct faculty who already teach in nine departments. An accurate reflection of WSCH, FTES and LOAD can be achieved by compiling data from Anthropology, Economics, Ethnic Studies, Geography, History, Political Science, Psychology, Social Science, and Sociology. For that same year, Social Science A.A. degrees were 48.61% of all A.A. degrees awarded by the college. This is in addition to A.A. degrees and certificates of achievement in Alcohol and Other Drug Studies, and A.A. degrees in Ethnic Studies. Other degrees within the Creative Arts and Social Sciences Division are in process, including a new A.A. degree for Anthropology.

LOAD for Social Science departments:

Psychology=949.5

Anthropology=947.5

Ethnic Studies=743

Economics=699.8

Sociology=602.3

Political Science=579.8

History=524.7

Geography=510

AOD=410

Social Science=391.9

3. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

Social Science degrees awarded increased again, from 35.4% of all A.A. degrees awarded by the college in 2011-12 to 46.7% in 2012-13, to

48.61% in 2013-14, indicating increasing demand for this degree program. The success of "Black" students is a concern, as well as the absence of "Pacific Island" students.

4. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

This is the second year preparing a customized and combined data set for Social Science A.A. Degree program. Given the large number of programs (9), courses (58), and professors involved (30), PRIE., Planning, Research, and Institutional Effectiveness, is in the process of evaluating how to improve future assessments.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.

[**Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section.

CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

It is anticipated that the A.A. Degree in Social Science will continue to be a popular major for students with a broad range of career goals. SLO, (Student Learning Objectives) assessment results will be aligned in a more meaningful way in the future and student success will presumably continue and improve. Coordination between the departments and the faculty teaching the applicable courses should provide further improvements. Consolidation of data from all related departments and more extensive interviewing of students in the program receiving degrees may be implemented. Specific plans are in process and within the scope of PRIE, Planning, Research, and Institutional Effectiveness.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

Faculty for the courses in Anthropology, Economics, Ethnic Studies, Geography, History, Political Science, Psychology, Social Science and Sociology would benefit from collaboration. Students who self-identify as Social Science majors should be contacted by the college for feedback and recipients of the Social Science A.A. degree should continue to be surveyed to provide student input to the program.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

Interactions between student services, learning support centers, and instructional programs could be enhanced by soliciting more feedback through student surveys prior to receipt of the Social Sciences A.A. Degree. Additional information may be found in each department program review for Anthropology, Economics, Ethnic Studies, Geography, History, Psychology, Political Science, Social Science, Sociology.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.

Leave sections blank if no major changes are anticipated.

Faculty

Changes in resource needs are addressed in each department that comprises the Social Science A.A. Degree: Anthropology, Economics, Ethnic Studies, Geography, History, Psychology, Political Science, Sociology, Social Sciences.

Equipment and Technology

Equipment and technology is discussed in each department's program review, refer to Anthropology, Economics, Ethnic Studies, Geography, History, Psychology, Political Science, Social Science, Sociology.

Instructional Materials

Instructional materials are discussed in each department's program review, refer to Anthropology, Economics, Ethnic Studies, Geography, History, Psychology, Political Science, Social Science, Sociology.

Classified Staff

Classified staff are discussed in each department's program review, refer to Anthropology, Economics, Ethnic Studies, Geography, History, Psychology, Political Science, Social Science, Sociology.

Facilities

Facilities are discussed in each department's program review, refer to Anthropology, Economics, Ethnic studies, Geography, History, Psychology, Political Science, Social Science, Sociology.

C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Program plans and actions to improve student success are discussed in each department's program review. Faculty across programs and departments regularly discuss ways to improve student success.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Refer to department requests: Anthropology, Economics, Ethnic Studies, Geography, History, Psychology, Political Science, Social Science, Sociology.	Number of positions

Equipment and Technology

Description	Cost
Refer to individual department requests: Anthropology, Economics, Ethnic Studies, Geography, History, Psychology, Political Science, Social Science, Sociology.	

Instructional Material

Description	Cost
Refer to individual department requests from: Anthropology, Economics, Ethnic Studies, Geography, History, Psychology, Political science, Social Science, Sociology.	

Classified Staff

Description	Cost
Refer to individual department requests from Anthropology, Economics,Ethnic Studies, Geography, History, Psychology, Political Science, Social Science, Sociology.	

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost
Refer to facilities requests submitted by departments: Anthropology, Ethnic Studies, Economics, Geography, History, Psychology, Political Science, Social Science, Sociology.	

6. Program Maintenance

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.
Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
see program review for Anthropology	Titus	see department
see program review for Economics	Lehigh	see department
see program review for Ethnic Studies	Gaines	see department
see program review for History	Robertson (retiring)	see department
see program review for Psychology	Clifford	see department
see program review for Political Science	Miller	see department
see program review for Geography	Kaluzny	see department
see program review for Social Science	Stocker	see department
see program review for Sociology	Mathur	see department

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Michele Titus	2016

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Anthropology: Titus	see department
Ethnic Studies: Gaines	see department
Political Science: Miller	see department
Sociology: Mathur	see department
Psychology: Clifford	see department
Social Science: Stocker	see department
Geography: Kaluzny	see department
History: Robertson (retiring)	see department
Economics: Lehigh	see department