

# Golden West College

## INSTRUCTIONAL PROGRAM REVIEW

### Spring 2016

**Program Name: Liberal Arts & Culture Dept.**

**Division Name: Counseling & Social Sciences**

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## INSTRUCTIONAL PROGRAM REVIEW PROMPT

### PROGRAM INFORMATION:

## LIBERAL ARTS & CULTURE DEPT

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#). **This description will likely be used on your department's website.**

*Liberal Arts & Culture is a department of instruction within the Division of Counseling and Social Science. It offers multiple sections of transfer level lower-division courses in diverse modalities, with the opportunity to pursue an ADT in all four of its academic disciplines – History, Philosophy, Anthropology, and Geography. Classes are offered in all four sessions as follows - on-site in daytime and evening either as large class factor lectures, regular class sizes, or laboratory classes; and via both online and hybrid modes.*

### **College's mission (check all that apply)**

- Basic Skills**
- Career Technical Education**
- Transfer**
- Offer Degrees/Certificates**

### **College goals(check all that apply):**

- x Institutional Mission & Effectiveness
- x Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

**Program Contributions:** Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

- *Students have the opportunity to pursue an ADT in History, Philosophy, Anthropology, or Geography. Emergent data suggests great future prospects for these programs.*
- *Most Lib Arts/Culture courses are global in content and its classes reflect the same range of student diversity composition as those campus-wide.*
- *The dept. is proactive in curriculum revision and compliant with SLO requirements.*
- *Lib Arts/Culture is geared to student success through well qualified hardworking super-efficient faculty, through membership of college committees, in sponsoring student club activities in the subject areas, and through participation in off-campus events.*
- *It offers the longest running and only GWC originated CCCD Study Abroad program, History 135 in London, England for every summer session since 2005.*

**External Requirements:** Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

*Not applicable.*

## **REVIEW OF LAST CYCLE PROGRAM REVIEW**

**Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)**

*The summary of identified areas of improvement in 2013 is as follows, with a 2016 assessment of extent realized expressed as VERDICT.*

*1. Tenure-track hires in Geography and Anthropology were requested. An Anthropologist was hired in 2015, and a Geographer will be in place by Fall 2016. VERDICT: Success (eventually).*

*2. Create a more flexible schedule, with more section choices, by reviving 1.0 classes to improve student success in the fact of LCF wipeout. VERDICT: Partial success, though this is as much to do with lower enrollments in 2015/16 as anything else.*

*3. Maintaining reasonable Instructional Aide support for LCF faculty. VERDICT: Success.*

*4. Continue to meet SLO 'performance metrics' compliance mandates. VERDICT: SLO demands have changed again since 2013, and remain a 'work in progress'.*

5. History is listed in Area C (Arts and Humanities) of CSU transfer plans in nine neighboring community colleges including OCC and CCC, but not at GWC where it is listed in Area D only (Social Sciences). VERDICT: Resolved.

## SWOT ANALYSIS

### Strengths:

- What does your program do well?
- What do you believe your students, potential employers, or transfer institutions see as your program's strengths?
- *Lib Arts/Culture fulfills lower division requirements for four ADT transfer degrees, serves GE requirements – in short provides diverse quality liberal arts education opportunities.*
- *Shouldered a disproportionate percentage of LCF classes (compared to campus wide) over the past five years to serve this administration's revised policy on class size and maintain viability during budget cuts.*
- *Prompt attention to curriculum revision to ensure CSU and IGETC articulation, and C-ID approval*
- *Compliance with accreditation demands on SLO assessments, despite reservations about process at this college*
- *New lab courses in Anthropology and Geography shown initial promise, though faculty and facilities' needs (see below) should be addressed.*
- *History and Anthropology Clubs, and Ethics Bowl (Philosophy) competition, encouraged engagement and enthusiasm among students*
- *Summer Study Abroad program (London) raises the profile and reputation of GWC Lib Arts, both within college, out-of-district, state-wide, and in London.*

### Weaknesses:

- In what areas does your program need to improve?
- What are your program's immediate needs?
- What limitations or barriers is your program experiencing?
- *FACULTY: We need further investment in the form of full-time faculty hires first and foremost. See also 'Program Planning' section.*
- *FACILITIES: 1. Separate labs for Anthropology and Geography needed – class enrollments support this case. 2. Lack of up-to-date wall maps (some show Soviet Union.) and equipment/technology (computers, projectors, screens) needs upgrade.*

- *SUPPLIES: Little or no supplies – white board markers, erasers etc. – in Soc. Sci. division office. The current coordinator support in that office is not part of the division. This anomaly needs to be addressed.*
- *ADMINISTRATION: The Social Sciences Division has been ‘balkanized’ these past six years. Coupling with less viable and/or unrelated departments in super-sized divisions has not helped prioritize our concerns – the successive deans have been and still are unable to commit 100% advocacy for this division.*
- *RETURN TO 1.0 CLASSES: A restoration of smaller classes (lost to budget cuts and LCF growth) will improve quality of classroom experience and boost transfer to quality institutions.*
- *GEOGRAPHY: This pivotal and core discipline has been without full-time faculty leadership for five years, and is currently in a state of atrophy.*

### Opportunities

- *What opportunities exist for your program?*
- *What trends are happening in the field or subject area that may allow your program to expand?*
- *What external funding opportunities are available for your program?*
- *What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?*
- *GIS – Geographic Information Systems – provides an exciting and 21st Century vocationally relevant technology training. Beneficial in multiple areas of employment. The dept. hopes to deliver this opportunity, once a full-time Geography appointment has been made.*
- *In Anthropology archaeological technology is expanding to include improved lab analyses, imaging, and experimental opportunities. Hands on experience with these new methodologies necessary to maintain competitiveness of our program. Some outside funding available.*
- *A discretionary fund is needed within the division for small \$ sum course-related outside speakers, field trips, off campus activities connected to disciplines. The conventional funding process in place is time consuming and off-putting.*
- *‘External liaisons’ are all feasible but conditioned by the number of full-time faculty, which at this moment is below par.*
- *A designated counselor opportunity exists within current division. It is recommended that faculty for single subjects align with applicable counselor specialist in that subject for ‘opportunity’ issues – CSU pipeline, other transfers, and career paths.*

- *Program expansion anticipated with division initiatives in Global Studies and Social Justice degrees & certificates – Lib Arts courses are directly involved.*

### Threats/Challenges

- What challenges exist for your program?
  - What budgetary constraints is your program facing?
  - What kind of competitive disadvantages is your program facing?
  - Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.
- *Integrity and visibility of Soc. Sci. division is not best served by current college division plan. See comment above in ‘Weaknesses’.*
  - *Competitive advantage would be served by renaming the Admin block ‘Social Sciences’, and by restoring the dean’s office in that building.*
  - *Grade inflation (grade data was omitted from statistical info provided?) is problematic. For example the influence on the quality (rigor, expectations) of education rendered by online rating sites on professors is an unknown quantity? Does this have a positive/negative impact on student success data?*

## CURRICULUM REVIEW

**Course Outlines of Record:** It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses’ official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
ANTH G100	November 2017	Walden-Hurtgen, L.
ANTH G130	April 2017	Walden-Hurtgen, L.
ANTH G140	Currently in progress	Walden-Hurtgen, L. and Fini, K.
ANTH G150	March 2019 (undergoing revision now)	Walden-Hurtgen, L.
ANTH G185	March 2018	Walden-Hurtgen, L.

ANTH G185L	March 2018	Walden-Hurtgen, L.
ANTH G190	October 2018	Walden-Hurtgen, L. and Fini, K.

<u>CORs needing review/revision</u>	<u>Timeline to complete review</u>	<u>Person responsible</u>
HIST G110: Economic History of the U.S.	Fall 2016	D. Moore
HIST G120: Asian Civilizations	Fall 2016	J. Dinh
HIST G121: History of American Women	Fall 2016	S. McClain
HIST G132: History of Britain & Ireland I	Fall 2018	D. Moore
HIST G135: History of Britain & Ireland II	Fall 2018	D. Moore
HIST G140: California History	Fall 2016	M. Ferry
HIST G150: History of Latin America	Fall 2016	G. Hortua
HIST G161: World History 1	Fall 2019	S. McClain
HIST G162: World History 2	Fall 2016	S. McClain
HIST G170: History of the U.S. to 1876	Fall 2018	S. McClain
HIST G175: History of the U.S. since 1876	Fall 2018	S. McClain
HIST G180: Western Civilization 1	Fall 2018	S. McClain
HIST G185: Western Civilization 2	Fall 2018	S. McClain

<u>CORS needing review/revision</u>	<u>Timeline</u>	<u>Person responsible</u>
GEOG G100: World Regional Geography	--Fall 2016	New F/T Faculty Hire all
GEOG G180: Physical Geography--	Spring 2019	
GEOG G180L: Physical Geography Laboratory--	Fall 2016	
GEOG G185: Cultural Geography--	Fall 2016	
GEOG G190: Introduction to Geographic Information Systems (GIS)	Spring 2018	

<u>CORs needing review/revision</u>	<u>Timeline to complete review</u>	<u>Person responsible</u>
PHIL G100 Introduction to Philosophy	Fall 2016	N. Levin
PHIL G102 History of Ancient Philosophy	Fall 2016	N. Levin
PHIL G110 Philosophy Of The East	Spring 2019	N. Levin
PHIL G111 Philosophy of Religion - Western	Spring 2019	N. Levin
PHIL G115 Logic and Critical Thinking	Fall 2016	N. Levin
PHIL G120 Ethics	Fall 2016	N. Levin
PHIL G125 Critical Reasoning and Writing	Spring 2019	N. Levin
PHIL G150 Political Philosophy	Spring 2018	N. Levin/M. Bowlby

**Curriculum Offering:** Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

**PLEASE NOTE THAT 'ADD' IS USED BELOW TO INDICATE 'CONTINUING' SINCE THERE WAS NO OPTION FOR THAT.**

<b>Course Name</b>	<b>Recommended Action (add/suspend/retire)</b>
ANTH G100	Add – Introduction to Cultural Anthropology is currently being offered and should be retained.
ANTH G130	Add – Introduction to Archaeology is currently being offered and should be retained.
ANTH G140	Add – Magic, Witchcraft, and Religion is currently being offered and should be retained.
ANTH G150	Add – Native Peoples of North America is an active course, but it has not been offered for several semesters. It is undergoing curriculum review now to update the COR, and it should be offered in either Spring or Fall 2017.
ANTH G185	Add – Physical Anthropology is currently being offered and should be retained.
ANTH G185L	Add – Physical Anthropology Lab is currently being offered and should be retained.
ANTH G190	Add – Introduction to Linguistics was recently approved as an active course, and it will be offered for the first time in Fall 2016.

**Course Name**

HIST G110: Economic History of the U.S.  
 HIST G120: Asian Civilizations  
 HIST G121: History of American Women  
 HIST G132: History of Britain & Ireland I  
 HIST G135: History of Britain & Ireland II  
 HIST G140: California History  
 HIST G150: History of Latin America  
 HIST G161: World History 1  
 HIST G162: World History 2  
 HIST G170: History of the U.S. to 1876  
 HIST G175: History of the U.S. since 1876  
 HIST G180: Western Civilization 1  
 HIST G185: Western Civilization 2

**Recommended Action (add/suspend/retire)**

Add  
 Add

**Course Name**

GEOG G100: World Regional  
 GEOG G180: Physical Geography  
 GEOG G180L: Physical Geography Lab  
 GEOG G185: Cultural Geography

**Recommended Action (add/suspend/retire)**

Add  
 Add  
 Add  
 Add

GEOG G190: Intro to Geographic Information Systems (GIS) Add

<u>Course Name</u>	<u>Recommended Action (add/suspend/retire)</u>
PHIL G100 Introduction to Philosophy	Add
PHIL G102 History of Ancient Philosophy	Add
PHIL G110 Philosophy Of The East	Add
PHIL G111 Philosophy of Religion - Western	Add
PHIL G115 Logic and Critical Thinking	Add
PHIL G120 Ethics	Add
PHIL G125 Critical Reasoning and Writing	Add (new course)
PHIL G150 Political Philosophy	Add

**Dual-listed courses:** Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
HIST 110/ECON 120	March 2016	Maintain dual-listing

**C-ID Designation:** In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

*We rely on the College's articulation officer to request courses in our area for C-ID designation. We typically comply to the request and will work with the articulation officer and CCI when those requests come up.*

## PROGRAM DATA AND ANALYSIS

### SLO Assessments

List of courses with ongoing assessment:

*All Geography courses*

*All History courses (one exception below)*

*All Philosophy courses (two exceptions below)*

*Anth. 100*

**List of courses offered in the last 3 years that have not been assessed:**

1. *It should be noted that Fall 2015 is not included in the given data on SLO assessments, and that semester probably met with more compliance than any previous.*
2. *All those courses listed that have yet to be assessed are either (A) taught by adjunct or (B) experienced frequent adjunct faculty turnover, or (C) were in disciplinary areas without a full-timer, or (D) see #3.*
3. *Hist 120 (Asian Civ), Anth 140 (Magic, Witchcraft etc.) – first taught Fall 2015 after a five-year hiatus, Anth 150 (Indians of No. Am. – this course has not been taught for at least five years, Anth 190 (Linguistics – new course, not yet been taught, will commence 2017, Phil 110 (Phil of the East) – first taught Spring 2015.*

**Question:**

- **Looking at all assessments of your programs and courses, describe proposed plans for improvement.**

1. *This college has had difficulty with developing a coherent policy re SLO's, a situation above and beyond the powers of this department.*
2. *Given the several shifts of SLO implementation, changes in the report reforms, inconsistent levels of direction and coordination, and (not least) the fact that over 80% of our courses are taught by a shifting population of adjunct this department has performed remarkably well.*
3. *The frustration is with the requirement of completing written responses on prefabricated forms (reminiscent of teacher training.). These 'self-reflections' on some percentage data collected by instructors on the efficacy of their courses are submitted to a SLO Coordinator, the data to be loaded into TracDat. How the written report element of this impacts resource allocation is as yet unclear: 'in progress' presumably? The 'action plan' written comments listed in the Program Review Curriculum Review reports are mostly self-congratulatory, pressured by fear of performance judgment perhaps, highly subjective, and really not very productive? If the college cannot make clear the point of these written reports and how it plans to use them – the results it hopes to achieve - then how can chairs convince faculty to complete them?*
4. *Surely we need quantitative data reporting yes/no whether a knowledge, skill, behavior outcome has been reached? As the Cal CC Academic Senate succinctly put it 'On a local level, certainly the most important aspect of SLO assessment is not the terminology employed but rather the results achieved through the assessment process. .... One must determine exactly what results one wishes to examine before one can decide what data to collect and what methods to use in order to complete the assessment (Guiding Principles for SLO Assessment, ASCCC, Fall 2010). What 'result' does the written report speak to?*

5. Above all we need clarity of goals and simplicity in reporting to meet ASCCC criteria. It is recommended that each of the four disciplines in this department minimize to three generic one-size-fits-all SLOs, one set for each discipline, each pointed at a different skill set – in other words three SLOs for all History courses, three for all Philosophy etc. This might produce more consistent data for administrators & auditors, which is the point of the exercise. A yes/no response to determine whether an SLO has been satisfactorily served would provide a welcome simple solution to the convoluted and aimless report presentation currently in place.

### Student Demographics (Headcount by Discipline)

- Gender
- Age
- Ethnicity
- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

### Comparison to GWC

#### Questions:

- How does your student population compare to GWC's general student population?
- 1. **ETHNICITY:** this department has a similar profile to college. The Asian percentage taking Liberal Arts courses was lower but within 5%. Of particular note is the increase in Hispanic students, from 1 in 4 (2010) to 1 in 3 (2015).
- 2. **GENDER:** Geography & Anthropology less popular among females – around 45% since 2009. College at 54% female, History & Philosophy close to that norm.
- 3. **AGE:** Lib Arts students are younger overall than campus wide. Around 80% are within the 19 through 24 years age range, compared to GWC 65%.
- 4. **ECONOMICALLY DISADVANTAGED:** It is noted that GWC has significantly more economically disadvantaged students' campus wide: up from a third in 2010 to over half (55.9%) in 2015. This trend is even more evident in Lib Arts, rising from 38% in 2010 to 61% in 2015. We have gone from one in three economically disadvantaged students to two in three.
- 5. **DISABILITY:** data follows campus wide trend, up about 1% since 2010.
- 6. **VETERANS:** mostly follows the college trend, with just under 1% increase. The exception was Geography with a 2% increase.
- Based on the trend that you're seeing, what type of adjustments would you make to your program?

1. *ETHNICITY: Despite increase in Hispanic students, History 150 (Latin America) was cancelled due to low enrollment (13 students) Spring 2016. We need to look at ways of increasing student awareness of this course, and connecting with inter-disciplinary Chicano Studies initiatives.*
2. *AGE: younger age demographic has implications for our online offerings. Online education may not be in the best interests of younger under-prepared entry-level students, yet we are under pressure from Administration to offer online across the board. One adjustment we could make is to offer small Introduction courses (not LCF) across the board in staple transfer courses e.g. US Hist (170/175), Phil 100, World Geog, and Cultural Anthro.*
3. *ECONOMICALLY DISADVANTAGED: increase faculty awareness of this development, textbook purchase expectations, computer access expectations, attention to expectations put in syllabi, instructional support in LCF classes....?*

### **Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)**

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census

FTEs/FTEF

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

1. *The lead factor here is that GWC has seen a decline in enrollments, total sections, and fill rates in Fall, Spring and Summer since 2009/2010. As goes the college, then so goes this department.*
2. *Lack of full-time faculty in Philosophy (2010-2012), Anthropology (2011-2015), and Geography (2011-2016) may well have been an extra contributor to a reduction in enrollments in those subjects. The average fill rate was lower than campus wide in 2015, but higher in 2010. Only History, with at least one full-time faculty (two since 2012), has kept its head above water with enrollments in 2015 the same as in 2010 (defying the college trend).*
3. *The part-time faculty has carried a lot of this department over the past six years. On a positive note however from Fall 2016: all four disciplines should have at least one full-timer for the first time.*

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

*We do not wish to see a reduction in the number of sections - running less trains does not increase passenger traffic. Given college enrollment decline a cautious, considered growth seems best option. When the local economy changes, then so does enrollment.*

- **How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?**

*FTES/FTEF – This dept. remains one of the most productive on campus, with student/faculty ratios consistently higher than the college. Lib Arts class size averaged at 52 students 2014/2015, compared to 36 students campus-wide.*

## **Course Retention and Success**

**Overall**

**By Ethnicity, Age, Gender**

**By Large Lecture**

**By Session Type (Day, Evening, Hybrid, Online)**

Questions:

- **Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?**

*BY TERM – History and Philosophy are both within the college wide range of retention 2015 as compared to 2010, and with a small increase in success.*

*Retirement of full-time faculty and 100% dependence on adjunct faculty had opposite effects in Anthropology and Geography. In the former there was a decline, while in the latter an increase in success rates.*

*BY SESSION TYPE – It is noted that online has the lowest success rate campus wide of session types. Only Anthropology mirrored this trend. Both History and Philosophy had 70% success rates (compared to campus 60%). In Philosophy online success was generally higher than on-site day and evening. No Geography online in this program review timeframe.*

*BY ETHNICITY: Somewhat predictable campus wide, Asian and White higher by at least 5%; African-American and Pacific Islander (both very small numerically) lowest. This department is similar to the college.*

*BY GENDER: Female success rates higher across the campus mirrors the Western world. Only deviation in this dept. was in Philosophy where male and female success rates very similar*

*BY SPECIAL POPULATION: The all-college data on ‘not economically disadvantaged’ vs. ‘economically disadvantaged’ shows only small percentage difference on retention, with a slight widening gap on success rates, rising to a 4% difference in 2014/2015. This dept. does not reveal anything substantially different.*

*This is also true on comparisons with the college data on Veterans, Disability Status, and Foster Youth.*

- **If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?**

*Students groups in Liberal Arts are not experiencing impact disproportionate to the college data. Any initiative to address this should be college-wide.*

## **Degrees and Certificates**

**Number of degrees and certificates conferred in the last 6 years**

**Completers are defined**

Questions:

- **Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.**

*PRIORITY POINT: It is not without irony that the college has increased the number of degrees and certificates over the past six years whilst reporting a marginal decline in retention and success rates. Given that fact it's hard to address expectations. Expectations of what: certification or education?*

*For what it's worth 57 students have earned ADT degrees in History, the only subject with a 3-year statistical track record, and the most popular subject in this department. However it's hard to interpret the trend, from 20 to 16 to 21. How many transfer students don't opt for ADTs?*

*Perhaps worthy of promise is the jump from 1 to 10 in Anthropology 2013/14 to 2014/15.*

*It would be useful to learn where students are transferring to?*

- **Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?**

*Display boards have been commissioned to promote individual subjects (Admin building 2nd floor corridor) and enable students to look at academic and vocational opportunities in that field. Print flyers still work as Study Abroad experience testifies, despite social media and other online means; faculty will be active on promo for clubs, activities, college days, opportunities in their respective disciplines.*

## **Faculty Staffing**

**Percentage of courses taught by full-time versus part-time faculty**

- *College wide data indicates a 5% reduction in the number of courses taught by full-time faculty since 2009/10. That is a surprising statistic, not at all representative of this dept's experience. All four academic disciplines have been well below the campus wide ratio of full-time versus part-time. The data for Liberal Arts & Culture faculty ratios\* is FLAWED. The following errors should be noted:*
  1. *In Philosophy there was no full-time faculty from Fall 2010 to Spring 2012. Data should read 100% part-time for those semesters, the data presented is inaccurate.*
  2. *In Anthropology there was no full-time faculty from Fall 2011 to Spring 2015. Data should read 100% part-time faculty for those semesters, the data presented is inaccurate.*
  3. *In Geography there was no full-time faculty from Fall 2011 to Spring 2016. Data should read 100% part-time faculty for those semesters, the data presented is inaccurate.*

*\*It's possible HR reported retired full-time faculty who continued to teach part-time as still being full-time?.*
  
- *In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?*  
*There has been a recent increase in tenure-track opportunities Statewide which has seen some departures, but overall the dept. has retained two-thirds of its adjunct. Finding suitable faculty is sometimes a challenge (Philosophy for example) and new hires have tended to be inexperienced, with either no or less than three years of teaching. Overall the issue is not hiring/retaining adjunct but the number – the dept. needs more full-time faculty. This was the #1 concern in 2013 and remains #1 in 2016. The inequity in full-time/part-time ratio renders it very difficult to keep pace with evaluations of part-time faculty.*
  
- *Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?*  
*History – 3 or 4, currently: 2*  
*Philosophy – 2, currently: 1*  
*Anthropology – 2, currently: 1*  
*Geography – 1, currently: 0 (will start Fall 16)*

## **PROGRAM PLANNING**

**Based on your analysis of previous program review and current data:**

- **What does your program want to accomplish in the next three years?**

1. *Hiring of two new full time faculty members in History, and one each in Philosophy and Anthropology.*
2. *Restoration of integrity and visibility of Soc. Sci. This will benefit this dept.*
3. *Separate Anthropology and Geography labs*
4. *Transfer is our primary business so continued promotion and publicity of the four ADT degrees offered by this dept. Faculty will continue to be active on promo for clubs, activities, college days, and opportunities in their respective disciplines.*
5. *Better prepare our young demographic with 1.0 'Introduction' on-site classes.*
6. *Discretionary fund for course-related outside speakers, field trips, off campus activities connected to disciplines.*
7. *Standardize SLO assessment process/policy for each of the four dept. disciplines.*

**- What areas does your program plan to improve?**

1. *Selective 1.0 'Introduction' classes proposed to help entry level students in success and retention.*
2. *Establishment of separate Anthropology and Geography lab rooms to better accommodate rising demand for lab classes, improve visibility of these disciplines, anchor them more securely and lay foundation for growth.*
3. *SLO standardization - a set for each subject not each course - to help adjunct get on the same page, and simplify the process.*
4. *Promote a GIS course, make it a regular fixture in the schedule. This is conditioned by the appointment of a full-time Geographer, as yet unresolved.*
5. *Also note 'beyond program's control' below*

**- What specific actions will you take to improve upon those areas?**

1. *Complete and submit new faculty request forms*
2. *Action through division decision-making processes re labs*
3. *Raise profile of our courses through improved publicity.*
4. *SLO standardization discussion and implementation within department.*
5. *Request dean to implement discretionary fund*
6. *Also note 'beyond this program's control' below*

**- How will you assess whether your program has accomplished those goals?**

1. *The #1 priority concerns full-time faculty hires, so accomplishment will be measured in how many requests were granted by Program Review 2019.*

2. *New 1.0 Introduction classes, SLO standardization, and lab rooms for Anthropology and Geography are targeted for 2016/2017 implementation.*
3. *Enrollments – particularly with new proposed course such as GIS.*

**PLEASE NOTE** *Many goals/challenges lie beyond this department's direct control:*

1. *The integrity and visibility of Social Sciences as a division in its own right.*
2. *The right to set class size, the right to determine on-site versus online.*
3. *Instructional aide staffing for LCF classes in Forums is currently under jurisdiction of another division, not this one.*
3. *Written response SLO report requirements and resource allocation.*
4. *Accurate data identifying those who opt for our ADT programs and [significantly] data on those transfer students who don't.*
5. *Closer examination by the college on online education: specifically its pedagogical suitability for the entry-level demographic.*

## **RESOURCE ALLOCATION**

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

### **Staffing**

*New faculty request forms to be submitted for History, Philosophy and Anthropology*

### **Facilities**

*Beyond dept. control BUT Admin block classrooms need some TLC \$ invested – desks, carpets, general décor*

### **Technology**

1. *Admin block classroom technology, upgrade needed*
2. *For GIS (Geographic Information Systems) the current 2015-16 ESRI-Foundation site license term expires on June 30, 2016. Once the new full-time Geography appointment is confirmed we will need to purchase a 2016-17 site license term.*

### **Equipment**

*Faculty will apply on 'as needed' basis, wall maps a priority*

### **Funding for Professional Development**

*Faculty will continue to apply through IPD as opportunities arise*

### Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

- ( 1 ) ( 1 ) a. Significant declines in enrollment and/or FTES over multiple years
- ( 0 ) ( 0 ) b. Significant change in facility and/or availability and cost of required or necessary equipment
- ( 1 ) ( 1 ) c. Scarcity of qualified faculty
- ( 0 ) ( 0 ) d. Incongruence of program with college mission and goals, state mandates, etc
- ( 0 ) ( 0 ) e. Significant decline in labor market
- ( 0 ) ( 0 ) f. Continued inability to make load for full-time faculty in the program
- ( 0 ) ( 0 ) g. An over-saturation of similar programs in the district and/or region
- ( ) ( ) h. Other

### Program Review Check-list

- ( X ) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- ( X ) Organization Chart: Verify that it is up to date: (q:\college information\org charts)  
Report necessary changes to the Director of Personnel
- ( X ) Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

### Signatures, Individual Comments

Date of Department Discussion: **April 29, 2016**

Discussion Modality

- Department Meeting                       Emails                       Online/Skype  
 Other : **Enter text here**

Summary of Discussion Outcome: The faculty agreed that the greatest needs in the department are 1) History Faculty Member, 2) Philosophy Faculty Member, 3) Anthropology Faculty Member, and 4) A second History Faculty Member. After faculty members, we will be separating the geography and anthropology lab, which will require some fiscal resources.

### Departmental Recommendation

**(x ) No further review necessary**

**( ) We recommend this program for Program Vitality Review**

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- Sunshine McClain, History Instructor
- Noah Levin, Philosophy Instructor
- Leah Walden-Hurtgen, Anthropology Instructor

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.

Department Chair: Dave Moore

Date: April 29, 2016

Comments: No additional comments are required.

Division Dean: Robyn Brammer

Date: April 29, 2016

Comments: I would like to comment Professor Moore and his team for their work, and especially for Professor Moore's leadership of the department. He has overseen anthropology and geography without any full-time faculty, and he was able to keep both programs stable. We are looking forward a new era of increased graduation rates, improved retention, and stable growth.