



GAVILAN COLLEGE

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Instruction

Program Name:	Social Science Department
Academic Year:	2019-2020

Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [AP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

[Check here for Timeline](#)

A. Executive Summary

(Complete this section last).

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Social Science Department offers a variety of classes in many modalities that underlie a liberal arts education; our classes are usually large and always academically rigorous. The department has solid faculty and good working relationships, and many members participate in various shared governance fora.

However, the loss of two FT faculty in spring 2019 has considerably curtailed our ability to contribute college wide, and even to fill all sections in our schedules, making "rollovers" of past schedules impossible, particularly for online sections.

Our department goals are the following:

(1) Repopulate the Dept. with Full-time faculty who can advocate for their disciplines and strengthen our department. Support PT faculty with meaningful pay and benefits so they too can contribute their expertise to these activities.

(2) Pilot, evaluate, and improve tutoring resources for SS classes.

(3) Training and more use of pedagogical methodologies including Habits of Mind, Civic Engagement, Service Learning, Threshold Concepts, and Reading Apprenticeship. Work on ensuring training for PT faculty by supporting pay for extra-duty assignments.

(4) Leverage department members' expertise in resolving of larger college issues (e.g. Guided Pathways, Equity, Safety, Mental Health, Experiential Education) so the department has input on major initiatives, and receives more admin support in terms of personnel, training, discipline-supporting budgets, and incentives for PT faculty.

B. Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities--more than most other departments, the Social Science department serves a cross section of the campus, as our classes are required for virtually all transfer and many non-transfer courses of study

through innovative practices in both traditional and emerging learning environments--the SS department uses a variety of innovative practices in face to face, hybrid, and on-line classes

transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world--our disciplines have ADTs that help students understand and enlarge their rights, roles, service, engagement, and responsibilities in the local and global communities; we also provide an interdisciplinary ADT in Social Justice Studies that is tailored to this purpose.

Our mission: 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, Service Learning, and academic research

Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- Each goal since the last program plan and review and
 - PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
Develop new ADTs	One of four proposed have been created; Social Justice Studies has been running since late 2017 and has attracted more than 65 majors and some great teaching and learning. Social Work has been abandoned as untenable; many of the students who would do it are doing SJS and we do not currently have staff with the expertise to launch such a program. Nicholas Park is in the process of proposing an AD-T in Sociology.
Improve teaching and learning for populations with special needs	College-wide training in special needs for basic skills students, veterans, immigrant studies, students with a variety of disabilities, LGBTQ students, and other populations has filled this need, though additional needs and new populations will of course emerge. Members of the department use pedagogies such as Reading Apprenticeship, growth mindset, and Habits of Mind.
Pilot and model Civic Engagement curriculum	Under the Title V grant, department members including E Luna, L Halper, and Sara Salinas have helped many faculty incorporate various levels of CE education. Faculty members have also participated in the Title V Closer Look Series on campus and in the community on topics such as the 2016 election, Gender and Sexuality, Climate Change, and the Russians. The Social Justice Studies ADT is based on CE and SL, and though more classes would be helpful, it is minimally functional and attracts good enrollments to date.
Promote and improve faculty and department Success	Department members are active in Professional Learning, mentoring, FIGs, Academic Senate, GCFA, and other campus groups. We have a good communications system with all faculty, and have held events to welcome new faculty and/or to collaborate within disciplines.
Promote and improve student success	Faculty are active in a variety of student-success related initiatives around campus, as in #2 above
Prepare faculty and staff to respond to emergencies at all sites	Little campus-wide movement has occurred in three years on this goal; there is no PA system, doors vary and are often unlockable, glass windows are unshaded and dangerous. Flex activities that have identified safe and vulnerable spots and actions have been helpful but a Disaster Day, ongoing training as "disaster service workers," and most of responsiveness to staff concerns in the allocation and use of i Measure

X Bond money are essential. We also continue to need more training and information about how to aid and support students in crisis in a variety of situations.

3. Have the services of your program changed over the past three years? Please explain (300 words or less).

Departmental:

--Addition of Social Justice Studies ADT fall 2017

--corresponding deletion of Community Studies and Global Studies curriculum; they were not being supported well enough and we had other options in SJS

--Retirement and leave of FT history and FT psychology professors spring 2019, and valued longtime PT anthropology and history faculty in the same year

Sociology: Addition of Sociology ADT 2019-20

History: The loss of Dr. Luna and PT faculty Jennifer Grohol had an immediate and profoundly negative effect on the discipline in spring 2019. We had to recruit for and find faculty for 8 empty sections, which was extremely difficult. Dr. Luna's ability to teach online was not rare, but none of the new faculty had done the Canvas Bootcamp, so our online capacity was suddenly and drastically reduced. His departmental leadership and ability to successfully teach hybrid classes are already much missed. We were granted just one semester of Craig Mosher's full-time status, though the department now has three new faculty to mentor and help

Psychology: without a FT person, there is no one to advise majors, support PT faculty, update or write curriculum or generally see to the interests of the department--although this is by far the biggest major on campus with literally hundreds of students. Online psych classes are needed, as are new classes to reflect student interests and needs.

Anthropology: During AY 2019-20, developed and started teaching ANTH 1L, Physical Anthropology Lab, in Hollister. Also began to teach a combination ANTH 1/1L lecture/lab course in Hollister. Finally, one faculty member in this department trained others in Reading Apprenticeship and Threshold Concepts and everyone began using these concepts in 2018. There has been a marked and notable improvement in Anthro completion and success rates in just this one year, so the department is discussing scaling this more broadly to all SS classes.

C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

ADT: Anthropology
ADT: History
ADT: Political Science
ADT: Psychology
ADT: Social Justice Studies
AA Liberal Arts: Social Sciences - Behavioral Studies
AA Liberal Arts: Social Sciences - Cultural and Historical
AA Social Science: Community Studies--has been discontinued and will not be in next catalog
AA Social Science: Global Studies--has been discontinued and will not be in next catalog
CA Social Science: Community Studies---has been discontinued and will not be in next catalog
ADT in Sociology is underway

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

The department is participating in the Guided Pathways initiative to the best of our ability, though without Dr. Luna we do not have direct representation at the table and are not certain what the ever-changing team is doing. Three of us have agreed to try the mapping process if we are indeed granted immunity from class cancellations in return, and several have mapped their ADTs as requested, but there has not been meaningful follow-up for next steps.

The department has a number of Service Learning classes that work with local after-school programs, a rehabilitation and retraining facility for people exiting substance abuse, a reentry program for people formerly incarcerated, local food banks, senior centers, and various other non-profits in our area. We also work on campus to support groups such as the AEC and Food Pantry. We are always searching for new partners among faculty, but not always finding.

The Research Methodologies and Conflict Resolution classes in particular have been big players in the local non-profit world.

Anthropology department is creating a pathway for our Anthropology ADT. If anthropology faculty develop ANTH 13, Forensic Anthropology, we would like to explore a collaboration with Administration of Justice. The Anthropology faculty would like to collaborate with the new Social Justice Studies Program.

History department collaboration with local historical societies, in Gilroy and especially in Hollister, reached a peak in 2018 with Leah Halper's sabbatical to research college history. We used the San Benito Historical Society's holdings and in turn have become allies with the organization, and are offering web access and other means to collaborate.

Community speakers visit a variety of our classrooms. Several department members, including nearly all the FT faculty and several PT faculty, participated in various A Closer Look series talks in 2017-18, sponsored by the Civic Engagement grant. We are exploring asking our Academic Senate to establish an Institutional Research Board, IRB, to oversee faculty- and student-driven research in the community. Finally, we are active in discussing how the college can continue to support SL and CE as to integrate with college programs including Guided Pathways and experiential education. Part of that dialogue will involve Leilannie Diaz and her work with internships and job placements.

D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCC Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: [GavDATA](#) -->Program Review/ Equity--> D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

The success rates for the Social Sciences department are 5 percentage points lower than the success rates for Gavilan College as a whole, but are on par with success rates for Liberal Arts and Sciences. These differences have remained consistent over the past three academic years. There are important discipline level differences, however. Anthropology has demonstrated improvement in students success over the past three years and had a 76% success rate in the 2018/2019 academic year. Although we cannot yet establish a causal link, Dr Klein has been integrating practices from reading apprenticeship and threshold concepts. There has been a slight decrease in the success rates for Psychology, so we will need to examine factors that may have contributed to this and establish if it is a new trend or an anomaly. The success rates for History tend to be a bit lower, but these courses have traditionally been more difficult for students. Sociology has shown some improvement and is on par with success rates for the college as a whole. Overall, we feel our success rates can be improved, but have been consistent.

Social Sciences Success Rates 2016/17 - 2018/19

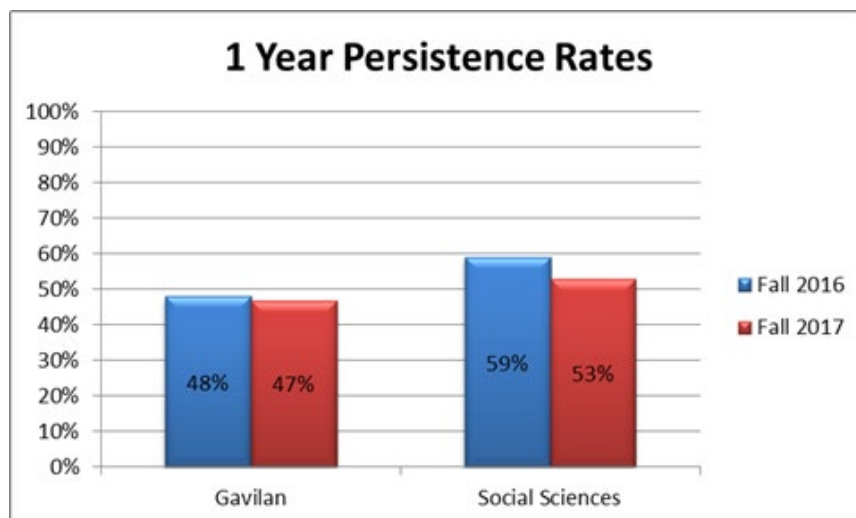
	ANTH	HIST	POLS	PSYC	SOC	SS	LAS	Gavilan
2016/17	68%	64%	59%	67%	67%	65%	66%	70%
2017/18	69%	65%	59%	68%	70%	65%	66%	70%
2018/19	76%	63%	63%	62%	71%	65%	66%	70%

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Path: [GavDATA](#) -->Program Review/ Equity--> D2. One Year Persistence Rate

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

The one year persistence rates for Gavilan were 48% in 2016 and 47% in 2017. The social sciences department has maintained a higher persistence rate over the past two academic years. We feel that this speaks to the connections that we have formed with our students. Both the college and our department can work to improve persistent rates overall.



3. What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: [GavDATA](#)--> Program Review/ Equity-->D3. Course Rates by Unit

We are interested as a department in getting trained in three very useful modalities: Reading Apprenticeship, Threshold Concepts, and Appreciative Inquiry. These will all be offered in January flex offerings, and our department should be well represented in attending. We will follow up with a small survey in classes where these are used to see if students felt they were useful; we already have limited evidence that these methods are working in Anthropology given their one-year experiment with it.

4 – 6: N/A



Consider addressing success goals in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportionate impact? How might your program or department address student equity gaps (200 words or less)?

Path: [GavDATA](#)-->Program Review/Equity-->D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

We found that there were some racial and gender disparities in success rates. In Anth, Hist, and Psych, males have lower success rates. There are also some racial disparities in several of our disciplines where we find that African American and Hispanic students have lower success rates. However, in Anthropology, these groups are showing success rates above the college average. We feel that we need more equity training to help improve our curriculum to better serve diverse groups of

students. As noted elsewhere in this report, we feel we could address these gaps by further integrating techniques such as reading apprenticeship.

Success Rates by Group 2018/19

	ANTH	HIST	POLS	PSYC	SOC	SS	LAS	Gavilan
Gender								
Female	78%	66%	63%	65%	70%	67%	66%	70%
Male	73%	59%	63%	58%	71%	62%	62%	71%
Race/Ethnicity								
African Am.	83%	59%	33%	50%	54%	51%	64%	69%
Asian	100%	75%	87%	74%	72%	78%	76%	83%
Filipino	83%	71%	78%	73%	78%	71%	78%	78%
Hispanic	72%	56%	55%	56%	69%	61%	61%	64%
Multiple	72%	65%	62%	63%	69%	65%	70%	68%
Native Am.	25%	100%	-	-	-	64%	67%	68%
Pacific Islander	-	100%	100%	100%	-	50%	83%	72%
Unknown	89%	39%	83%	62%	68%	59%	49%	80%
White	81%	73%	73%	74%	78%	70%	76%	78%
ALL	76%	63%	63%	62%	71%	65%	66%	70%

Success Rates by Group 2017/18

	ANTH	HIST	POLS	PSYC	SOC	SS	LAS	Gavilan
Gender								
Female	70%	67%	60%	72%	73%	67%	69%	70%
Male	67%	63%	58%	62%	67%	62%	63%	71%
Race/Ethnicity								
African Am.	43%	48%	44%	52%	53%	51%	60%	69%
Asian	100%	78%	58%	85%	92%	78%	77%	83%
Filipino	60%	77%	92%	62%	78%	71%	77%	78%
Hispanic	59%	62%	52%	63%	61%	61%	59%	64%
Multiple	77%	66%	60%	77%	77%	65%	71%	68%
Native Am.	25%	67%	67%	85%	69%	64%	69%	68%
Pacific Islander	-	-	67%	-	50%	50%	58%	72%
Unknown	67%	80%	58%	75%	64%	59%	65%	80%
White	76%	69%	66%	68%	79%	70%	74%	78%
ALL	69%	65%	59%	68%	70%	65%	66%	70%

Success Rates by Group 2016/17

	ANTH	HIST	POLS	PSYC	SOC	SS	LAS	Gavilan
Gender								
Female	69%	66%	57%	71%	69%	67%	67%	70%
Male	69%	60%	60%	60%	63%	62%	65%	71%
Race/Ethnicity								
African Am.	77%	43%	40%	63%	40%	51%	64%	69%
Asian	76%	76%	53%	78%	92%	78%	76%	83%
Filipino	67%	78%	73%	76%	50%	71%	78%	78%
Hispanic	60%	59%	56%	65%	65%	61%	61%	64%
Multiple	72%	65%	55%	65%	69%	65%	70%	68%
Native Am.	71%	75%	29%	73%	60%	64%	67%	68%
Pacific Islander	50%	67%	57%	-	33%	50%	83%	72%
Unknown	67%	54%	33%	59%	85%	59%	49%	80%
White	72%	68%	67%	72%	70%	70%	76%	78%
ALL	68%	64%	59%	67%	67%	65%	66%	70%

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

We try to Interview broadly
 We try to influence HR to recruit broadly
 In interviewing, we include questions about community, diversity, and equity.

The mentoring program for new faculty is very active in our dept. We look at curriculum and classroom management practices as part of what we do with all available new faculty; decolonizing our curriculum is part of what we address with new faculty

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: [GavDATA](#)--> Program Review/ Equity-->D9. Course Success Rates-->Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Our success rates for distance education courses has been increasing steadily since 2015. The success rates in our online courses are actually a bit higher than our face-to-face. One possible factor is our increased emphasis on offering quality online courses with increased modalities of student-teacher contact. Several of our instructors have taken training to bring our online courses up to the standards outlined by the OEI initiative. As time goes on, we will see if these implemented changes are associated with our improved outcomes.

Method of Instruction	2011 Fall	2012 Fall	2013 Fall	2014 Fall	2015 Fall	2016 Fall	2017 Fall	2018 Fall
Lab	0%	0%	0%	0%	88%	82%	79%	90%
Lecture	59%	62%	63%	61%	60%	63%	61%	62%
Online	66%	62%	63%	61%	60%	64%	65%	66%
Total	60%	62%	63%	61%	60%	63%	62%	63%

10. N/A

Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

Path: [GavDATA](#)àProgram Review and EquityàD11. Count of Degrees and Certificates Awarded

Year	Degree/ Certificate	Goal for Completion	Actual Degree Completion

Degree	2015/16		2016/17		2017/18		2018/19	
	Majors	Degrees	Majors	Degrees	Majors	Degrees	Majors	Degrees
Anthropology AA-T	12	1	18	2	14	3	12	-
History AA-T	21	0	27	0	43	3	39	-
Liberal Arts: SS-Behavior AA	200	30	162	36	132	28	80	-
Liberal Arts: SS-Cultural AA	35	10	19	6	15	2	11	-
Political Science AA-T	21	2	35	2	40	7	28	-
Psychology AA-T	226	16	287	17	337	38	285	-
Soc Sci-Community Studies AA	42	4	40	4	29	3	15	-
Soc Sci-Community Studies CA	2	3	1	0	2	0	1	-
Soc Sci-Global Studies AA	13	3	12	0	6	2	5	-
Social Science AA	2	0	1	0	0	0	0	-
TOTAL	574	69	602	67	618	86	476	-

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

Our goal is to resist pressure to pressure students to do ADTs while also explaining options and supporting students who do declare what careers and pathways might be available to them. We do advising in our fields for students who wish to go into our disciplines. We also strongly support many students to do Liberal Studies / LAS degrees.



If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes: **No: x**

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (Requires your email log-on)?

Yes: **No: Some are, some are not**

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes: **No: Most have been, but not all**

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes: x **No:**

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?

Each discipline will work to bring its courses into compliance, utilizing part-time faculty when they can be paid to assist. The department chairs have already distributed the following list to discipline leads.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

Student Learning Outcomes (SLO)

Path: Gavilan College Intranet-->[curriQunet](#)

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Every discipline handles its own goals, and every class differs. Some disciplines have meetings with discipline faculty (Anthro, history) to discuss developments in the field, teaching and learning, and to share techniques. All full-time faculty are leads for keeping up to date on SLOs and the department as a whole keeps them updated on a rotating basis.

SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

We do not see significant or worrisome variations, but then only one person does the work, and multiple sections are not normally included. The design of the SLO requirements may not be ideal for actually answering this question, but we stay in touch within our disciplines to gather information for improving teaching and learning. Many of us would like to try to reduce SLOs, with the goal over three years of assessing all SLOs in a given class.

Program Learning Outcomes (PLO)

Path: [Gavilan College Intranet](#) --> Program Planning --> Student Learning Outcomes Assessment Reporting --> Program Level SLO (Far left) --> Instructional --> Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Looking at whether discipline by discipline or for whole dept as we want alignment

History: No set goals, but it would be great to recruit more students to this major. Where slos --under

Social Justice Studies: As this program is very new, we are keeping in touch with students via a newsletter about exciting SJS events, opportunities, and classes. We will also be working to add an LGBTQ Intro class to expand the scope of the degree.

Institutional Learning Outcomes (ILO)

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

In every discipline, we believe our goals are very aligned. They were written with the research, community, experiential, and diversity objectives in mind.

22. N/



Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

We are currently in the process of developing a new ADT in Sociology. To accompany this new degree program, Nicholas Park will be developing two new courses: (1) Crime and Deviance (2) Sociology of Drug Use. Both of these courses are typically offered as part of the sociology program at many colleges and universities. The courses are also popular among students and would complement other degrees at Gavilan, such as Administration of Justice and Social Justice Studies.

The Psychology program currently has the most declared majors in the Social Sciences department. Despite this, our course offerings in psychology have been limited with many of the courses being housed in the Child Development department and others being inactive. Our department wants to work with the psychology lead to develop new courses that would further bolster this major and meet needs of our students. Some options include Abnormal Psychology and Social Psychology.

The Anthropology program is exploring the development of a new course, Forensic Anthropology (ANTH 13). This course would also be relevant to our Administration of Justice Program. We are concerned that ADTS provide a disincentive to develop new classes that would be of interest to students, and transferable.

--History department is working on filling gaps in faculty availability so we can continue to offer enough online and hybrid classes.

--Social Justice Studies also are working on filling gaps to be able to hire someone to teach Intro to Women's Studies.

One issue for us is supporting curriculum that already exists but has not gained traction either because of faculty hiring or retention, or enrollment issues. Examples:

--Poli Sci State and Local class will be offered in spring but will need support to make enrollments, and to protect the class if enrollments are small

2. Provide your plans to either deactivate or teach each course not taught in the last three years (200 words or less).

Leads go through their offerings to inactivate courses

Both the AAs in Community Studies and in Global Studies have been deactivated as of 2017 to make way for Social Justice Studies. So has the certificate in Community Studies.

Political Science

- A proposal to deactivate POLS 9 was submitted. The course has not been taught since the departure of Robin Krieder.

Sociology

- A proposal to deactivate SOC 9 was submitted. The course has not been taught since the departure of Robin Krieder.

The department is discussing the future of the Research Methodologies class, cross-listed in Anth, Poli Sci, and Psych, as it does not transfer in Sociology as written.

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

Path: Gavilan Intranet-->Argos-->Gavilan Schedule-->Schedule by Division and Department-->Select term, division and your department then press 'run dashboard'.

To Create a PDF of your results above: After obtaining results, go to the top of the screen: Reports-->Schedule Reports by Division and Dept svc-->Run

Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

<p>Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years?</p> <ul style="list-style-type: none"> • Yes. <p>Are courses offered face-to-face as well as have distance education offerings?</p> <ul style="list-style-type: none"> • Yes, with the exception of History and Psychology and not because we like it. The departure of Enrique Luna as a full time history faculty has left the department less able to offer online history courses. Our full time psychology lead has been on leave, which has also made it more difficult to provide a range of psychology offerings. We would like to hire FT faculty to regain ground in this regard. <p>Are they offered on the main campus as well as the off-site areas?</p> <ul style="list-style-type: none"> • Yes. Each discipline regularly offers courses at each of the campuses. <p>Different times of day?</p> <ul style="list-style-type: none"> • Yes. Courses are offered in different day and night time slots.
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Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

* **Path:** [GavDATA](#)--> Program Review/ Equity--> F1. Faculty workload (FTEF) by Full-time/ Part-time-->Find Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2017-18	6	16*	FT: 13.6 or 48.1% PT: 14.7 or 51.9%	28.3
2018-19	5	16*	FT: 11.2 or 43.1% PT: 14.8 or 56.9%	26

How have and will faculty with reassigned time, grant commitments and activity, projected faculty retirements and sabbaticals affected personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

Reassigned time: though it is impossible to predict the future, all but one permanent FT faculty currently have reassigned time, between 20-40 percent. Some do college work (Title V, Mentoring, Professional Learning) and one is doing statewide work (FACCC.) As an active department with engaged faculty, the faces may change but social scientists have much to offer the college.

*approximate
Grant commitments: the only grant relevant, the Title V Civic Engagement grant, is ending in June 2020.

In the coming three years, at least one and possibly more FT faculty will retire.

Sabbaticals are difficult to predict, but at least three faculty will be eligible in the next three years.

Our department is much reduced and greatly affected by the lack of FT permanent employees to help with mentoring, tenure and evaluations, scheduling, representation on Senate, GCFA, and college committees, and other important work. We would urgently like to get new FT faculty in Psych and History. We are particularly concerned about History as our PT pool there has apparently dried up, thus this is at least as urgent as looking for a second FT Psych professor, and possibly more.

Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

* Path: [GavDATA](#)-->Program Review/ Equity--> F2. Enrollment Variables and Trends-->Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
Ex: 1999	7.1	153	377	\$385,462	\$366,273
2017/18	28.3	473	279	\$1,154,379	\$1,310,199.94
2018/19	26.0	472	303	\$1,347,969.90	\$1,299,388.77

Your Program Cost per FTES average is: _\$2,752.94_____.

College-wide Cost per FTES average is: \$7,203.44

Statewide Funding per FTES: \$3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

Yes. Our department is well under the average cost per FTES.

Discipline	17-18 Allocated	17-18 Spending	18-19 Allocated	18-19 Spending
Social Science				
Anthropology	\$ 226,618.00	\$ 221,215.40	\$ 229,909.79	\$ 264,894.60
History	\$ 357,850.00	\$ 438,502.91	\$ 440,400.28	\$ 412,620.91
Geography-Cultural	\$ 12,477.00	\$ 14,904.41	\$ 14,372.00	\$ 21,575.26
Political Science	\$ 186,607.00	\$ 221,613.85	\$ 233,145.90	\$ 236,712.78
Sociology	\$ 194,061.00	\$ 217,157.03	\$ 222,455.11	\$ 196,745.16
Psychology	\$ 176,766.00	\$ 196,806.34	\$ 207,686.82	\$ 166,840.06
TOTAL	\$ 1,154,379.00	\$ 1,310,199.94	\$ 1,347,969.90	\$ 1,299,388.77
FTEs	\$ 2,440.55	\$ 2,769.98	\$ 2,855.87	\$ 2,752.94

Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
Nick--ask Debbie\$500/yr anthro				
Desire to reestablish discipline funding so we can use for conferences, guest speakers, films	General Fund	2019-20	Conferences, guest speakers, video resources, and maps	We have no funds for these desirable things at present

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

Three department members are willing to pilot GP program plan maps in exchange for a commitment from the college to not cancel listed classes. We are concerned about a process that did not include us in determining which maps would be piloted.

Department faculty have been instrumental in the five-year Title V grant on Civic Engagement and Service Learning, and are

working to continue the program past the grant's expiration and throughout the college in several departments. This can be challenging as faculty come and go, and dip in and out of the SL and CE modes. But the program remains stable and innovative.

Several faculty members have adopted Reading Apprenticeship and Habits of Mind and Threshold Concepts with considerable success and we would like to share these methods among department faculty.

The department would like to work with the Tutoring and Writing Centers to improve collaboration.

Exploring viability in an Environmental Studies ADT with a policy emphasis, which would involve our department should it be interested.

The Anthropology department hopes to develop Service Learning curriculum within ANTH 1, Introduction to Physical Anthropology and to develop advocacy-focused curriculum within ANTH 3, Introduction to Cultural Anthropology.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the [Educational Master Plan](#), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

The biggest threat to our program, and it is substantial, is the loss of respected senior FT faculty who anchored their disciplines and also our department. Our plan is to focus all resources on filling these gaps with great new faculty.

Performance-based funding is another threat to the stability of the college and our programs, and to our students' abilities to get the support they need to complete their work here. This we believe affects us disproportionately because of the rigor of our classes.

The college's lack of traction and leadership on meaningful Equity work, and the use of Equity funding for projects not of general benefit and not transparently communicated, put us far behind colleagues at other colleges in this important work. Paying PT faculty for training is necessary, we believe.

Guided Pathways has also not penetrated deeply into our department's culture, in part because of turnover and leadership issues in the GP program here. We know we need to and want to participate, but we have not really found the way in, and this concerns us. We need our administration to support all faculty with training; paying PT faculty would be helpful.



Consider addressing this in your Three-Year Program Plan at the end of this document.

G. Career Education Questions

External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

Not applicable

Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). **You will need to create an account before accessing [Launchboard](#).**

Path: Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

N/A

3. What percentage of students is attaining a living wage **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

N/A

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less.**

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

N/A as we participate as presenters and attendees at flex and other PL opportunities on and off campus.

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

Yes, our needs for more FT faculty are acute, as above. Our History and Psych students, and the department's overall functionality, would be much benefitted by FT appointments. Psychology is the biggest major on campus and by far in our department. History PT faculty have become extremely difficult to find and attract to campus. FT faculty are our only solution. Our department regrets its inability to be full present and participatory for GP and Equity work as many of us are so burdened by other things. The loss of two FT faculty have been disabling.

VP of Instruction is helpful and supportive, competent and thoughtful. We appreciate her perspectives and support, but feel that in recent months the doubling of her duties with the addition of Student Services responsibilities has removed her from daily contact with us, and made her far busier than seems sustainable.

The Department wishes to ensure that faculty voices are heard in determining leadership structure for the college, and processes for making sure all are heard and taken into account.

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

We write and rewrite job descriptions, help draft interview questions, show up for interviews at all times of year when we have gaps, which has been often lately, and keep in mind the variety of students and students' needs when hiring.

Equal opportunity practices training would help us to hire for diverse faculty

We advocate through union for higher pay especially for PT faculty

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

Three or more goals:

Repopulate the Dept. with Full-time faculty who can advocate for their disciplines and strengthen our department. Support PT faculty with meaningful pay and benefits so they too can contribute their expertise to these activities.

Pilot, evaluate, and improve tutoring resources for SS classes

Training and more use of pedagogical methodologies including Habits of Mind, Civic Engagement, SL, Threshold Concepts, and Reading Apprenticeship. Work on ensuring training for PT faculty by supporting pay for extra-duty assignments.

Want to be involved and use expertise in larger college issues (GP, Equity, Safety, Mental Health, Experiential Education) so the

department has input on major initiatives, but need more admin support in terms of personnel, training, incentives for PT faculty

Review Process Feedback

1. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Having resource people +++

Help in figuring out budget stuff and transparent process so we know why budget decisions are made and what priorities are.

Equity data not given in a very useful format so not so meaningful

Three-Year Program Plan Goal Setting Worksheet

Social Science

****Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal** One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
Repopulate the Dept. with Full-time faculty who can advocate for their disciplines and strengthen our department. Support PT faculty with meaningful pay and benefits so they too can contribute their expertise to these activities.	Mission: No goals are achievable without fuller staffing. Strategic Plan: Continuing even current levels of service will be difficult unless we are fully staffed.	Convince Senate and Admin to hire for two positions in spring 2020 or shortly thereafter	Department chairs & others in dept. are advocating for these goals in college arenas	\$240K per year per position to support FT faculty and college funding to provide more than COLA for PT faculty	By 2021	Two new FT faculty will in place and going through tenure process. Longtime PT faculty who come back to Gavilan year after year because they are fairly treated and paid well
Pilot, evaluate, and improve tutoring resources for SS classes	Mission: Critical to Student Success Strategic Plan: this is critical to academic success, equity, and student support	Work with Tutoring Center and Writing Center to connect more faculty and students in more tutoring modalities to services	All department members and Tutoring Center/Writing Center staff	\$50K-\$75K for adequate funding for Tutoring Center staff, especially Tutoring Specialists but also student tutors who are fairly compensated	starting spring 2020 and continuing	10 classes in SS getting Tutoring Support by 2020 fall; 20 or more classes by 2021 fall
Training and more use of pedagogical methodologies including Habits of Mind, Civic Engagement, SL, Threshold Concepts,	Mission: These are excellent innovative instruction modalities as called for in the college mission. Strategic Plan: these will support student	We will train one another to include PT faculty, and advocate for and participate in training all faculty at Gavilan.	All	Better pay for PT faculty must be negotiated but is important. We would appreciate being able to pay trainers from off campus or our	January 2020 and ongoing	All FT faculty and half of PT faculty trained by fall 2020 in one or more modalities.

and Reading Apprenticeship. Work on ensuring training for PT faculty by supporting pay for extra-duty assignments.	success and are central to teaching in the modern era.			own faculty, especially PT faculty, as many have related expertise they could share if they were compensated.		
Leverage department members' expertise in resolution of larger college issues(GP, Equity, Safety, Mental Health, Experiential Education) so the department has input on major initiatives, but need more admin support in terms of personnel, training, incentives for PT faculty	Mission: our department feels modestly that we have something to contribute to the college's mission and strategy plan,, and wishes to do so as fully as possible with enough staff.	We will continue to advocate for a fully staffed department in all possible venues.	All	See above, \$240K for FT faculty, and more for training and incentives	January 2020 would be nice	Full representation at all shared governance bodies, and work with faculty and college leadership to support college mission and strategic plan.

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Signature Page

Program being reviewed: **Social Sciences**

Date: [Click here to enter text.](#)

How to use form:

Sign off after final review and no later than:

Peer Reviewers: Nov. 27, 2019

Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Leah Halper/ Nick Park		
Dean			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Susan Sweeney		12-2-19
PIPR Support Team	Lelannie Diaz		