

Instructional Program Review Report

Sierra College, 2018-19

Department/Program Name: Social Science

Date Submitted: April 27, 2019

Submitted By: Sandra McDonald

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.

1) Relevancy: This section assesses the program's significance to its students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

The Social Sciences Department offers a breadth of courses that covers all aspects of human society and social life focusing on the individual, groups and institutions. The multidisciplinary and interdisciplinary field of social science provides clarity and understanding about issues of race, culture, class and gender with an emphasis on research, data analysis, historical narratives and the construction of knowledge. The curriculum incorporates the fields of sociology, psychology, economics, anthropology, law, education, archeology, communication studies, history, political science, linguistics and human geography as methods of assisting students in the development of essential interpersonal, academic and professional skills required to function effectively in the 21st century. The courses are part of the general education requirements for an A.A. degree and are transferrable to four-year institutions.

1b) How does your program support the district mission, as quoted below?

“Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares

students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment." [update]

Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship? [we could make this a separate question]

District Mission and Social Science

The Social Sciences courses have direct links to the institutional goals of local and global citizenship, equity and inclusion that enables students to become informed members of a larger community and society.

The following quotes perfectly encapsulates the mission of both the Social Sciences department and the Sierra College District:

As Nagda, Gurin and Lopez (2003) note, educational practices that promote (a) examination of issues in a broad social context, (b) perspective taking, and (c) engagement in socially just actions are vital to the success of a truly pluralistic democracy (Nagda, Gurin, and Lopez, 2003).

Research indicates that numerous educational and democratic outcomes are linked to positive, substantive cross-cultural interactions, including: active learning, intellectual engagement, citizenship engagement and motivation to take direct action to promote community and social justice (Gurin, Dey, Hurtado & Gurin, 2002, Zuniga, Williams, & Berger, 2005).

District and Social Science Outcomes Allignment

Further, the philosophical ideology articulated by Sierra College through its ISLO's (Institutional Student Learning Outcomes) are reenforced in the Department of Social Science curriculum through our PSLO's (Program Student Learning Outcomes):

- **Read and discuss the influences of race, ethnicity, religion, economic status, gender, sexual orientation**
- **Evaluate and examine theories of race relations and the persistence of racism, classism, sexism**
- **Analyze the concepts of individual/institutional racism, cycles of oppression, matrix of domination and policies of exclusion**
- **Identify, recognize and appreciate the extensive contributions of historically marginalized people in the formation of the U.S.**

As a support to Sierra College's mission and ISLO's, the entirety of the Social Science curriculum both compliments and reenforces the equity goals through course content, academic rigor and engaging scholarship. Specifically, the Introduction to Ethnic Studies course is designed to examine human migratory patterns, the formation of race as a social

construct and the experiences of each ethnic group both prior and subsequent to their immigration to the Americas.

The course content directly relates to the Institutional outcome of Communication, Critical and Creative Thinking, and Citizenship (locally as well as globally).

A variety of methodologies are incorporated into the courses to further engage students as active learners and provide multiple options for them to demonstrate mastery of the content. For example, students are required to use technology in the presentation of course projects. They are encouraged to create videos, construct online surveys, etc.

1c) Program offerings align with which of the following mission categories; check all that apply:

Transfer Career Technical Education
Basic Skills Personal Development/Enrichment Lifelong Learning

1d) Please analyze your department's performance in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation; relevant data includes the equity and diversity goals of the department and College.

If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
 - The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

Degrees

The Department of Social Sciences compliments the district's goals by:

- **Developing transferable coursework to meet students academic aspirations**
- **Provide delivery of academic courses in a variety of formats to meet the needs of students**
- **Utilizing resources to maximize learning outcomes**

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The most recent data from the Dashboard system - Social Science information indicates that the college presented 495 awards, 278 Associate of Arts for transfer and highlighted 2 (People, Culture and Society pathway).

UMOJA

The Social Science Department is an integral component of the UMOJA Program that is a statewide initiative to address the under-representation of historically disenfranchised and marginalized students of color. As part of the program, students are enrolled in African/African American Culture and Experience (SSCI 20) in the Fall semester and Ethnic Images in Film (SSCI 50) in Spring semester. Since its institutionalization, the UMOJA program provides formal infrastructure that assists in ensuring its success.

1e) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

Contribution to Campus Climate and Community

The major goals of the Social Sciences program are: 1) contributing to the campus goal of creating an environment of equity; 2) fostering a total campus climate that respects differences and encourages inclusiveness; 3) building and strengthening partnerships with diverse communities; 4) challenging historical barriers and assisting students in the development of intellectual integrity; 5) equipping students with the skills to confront and effectively challenge injustices; and 6) increasing student's interest in civic commitment and social responsibility.

Many of the programs and activities sponsored and coordinated through the Department of Social Sciences are available to the community. In the past they have included:

- Guest Speaker: Understanding Cuba
- Guest Speaker: Understanding Palestinian/Israeli Conflict
- Lectures on the Native American Experience
- Lectures/Films on the Religions of the World
- Field trips to: Chinese New Year Celebration, African American Museum, Mural Walk tour in the Mission, Mexican American Museum
- Guest Speaker: Issues of immigration
- Guest Lecture: Women and Islam
- Lecture/Discussion on Understanding Islam

2) **Currency**: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process and the criteria, including state and/or professional mandates, for evaluating and revising curriculum, including the use of SLOs.

Curriculum Currency

As of March 2019, the entire Social Science curriculum has been evaluated for full integration of SLO's, revised and approved by the Curriculum Committee. In addition, three new courses went through the curriculum review process with two in the current rotation and another scheduled for introduction in the Spring.

Evaluated and Revised, SLO Review and Amended Courses:

Introduction to Ethnic Studies (SSCI 10)

Dialogues in American Culture (SSCI 13)

African/African American Culture and Experience (SSCI 20)

European Immigration and Refugee Experience (SSCI 35)

Ethnic Images in Film (SSCI 50)

New Courses:

Native American Cultures (SSCI 45)

Introduction to Native American Studies (SSCI 41)

Introduction to Chicana/o Studies (SSCI 16)

Note: Social Science 16 and 10 will be included in the new Associate Degree of Chicana and Chicano Studies program.

The new courses were collaborations among Social Science, History and Anthropology faculty.

Assessment

Course assessment is influenced by enrollment trends, success and retention data and in the case of the Dialogues in American Cultures course, the availability of funding. The introduction of the three new courses were influenced by feedback from faculty and students who indicated interests in the areas and a need to reach-out to underserved demographics with content specific curriculum.

As relevant, please address the impact of the development of MAPs, Interest Areas, and Guided pathways on curriculum and program planning and assessment

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

(CLSO's) Course Learning Student Outcomes

The Course Student Learning Outcomes were developed during the 2014 academic year. During the Spring semester 2019, the CLSO's are in the process of reviewing, refining and revising to reflect the changes made during Curriculum Review.

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

Professional Development

The Department of Social Sciences is committed to maintaining the highest level of professional development by participating in the following:

- ✓ **The National Conference on Race and Ethnicity in Higher Education (sponsored by the University of Oklahoma) 1997-2017**
- ✓ **UC Davis, Dr. Martin Luther King Celebration**
- ✓ **UC Davis Equity Summit**
- ✓ **Teaching for Social Justice, (San Francisco, CA)**
- ✓ **Reading Partners Literacy Program**
- ✓ **Center for African Peace and Conflict Resolution (CSU)**
- ✓ **Educator Workshops, Museum of the African Diaspora (San Francisco, CA)**

In addition, Melissa Leal, a part-time instructor in the department was selected to present at the He Au Honua Conference sponsored by the University of Hawaii. She was also instrumental in coordinating the Indigenous Days celebration at Sierra College, Rocklin.

Please describe your staff development needs based on this analysis.

2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.

3) **Effectiveness:** This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program; if you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.

Success and Retention

As reflected in the Department Statistic Report (DSR), Social Science three year average is 74% for Success (compared to the District average of 73.9%) and 89% for Retention (compared to the District average of 89%). The online course averages are lower at 56% for Success and 78% for Retention. The lower Success average reflects the online courses where students generally do not perform as well. On average, there are two-three online classes offered each semester. Although the enrollment is consistently stellar with wait lists, the performance is lower than the in-class performance and success average. This assessment is validated by the much higher Retention average that is less than a percentage point from the District average.

Some of the anecdotal issues that I have received from online students include textbook cost, work conflicts, lack of resources for equipment (computer, internet, etc.) To address these issues, I have begun using readings and other sources to convey the curriculum content. Students also have one-full week to complete the assignments that allows for the exploration of other venues for computer/internet use. Since revising course outlines during the Curriculum Review, adjusting assignments is also underway.

Challenge: Dialogues in American Cultures (SSCI 13) This course is designed to introduce students to various/ sometimes, opposing and contradictory views on a variety of topics. This is accomplished through the use of guest speakers/lecturers, field trips, etc. The course requires funding to sustain its integrity and purpose.

As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

- 3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program; if you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

Enrollment Trends

According to the DSR data, and notably higher than the District average, Social Science courses attract a very diverse cross-section of students: African American 24.67%, Hispanic/Latino American 17.59%, White 39.37%, Multi-ethnic/Other 11.02%, Asian American 4.46%, Filipino American 1.84%, and American Indian 0.79%. The fill rate in Fall 2017 (87.99) is slightly higher than Spring 2018 (86.12%).

As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

- 3c) Equity: Analyze and evaluate your program's performance in promoting and/or achieving equity for at risk students and equity in general. Based on this analysis, describe any plans you have to sustain or improve the program's contribution to student equity as a central component of student success.

Equity

The Social Science department has embraced and advocated for initiatives to address campus- wide policies and practices that create an equitable environment. The full-time faculty member, Sandra McDonald, has served on the EEO committee for twenty years advocating for accountable hiring practices and serving on employment panels. She has been a part of over ten committees that focus solely on the issue of access and equity including the New Legacy and UMOJA committees.

In addition, Melissa Leal, part-time faculty has begun a Native American student

club, serves as the campus liaison to the Indigenous communities and coordinated the Indigenous Days event on the Rocklin campus.

As mentioned above in the enrollment trends section, the courses in Social Science attract a very diverse population of students. Much of the success is due to the course content, approach of the curriculum and the various methodologies used in instruction. The goal of the department is to continue a decentralized approach to presenting course content and thinking from authors/perspectives that represent diverse points of view. For example, when discussing the goals of colonization, include *The Open Veins of Latin America* (Eduardo Galeano) and *The Bolivian Diary* (Ernesto Che Guevara) both of which contribute a vastly different perspective from the colonizers.

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program's success.

3e) Analysis and Planning: Referring to the analysis in 3a-d, to your ongoing planning and assessment documents, and to any relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

Planning

- **The department plans to continue its work and advocacy on issues of equity and inclusion in a campus-wide context as well as within its curriculum.**
- **As described above, efforts are being made to increase the success rate for online courses.**
- **AB 1460 is being proposed by the State Assembly that will require all California State University campuses to provide courses in Ethnic Studies and require undergraduate students to enroll in one course (3 units) as a graduation requirement. The Assembly Bill will potentially boost enrollment at the Community College level.**

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Include any relevant analysis of equity goals and the development of MAPs, interest areas, and guided pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

Three Year Projection

Goal: Obtain a stable funding source for the Dialogues in American Cultures course. The funding can also be used to supplement the cultural events for relevant courses at NCC.

Goal: Faculty can take advantage of workshops/seminars that focus on online success and retention.

Goal: Remain abreast of AB 1460 and its ramifications for the Social Science program at Sierra.

Goal: As part of the People, Culture and Society interest area, remain involved in the development of the area.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

Equipment/Technology:

Facilities:

Staff:

There is currently one full-time faculty and one part-time faculty teaching in Social Sciences. Recruiting additional part-time faculty to increase the pool of applicants in the department.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
	X		X				X

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program’s strengths, weaknesses, opportunities, and challenges.

Program Strengths

- Courses attract a very diverse population of students

- Broadness of academic experience within curriculum framework
- Variety of course delivery modes and formats
- Interdisciplinary approach to course content and inclusiveness of social dimensions that divide
- Focus on sustaining and improving the process of strategic planning for diversity
- Commitment to create an engaging cultural experience for students to learn about diversity, civic leadership and global issues
- Commitment to a social justice framework as a pedagogical approach.

Program Weaknesses

- One full-time faculty member
- Online demand but retention and success rates are an issue

Opportunities and Future Directions

- Continue to investigate and research issues of Pedagogy, Learning Styles, Curriculum Transformation that can enhance the overall learning experience

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

The Social Sciences Department has one full-time faculty who has regular meetings with the Associate Dean and other faculty members. There has also been consistent collaboration with other faculty regarding the conceptualization of contributions with Social Science.