

CPR - Instructional

A. Program Description

1. Describe your program’s purpose and identity/focus, noting any changes since the last review.

The Department of Philosophy and Social Science is a multidisciplinary department, which includes the following five disciplines: Economics, Philosophy, Political Science, Sociology, and Women's and Gender Studies. The Department's primary purposes include preparing students to transfer and to succeed after they transfer, to engage in civic life, and to think critically and to communicate that thought effectively.

The courses offered and pedagogies used throughout the department are designed to help students understand power, justice, identities, thoughts, values, social structures, and material relations so that they are empowered to decide on their life paths, how they want to impact their communities and society, and what personal and career goals they will choose to do so. Additionally, our classes and pedagogies are intended to help students develop thinking, writing, research, and communication skills that will empower them to clearly, effectively, and persuasively convey their ideas and values in order to address challenges in their lives and the larger world. Further, these skills will prepare them to meet the expectations in the courses they take after they transfer.

The department supports transfer in a number of ways. Many of our courses help students meet the IGETC pattern. Philosophy courses meet the Area 3 IGETC requirement. Economics, Political Science, Sociology, and Women and Gender Studies courses meet the Area 4 IGETC requirement. Moreover, Political Science 1 meets the CSU graduation requirement in US History, Constitution, and American Ideals. The disciplines in the department are some of the most popular transfer majors, and the department offers the prerequisites necessary to prepare students for transfer and to earn a degree in those majors. The department also offers two core classes in the Law Pathway program.

The department fosters students' capacities for civic engagement in a variety of ways. Generally, courses offered throughout the department ask students to grapple with real-world challenges through analytical writing, debate, experiential learning, and research. The department houses the Public Policy program, which is designed to equip students with the skills and tools to successfully engage in civic debate and to critically evaluate and analyze the development and implementation of substantive public policies, while providing an opportunity to work with governmental and non-governmental organizations and agencies in a direct way.

Across the department, we take varied approaches to helping students develop their thinking and communication skills, with some emphasizing the development and use of writing, others helping students develop skills in oral debate and deliberation, others emphasizing close reading, and still others teaching research skills. Of course, many classes use some mix of all those approaches, and more, all in the service of enhancing the tools students have to think, to communicate that thought, and to engage with others' thought in a critical way.

2. What are the critical ways your program advances the college’s mission, vision, and goals?

As a whole, the department advances Santa Monica College's Vision through the ways it marries the substance of its disciplines with the pedagogy it uses to teach those disciplines. All courses in the department have an SLO devoted to course content and an SLO devoted to critical thinking. The department assesses SLOs every semester.

The department serves the transfer mission of the college by providing a large number of courses that meet general education requirements, as noted in section A1 of this self evaluation, and preparation for majors and certificates in the disciplines housed in the department - Economics, Philosophy, Political Science, Public Policy (also offers a certificate of achievement), Sociology, and Women's, Gender, and Sexuality Studies. The department also offers courses students use to major in Global Studies and Environmental Studies, as well as to participate in the Law Pathway Program.

Additionally, the department offers courses that are required for the Associate Degrees in Liberal Arts - Social and Behavioral Sciences, Liberal Arts - Arts and Humanities, and Liberal Arts and Sciences.

Courses in the department help students explore and evaluate various forms of power, justice, identities, thoughts, values, social structures, and material relations so that they gain the knowledge they need to choose their goals for themselves and their communities and the understanding of how to achieve those goals. The ways the faculty in the department approach and teach their classes help students develop communication, thinking, and writing skills that empower them to clearly, effectively, and persuasively convey their ideas and values to achieve their goals. The faculty uses an array of perspectives, pedagogical approaches, and values to help our diverse students all learn how to make a positive difference in their lives and in the world. Moreover, classes throughout the department engage students in critical thought and writing to help them consider and grapple with how to address real world problems.

Faculty in the department recognize that to enable students to engage thoughtfully, critically, and collaboratively in considering difficult questions, students need to feel safe and adequately equipped to express themselves and to develop and support their opinions, as well as to engage the varied opinions of others. Across the disciplines, faculty in the department use pedagogical approaches that not only present students the essential debates in the disciplines, but invite and empower students to engage in those debates collegially, rationally, respectfully, and with integrity. While the foundations and natures of the debates vary across the disciplines, the commitment to equipping students to understand and participate in them is consistent. One way the department does this is to help students situate themselves and their own experiences within the broader economic, environmental, philosophical, political, social, gendered, and racialized environments within which they live and without. Once oriented to discipline's respective context, the faculty teach students to analyze, argue, and evaluate data and values. The faculty continually adjusts its curriculum, pedagogy and teaching tools to meet the varied and varying needs to students as they engage in this project.

B. People Involved – Your Students

Population and Demographics:

3. What are the key characteristics that define your program’s student population? Compare your program's population to the overall college population, and discuss the extent to which your program’s student makeup (including subgroups who are over or under-represented) currently aligns with your program’s intended target populations.

To begin with, in order to get a sense of who is taking classes in the department, we wanted to understand whether students in our courses are majoring in disciplines in the department or disciplines to which courses in our department significantly contribute. It turns out that the vast majority of students in Philosophy and Social Sciences classes are not majoring in the disciplines in the department, but are taking our classes for other purposes, and represent a broad cross section of the college's student population. Since 2020, the percentage of students in our classes who are majors in a department discipline has been roughly 14%, compared to roughly 86% who are not.

Percentage of Enrollments in terms of Areas of Interest since 2020:		
Area of Interest	% Enrolled in department classes	% of the college population
People and Society	27%	13%

Percentage of Enrollments in terms of Areas of Interest since 2020:		
Culture, History and Language	4%	3%
Art, Media, and Entertainment	12%	21%
Business	25%	16%
Education	1%	3%
Health and Wellness	7%	10%
STEM	12%	13%
Undecided	14%	15%

Racial makeup of students enrolled in classes in the department since 2020		
Race	Department	College
Asian	8%	10%
Black	8%	8%
Latine/x	39%	38%
White	28%	31%
Two or more	5%	5%
unreported	12%	9%

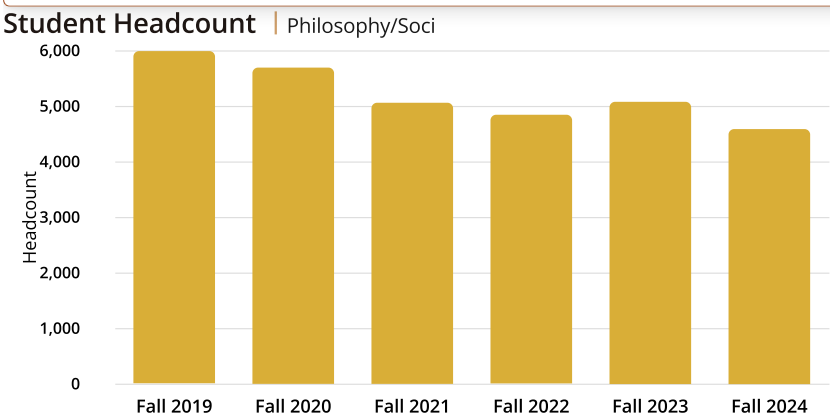
Gender makeup of students enrolled in classes in the department since 2020			
	Female	Male	Unreported
Department	52%	46%	2%
College	57%	40%	35

First generation status of students enrolled in classes in the department since 2020			
	First Generation in College	Not First Generation in College	Unknown
Department	47%	41%	13%
College	47%	36%	18%

Educational goal of transfer since 2020	
Department	87%
College	63%

The above data indicate that in terms of race/ethnicity and first generation status, students taking classes in our department are similar to the students in the college as a whole. Students in the department tend to be much more likely to have a stated educational goal of transfer, and are much more likely to be in the People and Society or Business AOIs, and more likely to be in the Culture, History, and Languages AOI than the college as a whole. They are much less likely to be in Art, Media, and Entertainment or Education, and less likely to be in the Health and Wellness AOI.

This data help us understand that we are teaching students who want to transfer, likely in the People and Society, Business, or Culture, History, and Languages AOI's.



Measures: Headcount						
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Measures	5,998	5,701	5,068	4,852	5,085	4,594

Summary

Data loaded 21-Mar-2025

Outreach and Planning:

4. What opportunities do your analyses reveal about your current and future student outreach and planning efforts?

The above data indicate that for the purpose of outreach we ought to continue to build our relationship with the counselors working on the AOI's of which our disciplines are a part. For instance, we ought to learn about how they support our students in pursuing their transfer and career goals, and we ought to learn ways that we, as teachers, can help support and further that effort on our end. In terms of teaching, we need to focus on preparing our students for transfer and for success after they transfer. We ought to continue teaching the skills students will need after they transfer, and we ought to provide them educational opportunities that will prepare them for a smooth transition to their transfer institution. For instance, we should continue to offer the types of research and writing experiences students can use as stepping stones for the research opportunities and writing expectations they will have after they transfer. Also, we should focus on teaching students the kinds of behaviors and practices that will help them navigate and succeed in transfer institutions.

Additionally, the department ought to consider holding focus groups to learn from our students why they choose the classes and majors they choose, as well as what they see as their academic and professional goals.

## C. People Involved – Your Staff

### Population and Demographics:

5a. Discuss your program’s staff (PT/FT faculty, non-faculty, and classified).

Demographic data for the faculty in the department		
	% Full-time	% Part-time
White	56%	71%
Asian	6%	11%
Latine/x	25%	11%
Black	6%	7%
Multi-racial	6%	2%
Female	50%	55%
Male	50%	45%

Due to confidentiality, it is not possible to look at this data at the discipline level or to look at it in terms of LHEs taught. Both of those analyses might be helpful to better understand the demographics in terms classes taught.

5b. How reflective of your program’s student population is your staff?

Demographic data for the students taking classes in the department since 2020 compared to the faculty		
	Students	Faculty
White	28%	66%
Asian	8%	9%
Latine/x	39%	16%
Black	8%	7%
Multi-racial or unreported	12%	2%
Female	52%	50%
Male	47%	50%

We have a higher percentage of faculty members who are White than students who are White, and a lower percentage of faculty members who are Latine/x than students who are Latine/x (overrep and underrep). Though, if we look just at the full-time faculty, those gaps are smaller (56% of full-time faculty members are white and 25% of full-time faculty members are Latine/x). Likely, this is because in some disciplines we've been able to do more hiring of full-time faculty members than of part-time faculty members in recent years. However, in other disciplines, we have done nearly no hiring for anywhere from 8 years to well over a decade.

In addition, this faculty/student lack of demographic/racial parity becomes even more pronounced when we analyze the racial makeup of our faculty of color in absolute (or raw) numbers. For instance, there is only one full-time Black faculty member within our department. This significant disparity in Black faculty members creates a two-pronged problem. On the one hand it puts a tremendous amount of pressure on the faculty member to serve as the ‘sole’ contact person or mentor for Black students who might (at least initially) feel more comfortable working with a faculty member who is also Black. Relatedly, on the other hand, this underrepresentation of Black faculty members likely limits the amount and type of outreach and mentorship that might otherwise occur and be cultivated with an increased amount of demographic parity between our faculty and the students we serve.

### Staffing Changes:

6. Discuss your program’s staffing changes since the last review. How have these changes impacted your program’s ability to achieve its desired student outcomes?

Since the last Program Review in 2020, we hired full time Sociologist Aaron Crawford. Aaron brings creative pedagogical ideas to the department. For instance, he created a process by which he gives students awards for various achievements in his classes as a way to publicly acknowledge their strengths and to help them see their own strengths. Before Aaron, Sociology was down to three full time Sociologists, one of whom had a significantly reduced teaching load. Gaining a full time Sociologists created increased stability in the Sociology class schedule, as well as added a much needed person to work on discipline projects, such as the mapping of SLOs to PLOs. In 2024, we lost full time Political Scientists Alan Buckley and Christine Schultz to retirement. With their retirements, we lost leaders in the discipline, department, and college. They take with them a wealth of institutional knowledge that can't be replaced. Also, with their retirements we lose some coverage of classes.

In Philosophy, we hired Gustavo Garcia as an adjunct. In Sociology, we hired Melissa Fujiwara and Soo Mee Kim as adjuncts. In Economics, we hired Kyungkook Kang as an adjunct. Each of these new faculty members has made immediate contributions to their disciplines and to the department. They teach core classes in their respective disciplines, participate in discipline meetings, and are excellent teachers.



Overall, we have hired faculty of color into all openings since 2020.

Staffing Challenges:

7a. Looking ahead to the next review period, discuss any staffing challenges you anticipate. How is your program planning to address these challenges?

The biggest staffing challenge we face is the college's hiring process. Because we make requests for full time faculty that are put in competition with other departments' requests and vetted by a joint senate committee who may not understand our needs and won't consider needs until they are immanent, planning for the future is not something we can do effectively. Certainly, we expect retirements of full timers and part timers in a number of the department's disciplines. Given the hiring and scheduling environment, we will have to address those losses as they come. Additionally, even if we wanted to bring in new part timers to help develop and mentor them, we are limited in our capacity to do so. Because we currently run such a limited schedule, particularly when it is first published, and because we have so many long time part timers with full lists of people with associate status, we have very little turnover or chances to add new people. Without a significant number of retirements paired with timely and responsive hiring of full time faculty, we are limited in what we can do.

Lack of creative approaches to hiring. Limited power at the department level to change this. Have tried to be creative, but couldn't get uptake at institutional level

7b. What institutional support does your program need to address these challenges?

The college could provide increased opportunities to hire new faculty, particularly new full time faculty. By hiring the way it does, the college makes it difficult to on board and mentor new full time faculty before they are expected to carry a heavy teaching and leadership role. The college ought to establish more predictable and consistent scheduling practices. As currently practiced, adjuncts exist in a continual state of limbo about whether they will have classes and how many they will have. Moreover, because we cannot know ahead of time how many sections we ultimately will offer in a given semester or session, we cannot hire adjuncts ahead of time, even if we think we may need them when the schedule later grows.

8. What key elements of your department culture facilitate and impede your program’s ability to achieve its desired student outcomes?

The department culture is best understood in the context of it being a multidisciplinary department. While bringing together five distinct disciplines could pose a number of challenges because each is informed by different questions, approaches, values and methods, we have managed to turn those challenges into strengths. Because the department strongly embraces discipline autonomy, we allow each discipline to have control over its courses, to maintain and review its curriculum, and to have autonomy over its hiring requests. For instance, in the effort to map SLOs to the PLOs (and potentially to rewrite SLOs), each discipline took responsibility for reviewing, revising, and mapping it's own SLOs and PLOs. Additionally, appreciating our differences, we value the pluralism of approaches we take to question and challenges.

At the same time that we value discipline autonomy, or perhaps because we value discipline autonomy, we are able to appreciate what each other offers and draw from each other. For instance, we all teach some form (or forms) of argumentation. We discuss with each how we do this in our various disciplines and discuss how we might apply the various forms throughout courses in our department. Similarly, we all teach critical thinking, but from varied disciplinary perspectives. Knowing this, we have robust discussions of what this looks like in the various disciplines and we have the opportunity to draw from and learn from others who see the world through different lenses. We believe this cross pollination leads to improved pedagogy and learning, as well as better student engagement. We all also want our students to be able to apply what they learn to their lives and to the wider world. The benefit of doing this in a multidisciplinary department is that we can learn and potentially apply varied approaches to common topics we all might consider and teach in our classes.

Staff Support and Professional Development:

9a. Discuss how your program involves and supports its staff (classified, non-faculty, and PT/FT faculty).

As mentioned in the previous section, the multidisciplinary nature of the department drives much of how the department involves and supports the faculty in the department. Each member of the department is really a member of the department and a member of a distinct discipline. Disciplines take on a large share of the responsibility for onboarding and mentoring new faculty members, both full time and part time. Each discipline has it's own approach to doing this work. Over the course of the year a certain amount of department flex time needs to be give over to disciplines to work on things particular to each discipline, such as curriculum review and SLOs.

Over the years, the department has a tradition of leadership and service to the college. That tradition is passed down through departmental encouragement of members of the department to get involved in various college structures and initiatives.

When it comes to professional development, a lot of the responsibility for pursuing opportunities is left to each individual, as we view each member of the department as a professional who knows what they need in their professional development. However, at department meetings, college opportunities are shared and discussed so people know what is available on campus. Those who have gone through various opportunities on campus share about their experiences and the benefits of that experience.

For many years, an important part of the effort to foster community in the department has been food. The department chair has provided meals for all in-person department meetings and makes sure any meeting also involves sharing a meal, which means not just eating but sharing conversation and time to connect. Also, annually, the department has a holiday gathering, which also serves to build and foster community and connection

As many part timers can't make department meetings in person, the department has also been holding at least one meeting per semester on Zoom. We've tried hybrid meetings, but they are a challenge to manage and people online have trouble hearing and participating.

9b. What roles do your program’s staff play on campus and in the off-campus community?

Here is a list of roles faculty members in the department play on campus and beyond:

- Peer Online Course Reviewer, Open Educational Resource Specialist
- Academic Senate: Senators, members of Equity and Diversity Committee, Curriculum Committee, Full Time Faculty Ranking Committee, Program Review Committee, Department Chairs Committee, Student Affairs Committee
- Faculty Association Representatives
- Club Advisors
- Ombuds
- Leads for the Public Policy Institute
- SMMUSD Board of Education Member
- Law Pathways Faculty Lead/Champion
- SJA Appeal Panel member
- ADA/504 Compliance Officer
- Faculty Lead for the SMC Redesign
- Instructional Faculty Lead for the People and Society Area of Interest

- EtAG lead (along with having a good number of participants in EtAgs)
- Men of Color Mentor
- Pride Center Faculty Lead

Students who enroll in Political Science 94 (Law Pathway) and Political Science 95 (Public Policy Program) directly engage with the community as they fulfill the experiential learning course requirements. Serving for a minimum of 30 hours with a law practice, community organization, the office of an elected official, a governmental office (City, School District, County, State or Federal), or a political campaign, students are integrated into these agencies where, among a multitude of activities, they are involved with researching issues, drafting policy resolutions or memos and observing decision-making. The outreach to these organizations is an excellent way to inform these organizations about SMC and the opportunities it makes available to all students. We hear from those who have had students placed in their organizations what an outstanding experience it has been and how impressed they are with SMC students.

Every November, PPI plans a series of events to explore how the arts and cultural affairs inform and influence public policy as well as how important public support and funding for the arts and culture are to the community at large. In the eight years that PPI has been curating these week-long forums, we have reached out to dozens of leaders in the community to speak on panels, make presentations, perform, screen their films, and participate in hands-on activities. The Fall Arts & Cultural Affairs Forum events are always open to the public, free of charge. At venues such as The Broad Stage, Orientation Hall at the Student Services Center, the Theatre Arts Main Stage, SMC's main quad, and many other locations on and off campus, thousands of community members have attended and been enriched by PPI programming.

Every May, PPI plans a week of events centered around one of the curriculum policy areas of concentration: Urban/Socioeconomic Policy, Environmental Policy, Education Policy, Public Health Policy or Arts & Cultural Affairs Policy. Like the Fall Arts & Cultural Affairs Forums, the Spring Symposia are open to the public and provide participants with the opportunity to hear from a myriad of speakers and discuss important issues. Many local (as well as statewide and even national) leaders eagerly agree to be panelists and keynote speakers.

9c. Discuss how your staff's professional activities since the last review period have positively impacted your program.

The activities and roles those in the department fill across campus benefit not just the campus, but also the department in numerous ways.

The outreach the Public Policy Institute and Law Pathway do are excellent ways to inform these organizations about SMC and the opportunities it makes available to all students. We hear from those who have had students placed in their organizations what an outstanding experience it has been and how impressed they are with SMC students. Additionally, PPI's curriculum and programming together students and faculty members from across campus to work on common policy topic and challenges. This has better connected the department to other departments and has better connected disciplines within the department as they work together in these efforts.

Historically, the department has not played much of a role in the area of career education. However, since the last review faculty members in the department participated in the development of a Homeless Certificate Program. This program is expected to prepare students to fill the many unfilled jobs in Los Angeles that will help support the unhoused and help transition them to housing. This effort has opened a door to career education for the department, and helped the department see how it can be part of the career education effort.

The department has had a Faculty Lead/Champion for the Law Pathways Program and, until 2023, a Faculty Leader for the Scholars Program. Both of these programs, at their core, are transfer programs. Given that the department plays an essential role in helping the college meet its transfer mission, having faculty members working in core transfer programs helps keep the department aware of important trends in transfer, and how we can best support students in their transfer goals. This might mean how an understanding of the top transfer majors might impact the courses we offer or it might mean having an understanding of the needs of students in particular transfer programs and how we can help meet those needs.

Having a faculty member lead an EtAG made up of other faculty members from the department was invaluable in creating a community of support committed to common equity goals and practices. Moreover, having additional faculty members participate in additional EtAGs has helped create a common language and a common based of understanding about Equity in the department.

The department has a number of faculty members who play leadership roles in various equity activities and projects at the college. Of course, these faculty members bring important voices to department and discipline discussions. Additionally, they serve as de facto liaisons between the department and the equity efforts at the college.

Finally, a few members of the department have attended NCORE, National Conference on Race Ethnicity, which provides professional development on teaching and equity practices.

9d. What additional areas of professional development and trainings are needed for your staff?

Over the past several years, the department has made a concerted effort to center equity in its efforts to improve its teaching and learning. Faculty members throughout the department have done the Peer Online Course Review, have done the Equitizing Gateway Courses/Equity to Action Groups, and have taken the @One course. Work that has been done in those experiences has become part of the department discussions in meetings and flex days, and serves as a foundation for how the faculty of the department has worked to change its teaching, curriculum, and practices. Department faculty would like the college to make it easier, both in terms of cost and in terms of logistics to be able to attend conferences focused on teaching and equity.

If applicable:

10a. In what professional organizations does your program's staff participate?

N/A

10b. Discuss your staff's grant-funded research and projects.

N/A

10c. Discuss your program's partnerships with regional educational institutions.

N/A

10d. Discuss your program's industry partnerships and relationships.



N/A

10e. Discuss how your faculty are upskilled to address industry and/or curricular changes.

N/A

10f. Provide your program's advisory board membership and meeting dates since the last review period.

N/A

D. Curriculum, Courses, and Scheduling

11. Analyze your program's enrollment trends disaggregated by modality and other course attributes. Reflect on the extent to which your current course offerings and class scheduling practices maximize student success. Include any evidence to support your points. Discuss any changes your department plans to better respond to students' needs.

Enrollments	change in enrollments from Fall 2017-Fall 2023	% change
Department as a whole	from 6,416 to 5,085	-21%
Department on-ground only	from 3,642 to 341	-91%
Department online only	from 2 to 2,131 (data available from 2019-2023)	+106,450%
Department both on-ground and online	from 2,774 to 2,613	-6%
College as a whole	from 33,302 to 26,762	-20%
College on-ground only	from 23,907 to 4,951	-79%
College online only	from 692 to 11,689	+1,589%
College both on-ground and online	from 8,703 to 10,122	+16%

Overall, during the time period, covered in the above table, enrollment in the department and the college has fallen by roughly the same percentage. Also, in both cases, students enrolled in only on-ground classes has fallen significantly, and student enrolled in online only has increased significantly. From these data, one might think we have become an online department and college. However, these data do not tell the whole story. In both the department and the college, a large number of students are taking both on-ground and online classes at the same time. In the department, while the percentage of students taking both on-ground and online classes has slightly fallen during the time period, there are still more students taking both on-ground and online than taking just online. In the college as a whole, students taking both on-ground and online classes has risen significantly in the time period, and nearly matches the number of students taking just online classes. This all may indicate that the department maintain a relatively balanced mix of on-ground and online classes. Also, it should point disciplines in the department toward looking more closely at enrollment trends of particular classes being offered during particular sessions and seeing how to offer a balance of modes that reflects current enrollment trends. One important caveat is that in this current environment of austere scheduling, individual faculty members cannot afford to take risks with the modes of classes they offer for fear of getting classes cancelled. If the department is expected to experiment with modes, the college and Academic Affairs needs to find a way to support that experimentation.

Department enrollment data disaggregated by race						
Fall 2017-Fall 2023 enrollments	Change in on-ground only enrollments	% change	change in online only enrollments	% change	Change in enrollments of students taking both	% change
Asian students	427-17	-96%	0-182		642-226	-65%
Black students	263-21	-92%	0-250		199-184	-8%
Latine/x students	1,591-159	-90%	0-804		797-932	+17%
White students	989-93	-91%	0-663		808-667	-17%
Total	3,270-290	-91%	0-1,899		2,446-2,009	-18%

College enrollment data disaggregated by race						
Fall 2017-Fall 2023 enrollments	Change in on-ground only enrollments	% change	change in online only enrollments	% change	Change in enrollments of students taking both	% change
Asian students	2,840-399	-86%	158-1,224	+675%	1,713-845	-51%
Black students	1,966-353	-82%	62-1,161	+1773%	738-703	-5%
Latine/x students	9,297-1,779	-81%	198-4,227	+2035%	2,825-3,777	+34%
White students	7,630-1,851	-76%	221-3,897	1663%	2,460-2,662	+8%
Total	21,733-4,382	-80%	639-10,509	1,545%	7,736-7,987	3%

Per the above data, the department has had a greater drop in on-ground only enrollments among all students than has the college. While a portion of those enrollments became online only enrollments in both the department and the college, a significant portion became enrollments in both on-ground and online classes. Of particular note, between 2017-2023, the number of Latine/x students taking both on-ground and online classes is up significantly in both the department and the college. During that time, the number Black students taking both on-ground and online classes has dropped a small amount, despite a significant drop in overall enrollment. These data indicate disciplines in the department should be sure to offer an appropriate balance of on-ground and online offerings for its most in demand courses, particularly those courses most in demand among Latine/x and Black students.

Department Course Success Rates						
Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023

Total	70%	73%	74%	77%	83%	70%	77%
On-ground	69%	71%	73%	75%	86%	72%	75%
Online	71%	73%	73%	75%	81%	69%	77%
Difference	+2%	+2%	0%	0%	-5%	-3%	+2%

College Course Success Rates							
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Total	69%	68%	68%	69%	81%	66%	74%
On-ground	68%	68%	67%	67%	80%	65%	74%
Online	72%	72%	72%	75%	82%	68%	75%
Difference	+4%	+4%	+4%	+8%	+2%	+3%	+1%

Per the above, the overall success rates for students taking classes in the department tend to be slightly higher than the success rates for the college as a whole. Overall, the discrepancy between how students are doing on-ground vs. how they are doing online is relatively minimal over time. As the college and department moved to more online offerings students tended to do slightly worse in online courses. However, 2023 may indicate that the trend has reverted to success rates similar to what they were before COVID.

Course Success Rates - Asian Students (department)							
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Total	75%	83%	82%	85%	89%	77%	83%
On-ground	70%	82%	83%	83%	91%	83%	85%
Online	86%	87%	82%	87%	89%	76%	83%
Difference	+14%	+5%	-1%	+4%	-2%	-7%	-2%
Course Success Rates - Asian Students (College)							
Total	78%	77%	77%	78%	88%	73%	80%
On-ground	77%	77%	75%	76%	87%	72%	79%
Online	83%	80%	81%	82%	89%	75%	82%
Difference	+6%	+3%	+6%	+4%	+2%	+5%	+3%

Per the above, success rates for Asian students taking classes in the department tend to be higher in the department than the success rates for Asian students in the college as a whole. Prior to COVID, Asian students taking classes online in the department and in the college tended to do better online than on-ground. Since COVID, Asian students taking classes online in the department tend to succeed at slightly lower rates than Asian students taking classes on-ground in the department. This contrasts with the college as a whole, in which Asian students taking classes online continued to succeed similarly to how they did prior to COVID.

Course Success Rates - Black Students (department)							
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Total	54%	57%	58%	64%	73%	56%	68%
On-ground	57%	59%	60%	70%	84%	62%	66%
Online	47%	54%	53%	55%	69%	54%	69%
Difference	-10%	-5%	-7%	-15%	-15%	-8%	+3%
Course Success Rates - Black Students (College)							
Total	55%	55%	54%	57%	70%	52%	63%
On-ground	56%	56%	55%	56%	71%	53%	65%
Online	53%	49%	50%	61%	70%	53%	63%
Difference	-3%	-7%	-5%	5%	-1%	0%	-2%

Per the above, success rates for Black students taking classes in the department tend to be higher than success rates for Black students in the college as a whole. Over time, Black students taking classes in the department have higher success rates in on-ground classes than they do in online classes. This contrasts with Black students in the college as a whole, whose success in online classes prior to COVID were slightly worse than their success rates on-ground. Since COVID, Black students in the college as a whole tend to do about the same online or on-ground. It's difficult to draw strong conclusions about the trends in the department because the raw numbers of Black students are small enough that a few students can impact the success rates. That said, over the past few years, we have seen the difference between the success of Black students in on-ground vs. online classes in the department get smaller. This is something for us to watch. Additionally, the difference between the success of Black students in online and on-ground classes in the department is greater in the department than in the college. This, also, is something for us to consider. Disciplines should look at specific classes to see if this trend is identifiable in specific classes. Then, disciplines may need to consider what would be an appropriate ratio of online to on-ground classes. Also, after disciplines dive into the course level data to see what the discrepancies look like at that level, the department should engage in professional development activities that focus specifically on equitable practices in online teaching. This professional development ought to be done at the department level and ought to focus on the disciplines in the department.

Course Success Rates - Latine/x Students (Department)							
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Total	62%	64%	66%	68%	77%	62%	69%
On-ground	64%	64%	67%	69%	81%	66%	70%
Online	55%	61%	63%	67%	74%	61%	70%
Difference	-9%	-3%	-4%	-2%	-7%	-5%	0%

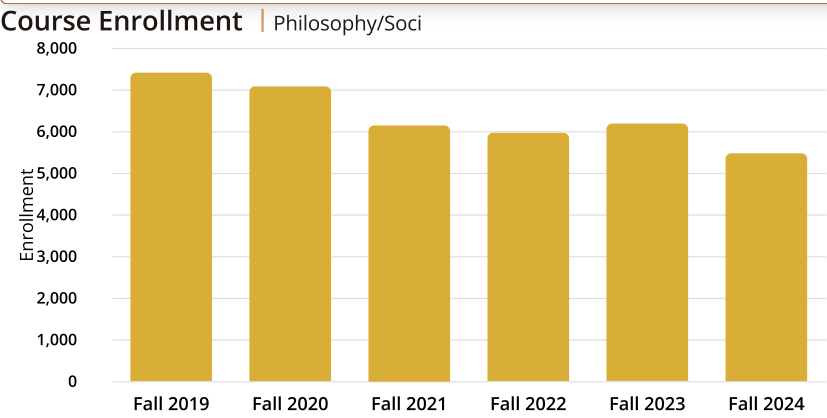
Course Success Rates - Latine/x Students (College)							
Total	61%	60%	60%	61%	75%	58%	67%
On-ground	62%	60%	59%	59%	74%	56%	66%
Online	62%	64%	64%	69%	77%	62%	70%
Difference	0%	+4%	+5%	+10%	+3%	+6%	+4%

Per the above, success rates for Latine/x students taking classes in the department tend to be a bit higher than success rates for Latine/x students in the college as a whole. Over time, Latine/x students taking classes in the department have higher success rates in on-ground classes than they do in the department's online classes. This contrasts with Latine/x students in the college as a whole, whose success in online classes tends to be a bit better than their success on-ground classes. This data suggests disciplines in the department ought to consider its ratio of on-ground to online offerings. A proper balance of offerings, particularly if those offerings focus on the demands and needs of Latine/x students in the disciplines could be one tool in the effort to close equity gaps. Also, the department should engage in professional development activities that focus specifically on equitable practices in online teaching. This professional development ought to be done at the department level and ought to focus on the disciplines in the department.

Course Success Rates - White Students (Department)							
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Total	79%	79%	82%	83%	90%	80%	84%
On-ground	79%	79%	81%	83%	93%	81%	81%
Online	80%	80%	85%	84%	89%	79%	85%
Difference	+1%	+1%	+4%	+1%	-4%	-2%	+4%

Course Success Rates - White Students (College)							
Total	77%	77%	76%	78%	89%	76%	81%
On-ground	77%	76%	75%	77%	89%	75%	82%
Online	80%	80%	82%	81%	91%	78%	81%
Difference	+3%	+4%	+7%	+4%	+2%	+3%	-1%

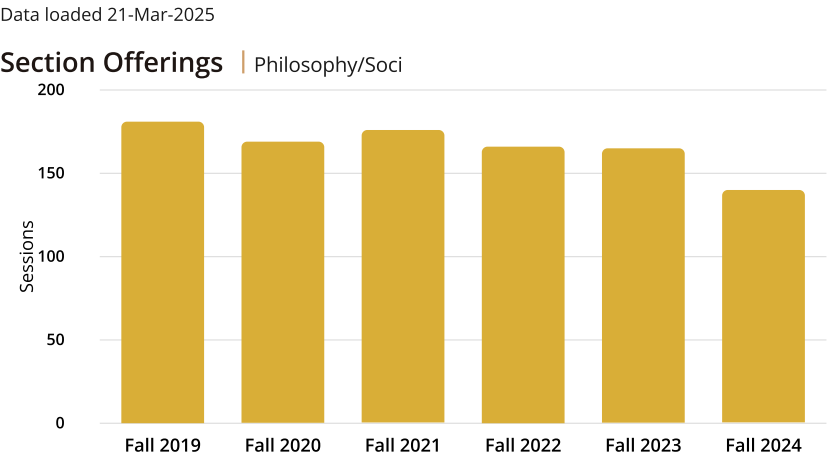
Per the above data, White students succeed at a slightly higher rate in the department than they do in the college as a whole. The difference between success rates on-ground and online are minimal. Overall, in the department and in the college, White students tend to do slightly better in online classes than in on-ground class. But, the difference, either way, is not significant.



Measures: Enrollment

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Measures	7,420	7,091	6,153	5,976	6,199	5,485

Summary



Measures: Sessions

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Measures	181	169	176	166	165	140

Summary

Data loaded 21-Mar-2025

12. What institutional support do you need to create a more equity-minded and student-centered curriculum, course offerings, and class schedules?



Professional development opportunities focused on our equity plan. Conference funding for conferences specifically focused on equity. Help from IR in studying who's taking what classes and when broken down by race.

13. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

During the two summers following when we handed in our previous review, the department developed the following equity plan:

**Principles and Practices for Equity, Inclusion and Empowerment in the Social Sciences**

The Department of Philosophy and Social Science developed a set of principles and practices in the social sciences to welcome a diverse population of students by increasing the quality, relevance, and accessibility of our content, instruction, and assessment to empower students to engage with their world, their community, their peers and their learning process to increase their sense of belonging in their courses, in their discipline and with the instructor.

**Make Content Relevant** *Persistence and success in college is a function of students’ perception of how relevant or useful the content is to their own lives (National Academies of Sciences, Engineering, and Medicine, 2017).*

- Relate content to students’ lived experiences (especially experiences of racially minoritized students)
- Localize content (localize resources, lecture material, video, assignments, social issues, or address local communities, events ...)
- Use examples that center people of color, working-class communities, women, people with disabilities, LGBTQ+, other minoritized groups/experiences, and their intersections.
- Integrate scholarship, research, voices, artifacts of people of color and other minoritized groups
- Strategically order content to center people of color and other minoritized groups and broaden the lens of inquiry
- Present alternative perspectives/approaches/paradigms for understanding/analyzing the content
- Emphasize critical thinking and problem solving over memorization and algorithms

**Make Content Accessible/Approachable** (through transparent, clear, explicit instructions/guidance) *Eddy and Hogan (2017) found that all students appreciate and thrive from additional structure, but African American and first-generation students tend to benefit disproportionately, at least in STEM disciplines.*

- Include unit level objectives in each module
- Provide multiple ways to learn (reading, lecture, video, discussion, collaboration, field work, service learning)
- Provide insight into content (what are the major points, why did you include, why should students care about this ...)
- Provide instructions on how to meaningfully interact with content (what should students do with the content?)
- Provide opportunities for deliberate practice to develop skills and proficiencies
- Provide (or advocate for) interventions/resources that support learners and equity (embedded tutors, supplemental instruction, deliberate practice, links to tutoring, writing center ...)

**Make Assessment Accessible/Approachable** *For every teaching decision you make, ask yourself, “Who is being left out as a result of this approach?” (Sathy and Hogan, 2019)*

- Set clear expectations and consistent, academic standards (provide deadlines, describe assessment methods, provide grading rubric or detailed grading criteria for assignments)
- Use a variety of assessments (formative and summative)
- Offer multiple ways to demonstrate learning (traditional tests & quizzes with a variety of types of questions, papers, discussions, group work, presentations, demonstrations)
- Offer frequent low stakes assessments at regular intervals (with feedback)
- Include directions on where (and when) to find feedback and explain to students how they should use that feedback
- Provide instructions on how-to-complete and how-to-be-successful on assessments
- Provide opportunities for deliberate practice, self-assessment
- Align assessments with unit level and course level objectives, and student learning outcomes, and assess in the same manner in which you teach.
- Use extra credit sparingly (out of concern for equity), include extra credit policy and opportunities on your syllabus (for transparency and equity), and align extra credit with unit and course level objectives
- Monitor and adjust (via anonymous surveys, periodic check-ins, thorns & roses)
- Provide, where/if appropriate, assessments that mirror what is done in the field (like policy briefs in public policy or qualitative surveys in sociology)

**Integrate Regular Communication & Interaction** (to build and strengthen an inclusive learning community) *According to Booker (2016), “when students share a sense of psychological membership with classmates and instructors, they are willing to take risks and challenge themselves ... and the reward for such behavior is greater confidence in one’s ability, higher academic performance, and positive peer relationships.”*

- Initiate regular and effective interaction with students
- Employ multiple communication methods (in person, via email, office hours, announcements, etc.)
- Explain to students, how and when you will be communicating with them (include office hours, response times via email, etc.)
- Facilitate regular student engagement with the course content
- Encourage regular student-student interaction (collaboration, peer review, discussion, group work, debate)
- Be approachable and available

**Create a More Welcoming Climate** (by adopting practices that reflect high values with respect to diversity, equity, and inclusion.) *Luke Wood (2016), reported that academic and social disengagement among black male collegians, which may lead to overall poor performance, represents a failure of colleges and universities to create collegiate environments that facilitate positive student engagement.*

- Update webpages to be more welcoming and include equity principles
- Revise course titles and course descriptions to include more descriptive and student friendly language
- Integrate equity principles and practices into the Course Outline of Record
- Include a welcome to the social sciences online letter to students
- Include a welcome to the discipline online letter to students
- Include a welcome to (individual) courses online letter to students
- Be approachable and available

Support and Promote Culturally Relevant Courses (including the creation of new courses as appropriate.)

E. Evaluation, Effectiveness, and Equity:

Course Success and Retention: Indicate your program's chosen level of analyses for the review (choose one):

Highest enrolled course(s)

14a. Analyze your program’s course success and retention against your program’s institution-set standards (minimum threshold, as defined by program/department) and improvement goals. Discuss any significant changes/trends over time. Include your program’s plans to improve course success and retention.

For the sake of the below analysis, the department's highest enrolled courses are Economics 1, Economics 2, Philosophy 1, Political Science 1, Sociology 1, and Women's and Gender Studies 10.

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Overall Average
Course Success Rates for College	69%	68%	68%	69%	81%	66%	74%	71%
Asian Students	78%	77%	77%	78%	88%	83%	80%	79%
Black Students	55%	55%	54%	57%	70%	52%	63%	58%
Latine/x Students	61%	61%	60%	61%	75%	58%	67%	63%
White Students	77%	77%	76%	78%	89%	76%	81%	79%
Equity Gap	-23%	-22%	-23%	-21%	-18%	-24%	-18%	-21%

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Institution-Set Standard (overall avg minus 10%)
Economics 1 Success Rates	58%	64%	68%	70%	76%	63%	71%	57%
Asian Students	66%	78%	83%	81%	87%	74%	80%	
Black Students	25%	48%	36%	44%	60%	49%	61%	
Latine/x Students	40%	47%	54%	60%	67%	52%	60%	
White Students	70%	69%	74%	78%	86%	74%	76%	
Equity Gap	-50%	-30%	-47%	-37%	-27%	-25%	-19%	
Improvement Goal for All	78%							
(avg for highest performing group)								

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Institution-Set Standard
Economics 2 Success Rates	62%	70%	70%	73%	74%	64%	79%	60%
Asian Students	66%	86%	71%	84%	83%	76%	81%	
Black Students	40%	37%	51%	57%	61%	62%	64%	
Latine/x Students	53%	50%	55%	61%	65%	54%	71%	
White Students	71%	72%	80%	80%	82%	70%	85%	
Equity Gap	-31%	-49%	-29%	-27%	-22%	-14%	-21%	
Improvement Goal for All	78%							

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Institution-Set Standard
Philosophy 1 Course Success Rates	69%	74%	71%	81%	94%	72%	78%	67%
Asian Students	79%	81%	80%	86%	98%	64%	85%	
Black Students	48%	60%	50%	62%	79%	56%	67%	
Latine/x Students	58%	62%	60%	76%	91%	61%	68%	
White Students	82%	81%	81%	84%	97%	85%	86%	
Equity Gaps	-34%	-19%	-31%	-24%	-21%	-29%	-21%	
Improvement Goal for All	85%							

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Institution-Set Standard
Political Science 1 Course Success Rates	75%	76%	78%	83%	84%	74%	81%	69%
Asian Students	84%	90%	86%	81%	84%	84%	84%	
Black Students	56%	70%	62%	82%	75%	58%	74%	
Latine/x Students	70%	65%	70%	77%	80%	70%	74%	
White Students	79%	82%	85%	88%	94%	80%	88%	
Equity Gaps	-28%	-20%	-24%	-6%	-19%	-26%	-14%	
Improvement Goal for All	85%							

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Institution-Set Standard
Sociology 1 Course Succes Rates	74%	75%	78%	78%	83%	71%	77%	67%
Asian Students	84%	82%	89%	91%	87%	80%	87%	

Black Students	60%	56%	59%	64%	78%	60%	64%
Latine/x Students	65%	67%	70%	67%	77%	62%	69%
White Students	85%	86%	91%	88%	90%	84%	89%
Equity Gaps	-25%	-30%	-32%	-24%	-22%	-24%	-25%
Improvement Goal for All	88%						

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Institution-Set Standard
Women's Gender Students 10 Course Success Rates	84%	88%	88%	84%	90%	78%	81%	75%
Asian Students	82%	100%	86%	94%	86%	50%	69%	
Black Students	83%	86%	79%	71%	91%	50%	75%	
Latine/x Students	82%	85%	79%	76%	87%	71%	82%	
White Students	91%	88%	97%	95%	94%	88%	85%	
Equity Gaps	-8%	-2%	-22%	-24%	-3%	-28%	-10%	
Improvement Goal for All	91%							

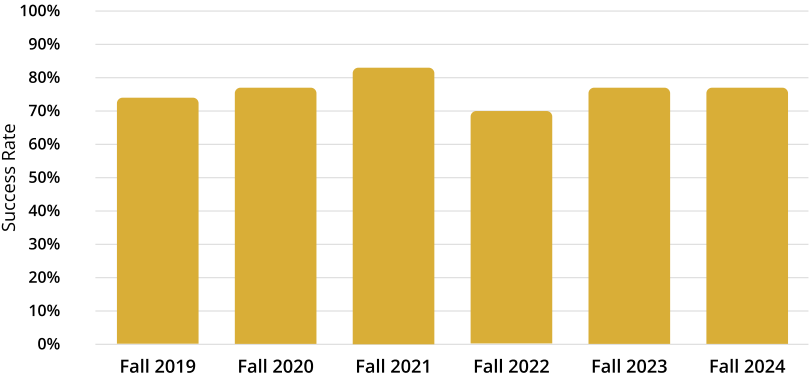
It's difficult to draw strong conclusions from the above percentages because the data used to produce those data present some challenges. For instance, due to Covid and enrollment trends, N varies significantly from year to year. Also, at times, N for certain groups and in certain classes is low, so small changes in N can produce large changes in percentages.

Nonetheless, there do seem to be some trends that ought to be noted. Economics appears to have made gains in increasing its success rates and decreasing its equity gaps from 2017-2023 in both Econ 1 and Econ 2. To a lesser extent and to a less consistent extent, this seems to be true in all the highest enrolled courses in the department. In Econ 1, the overall average success rate during these seven years is just below the college average, and in Econ 2, it is about the same as the college average. In Phil 1, POSC 1, and Soc 1, the overall average success rate is higher than the college by 6%, 8%, and 6%, respectively. In WGS 10, the overall average success rate is 14% higher than the college.

Of course, despite those improvements, we have a ways to go if we are to erase the equity gap and achieve the improvement goal in each of the above high enrolled courses.

Some of the things that likely contributed to increased success rates and decreased equity gaps are some of the same things that will guide us as we move forward. Over the past several years, the department has made a concerted effort to center equity in its efforts to improve its teaching and learning. Faculty members throughout the department have done the Peer Online Course Review, the Equitizing Gateway Courses/Equity to Action Groups, and the @One courses. Work that has been done in those experiences has become part of the department discussions in meetings and flex days, and serves as a foundation for how the faculty of the department has worked to change its teaching, curriculum, and practices.

Course Success Rates | Philosophy/Soci



Measures: Success Rate and Success Count and Attempts

	Fall 2019			Fall 2020			Fall 2021			Fall 2022			Fall 2023			
	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate
Measures	74%	5,500	7,420	77%	5,430	7,089	83%	4,369	5,273	70%	4,177	5,967	77%	4,470	5,792	77%

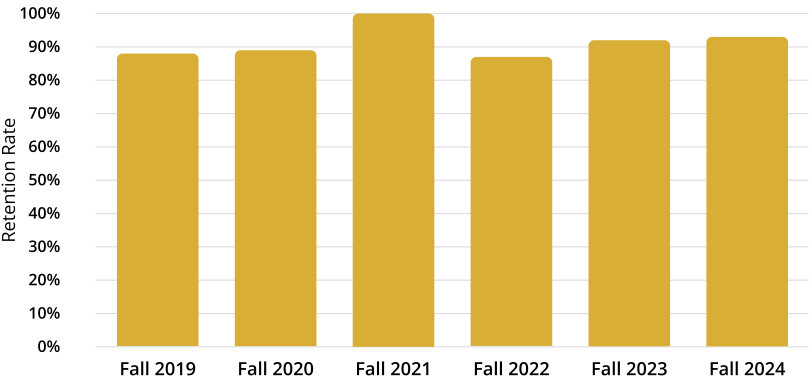
Summary

Credit Courses Only

Data loaded 21-Mar-2025

Course Retention Rates | Philosophy/Soci

Limits: Course Credit Type Credit, Degree Applicable, Credit, Not Degree Applicable Course Retention Not Retained, Retained



Limits: Course Credit Type Credit, Degree Applicable, Credit, Not Degree Applicable Course Retention Not Retained, Retained

Measures: Retention Rate

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Measures	88%	89%	100%	87%	92%	93%



Data loaded 21-Mar-2025

14b. Disaggregated data: Which racial/ethnic student group completes their courses at the highest rates? Which racial ethnic groups experience the largest gaps when compared to the highest performing group? Analyze the trends across the last review period.

Average Retention Rates for the Highest Enrolled Courses from Fall 2017-Fall 2023 Disaggregated by Race	Overall Average	Asian Students	Black Students	Latine/x Students	White Students	Equity Gap
Economics 1	89%	92%	81%	84%	90%	11%
Economics 2	91%	93%	84%	88%	90%	9%
Philosophy 1	86%	88%	79%	81%	91%	12%
Political Science 1	91%	94%	87%	89%	92%	7%
Sociology 1	91%	92%	86%	89%	94%	8%
Women's and Gender Students	93%	88%	90%	93%	94%	6%
Retention Rates for the College	86%	90%	81%	84%	89%	9%

Comparing our highest enrolled classes to the college as a whole, our courses tend to have higher average retention rates for all groups. Moreover, over the course of those seven years, the retention rate for all groups has gotten closer and the gap has gotten smaller.

However, as with success rates, we want to close these gaps and achieve equity for all groups' retention. As discussed in the previous section, work that has been done in the experiences mentioned in the previous section has become part of department discussions in meetings and flex days, and serves as a foundation for how the faculty of the department has worked to change its teaching, curriculum, and practices.

14c. Equity Gaps: What factors might be contributing to the equity gaps? Consider factors that relate to people, programs, practices, and policies in the classroom, program, or college.

Some external factors that could be contributing to retention gaps include challenges of accessing classes, either on campus or online, challenges of providing child care, unpredictable work schedules. Some of the things faculty members in the department have done to help support and welcome students include some of the following. Some do welcome surveys to learn about the challenges students face and needs they have in taking their courses. These surveys are used to help personalize the kinds of support and communication the faculty use with students. Some make a concerted effort to explicitly inform students of support and basic needs services available at the college. The faculty has worked to include diverse voices in the curriculum and to welcome students with whatever experiences they bring. The faculty has found ways to get more flexibility into their policies, which include also finding ways to ensure students have enough structure to know how to navigate courses and their expectations. The faculty has worked on ways to more proactively reach out to students individually to better understand them and how they might best be supported in classes. In a general sense, the faculty have looked for ways to be more friendly, understanding, and welcoming.

14d. What else does your program need to know to better understand how to address equity gaps in your program's course success and retention rates?

We need help to better understand specific structural challenges individual students in our classes and students in the aggregate are facing when taking our classes. We'd like to know from students, perhaps through focus groups with students who don't stay in classes members, why they don't stay in our class. Members of the department should look at their individual success and retention data to look for positive trends in equity. Then, they can share their practices at department and discipline meetings.

SLO Mastery Rates:

15a. Description of process: Describe your program's processes and practices for defining, assessing, and analyzing learning outcomes. Include a discussion of how your program uses the results of SLO data to inform course and program improvement efforts.

The disciplines of Economics, Philosophy, Sociology, and Women's and Gender Studies assess and analyze all three of their course SLOs every semester: academic behaviors, content learned, and critical thinking. The disciplines of Political Science and Women's and Gender Studies assesses those three and a fourth: authentic engagement in the course material. All SLOs are assessed every semester in every course. Discussions are regularly had at both the Discipline and Departmental level. Several Department-level Program Review meetings were largely devoted to these data. It should also be noted that more informal discussions occur daily between faculty members. Because all of our classes have the same three SLOs, we can constantly compare our success rates on SLOs and question why some of us have higher rates than others. SLO 1 in every course assesses academic behaviors like integrity. SLO 2 is always assessed by knowledge acquisition. The third SLO in every course is critical thinking.

A couple things characterize the department's approach to SLOs. One, they are intentionally general. SLO 1 assesses academic behaviors, but does not specifically define or list behaviors because those may vary by discipline and instructor. We agree that we want to cultivate certain behaviors in each of our disciplines and classes because those behaviors will lead to current and future academic and professional success. However, we respect that the specific behaviors and how those behaviors will be assessed will vary. Fruitful discussions about the specifics occur at the discipline level and even more specifically among those who teach a specific course. SLO 2 assesses acquired knowledge, SLO 3 assesses critical thinking, and SLO 4 assess authentic engagement. As with SLO 1, we all want students in our classes to acquire certain knowledge and to learn how to engage in various forms of critical thinking, and in a couple disciplines we also want students to authentically engage. However, we respect that what students will know and how they will think will vary from discipline to discipline, course to course and, even sometimes, from section to section. The generality of our approach to SLOs allows for the faculty to use their academic freedom to pursue outcomes in ways that best reflect their professional expertise and skill set. Two, they are designed for students who plan to transfer, and who are likely to transfer majoring in disciplines other than those in our department. The department generally agrees that we are teaching to prepare students with the behaviors, knowledge, and skills they will need to succeed wherever they transfer. We want our students to learn what it looks like to engage in college courses in a way that will prepare them for success. We want our students to learn how to learn new ideas and information. We want our students to learn how to apply the theories and concepts they learn to the changing world around them. They need to do this not as experts in any particular discipline, but as learners who can learn in new and varied disciplines and environments.

The benefit of having SLOs that are general and designed for transfer students is that we can have ongoing, cross-discipline discussions about student learning and about our teaching. We can learn from each other and improve together, even when we are not teaching the same things. A good example of the benefit of this are the "Principles and Practices for Equity, Inclusion and Empowerment in the Social Sciences" that are included in the Curriculum section above.

15b. Most salient findings: Describe the most salient results of course or program SLO mastery rates data over the last review period, including results of disaggregated data. Include a discussion of how the results will be used to improve student learning.

	2020	2021	2022
College Course SLO Mastery Rates	88%	86%	85%
College Course SLO Mastery Rates - Asian Students	92%	89%	88%
College Course SLO Mastery Rates - Black Students	81%	78%	78%
College Course SLO Mastery Rates - Latine/x Students	83%	81%	81%
College Course SLO Mastery Rates - White Students	92%	92%	90%
Department Course SLO Mastery Rates	89%	88%	88%
Dept SLO Mastery Rates - Asian Students	93%	91%	93%
Dept SLO Mastery Rates - Black Students	81%	85%	81%
Dept SLO Mastery Rates - Latine/x Students	85%	82%	84%
Dept SLO Master Rates - White Students	95%	93%	95%

For each group, mastery rates are higher than the college as a whole, but like the college, there is a gap between the highest performing group and the lowest performing group.

	2020	2021	2022
Economics Course SLO Mastery Rates	86%	86%	83%
Asian Students	92%	89%	94%
Black Students	79%	84%	91%
Latine/x Students	81%	79%	73%
White Students	90%	94%	92%

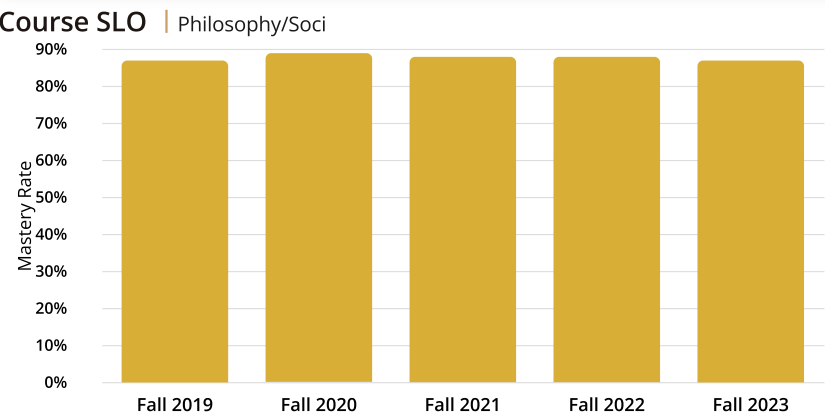
	2020	2021	2022
Philosophy Course SLO Mastery Rates	94%	95%	91%
Asian Students	97%	97%	88%
Black Students	82%	92%	77%
Latine/x Students	90%	91%	89%
White Students	97%	97%	94%

	2020	2021	2022
Political Science Course SLO Mastery Rates	87%	82%	88%
Asian Students	89%	87%	94%
Black Students	86%	71%	80%
Latine/x Students	83%	78%	85%
White Students	91%	94%	93%

	2020	2021	2022
Sociology Course SLO Mastery Rates	92%	925	91%
Asian Students	96%	97%	96%
Black Students	91%	93%	92%
Latine/x Students	87%	87%	88%
White Students	97%	97%	94%

SLO Course Mastery Rates for Women's and Gender Studies from 2020-2022 are unavailable

These data will be used in department discussions to consider what efforts and pedagogical approaches might be contributing to certain patterns in the department and in certain disciplines. Similarly, disciplines will use these data to drill down more specifically to the course level. The process used to engage SLOs was discussed in the previous section.



Measures: Mastery Rate and Successes and Attempts

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
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	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts
Measures	87%	11,449	13,228	89%	11,125	12,437	88%	8,029	9,137	88%	8,292	9,424	87%	5,135	5,912

Summary

Data loaded 23-Aug-1970

Degrees and Certificates:

16a. Analyze your program’s degree and certificate award trends against your department’s institution-set standards (minimum threshold) and improvement goals. Document any significant changes or trends over the last review period.

From 2020-2023, Public Policy awarded 55, 65, 45, and 45 AA degrees. Asian students earned 8, 6, 4, and 3. Black students earned 5, 6, 1, and 5. Latine/x students earned 25, 34, 28, and 24. White students earned 15, 13, 6, and 9.

Women's, Gender, and Sexuality Studies awarded 1, 1, 0, and 0 AA degrees

From 2020-2023, Economics awarded 54, 66, 45, and 45 AA-T degrees. Asian students earned 18, 13, 9, and 6, Black students earned 1, 0, 1, and 2. Latine/x students earned 12, 20, 15, and 11. White students earned 10, 9, 16, and 23.

From 2020-2023, Political Science awarded, 115, 118, 92, and 95 AA-T degrees. Asian students earned 16, 10, 11, 9. Black students earned 5, 4, 3, 6. Latine/x students earned 47, 51, 39, and 36. White students earned 37, 38, 25, and 31.

Social Justice Studies (Women, Gender, and Sexuality) awarded 5, 10, 7, and 9 AA-T degrees. Asian students earned 0, 0, 0, and 1. Black students earned none. Latine/x students earned 3, 9, 3, and 5. White students earned 5, 10, 7, and 6.

From 2020-2023, Sociology awarded 29, 59, 80, 77, and 67 AA-T degrees. Asian students earned 2, 2, 2, and 8. Black students earned 2, 6, 6, and 5. Latine/x students earned 46, 58, 44, and 32. White students earned 6, 9, 13, and 15.

Total departmental AA-T degrees awarded during those years were 233, 270, 235, and 229.

From 2020-2023, Public Policy awarded 29, 37, 40, and 23 certificates. Asian students earned 4, 5, 2, and 1. Black students earned 2, 6, 2, and 3. Latine/x students earned 13, 15, 22, and 9. White students earned 5, 8, 10, and 5.

At a department level, degrees and certificates are not driving factor for our work. Students taking courses in the department do so for the purpose of fulfilling transfer requirements and the vast majority of students in our classes are taking them to transfer in a major other than one in a department discipline. We want to make sure students have the classes they need from our department to meet their GE and transfer requirements.

The one area where the degree and certificates carry some importance is Public Policy.

From 2020-2023, Asian students earned 10% of AA degrees in Public Policy. Black students earned 8% of AA degrees. Latine/x students earned 53% of degrees. White students earned 21% of degrees

From 2020-2023, Asian students earned 9% of certificates in Public Policy. Black students earned 10% of certificates. Latine/x students earned 46% of certificates. White students earned 22% of certificates.

With such small numbers, we are not certain it is worth offering some of these degrees. Though, they do no harm, so there doesn't seem to be a great reason to get rid of them. At a discipline level, we are not clear on the value of the AA-T degree. That is, while we certainly want to prepare students to transfer and to transfer in the major they choose, disciplines have little control over the AA-T's or what's in them. To answer some of the questions in this section and whether we should be invested in these degrees at the discipline level, perhaps we'd need to ask students what they see as the value of the degree. Most of our courses contribute to GE patterns, and most of the students in our courses are not in them for their majors, but to fulfill GE requirements.

Degrees and Certificates | Philosophy/Soci

Measures: Degrees and Certificates

Award Type Detailed	Program Title	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Public Policy	43	55	65	45	45	20
	Women's, Gender, and Sexuality Studies	5	1	1	0	0	0
	Total	48	56	66	45	45	20
A.A.-T	Economics	38	54	61	59	58	75
	Political Science	86	115	119	92	95	104
	Social Justice Studies: Women, Gender, and Sexuality	0	5	10	7	9	6
	Sociology	29	59	80	77	67	80
	Total	153	233	270	235	229	265
Cert 16 to 29 Units	Public Policy	25	29	37	40	23	20
	Total	25	29	37	40	23	20
Total		226	318	373	320	297	305

Summary

Data loaded 23-Aug-1970

16b. Which student racial/ethnic groups disproportionately earn more awards in your program? Which racial/ethnic groups earn disproportionately fewer degrees and certificates?

N/A

16c. Based on your analyses, what changes is your program exploring, including addressing any equity gaps?

N/A

If applicable:

17a. Labor Market Data: Discuss the labor market demand for your program. What is the gap between demand and supply? How does labor market data inform your overall program planning?

N/A



17b. Additional Assessment: Describe the results of any additional assessment or evaluation your program conducts and how the findings inform program planning and improvement.

N/A

## F. Your Program’s Past and Future

### Past Action Plan:

18. Discuss the progress made on the action plan and objectives from your program’s last review.

This is action plan the department established in it's previous report in 2020:

"Currently, there is, statewide, a growing emphasis on three things: (1) accountability, (2) preparing students for the workforce and (3) online education. Consequently, the College and the Department will need to do three things extremely well. First, we will need to conscientiously review data on student retention, success, grade point average, and SLO assessment results and base our curriculum and pedagogy on these outcomes data. Second, we will need to expend greater efforts to help our students see the value of our course material to their lives and career goals. We do these things now, but we will need to do them even better. Third, more attention needs to be paid to the quality of our online offerings and the College needs a plan that lays out how many online courses and sections we offer, in what semesters, and why. Finally, we need to focus our time and energy to even a greater extent on helping our students develop the skills needed to successfully engage in the 21st Century: critical thinking and effective communication. In short, the Department of Philosophy and Social Science would like to play an integral role in the fullest development of our students. Our students are currently facing existential threats that require them to bring integrity, honesty, and skills to the great work ahead of them. We need to help prepare them for these challenges. The members of this Department take our work very seriously"

As discussed previously in the report, we have met the first plan and do so on a regular and ongoing basis. We have met the second plan in developing our department's equity plan, which was included above in the review, and in continuing efforts to implement the plan across courses in the department. We have met the third plan also through the development and implementation of various components of the equity plan.

### Future Action Plan:

19a. Considering your program’s past plan and this review’s findings, what challenges and concerns need to be addressed in the next review period?

The department will continue to work towards closing equity gaps and achieving improvement goals.

Disciplines in the department can work to better understand Areas of Interest and what role we as instructors can play in supporting the Aol effort and in helping students see where they can go with the Aol's connected to the department.

The department will explore how to ensure course offerings and the formats for those offerings meet student needs.

19b. Identify 1 – 5 goals for your next review period’s Action Plan to address your program's challenges and concerns. Label the goals Ongoing, Revised, or New.

1. Revisit the department's equity plan. Affirm, remove, and/or change any aspects of the existing plan. Add new parts to the plan, if deemed necessary. Additionally, we will discuss ways the people have used the plan and integrated components of it into their classes (ongoing)
2. Meet with Aol counselors and develop approaches to advance and support department-related Aol's. We will explore ways to better engage on a regular basis with the student services side of the institution (ongoing)
3. Since the pandemic, student success has improved in online courses in the department, particularly among Black students, compared to success rates before the pandemic. We will pursue a research project to better understand why this might be the case in online courses post-pandemic. (new)
4. The department also will pursue a research project to better understand the balance of online and on ground offerings we ought to have, as well as the proper balance of long-term and short-term classes during the regular semesters (new)
5. The department will use the strengths that its interdisciplinarity gives it to develop and enhance pedagogy across disciplines and formats (ongoing)

## G. Resources and Budget

20. What are the most critical resources needed to implement your program’s Action Plan in the next review period?

The decision to not hire a new political scientist despite the loss of two long term tenured faculty members due to retirement was a big blow to the discipline and the department, and our ability to pursue the kinds of goals we list in our action plan. Trying to save money through attrition means that we are being asked to do the same things with fewer resources. Political Science is an incredibly efficient discipline. Such efficiency serves the college's bottom line (and somewhat hides out true need), but strains the discipline's ability to do all the reflective work we want to do in order to better serve students. To shrink a discipline not because of lack of demand or lack of relevance, but simply to save money will not be without impact on our ability to effectively serve students and the institution. This could be a broader problem felt throughout the department, as we have several full time faculty members close to retirement. We cannot simply backfill those positions with part timers and expect the department to effectively do the kind of work we need to do to meet ours and the college's educational goals.

21. If additional resources are needed to implement your Action Plan, what new funding sources and/or budget reallocations is your program exploring?

We are willing to work with the college and the foundation to develop and pursue things like endowed chairs that can be funded with private moneys, not from the general fund, if it will help sustain the full time faculty in the department.

This form is completed and ready for acceptance.