

Beta Annual Program Review Questions 2019

I. PROGRAM DESCRIPTION: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

*Note: If no changes have occurred, copy and paste from last year's review.
If it exists, feel free to copy the brief description of your program from the college catalog:
<http://www.smc.edu/CollegeCatalog/Pages/default.aspx>*

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 has both an *academic* and *applied* focus with a strong commitment to interdisciplinary study, experiential learning, and service to the larger community. The faculty and courses housed in the Department of Philosophy and Social Science seek to inspire students to be fully engaged in the world in which we live and actively encourage personal engagement that is directed toward community empowerment, equity, and social justice.

II. PARTNERSHIPS:

(CTE only):

Part 1:

Industry advisory meeting dates and attendance for 2018-2019. Insert additional rows as needed:

Date of meeting	# of SMC attendees	# of non-SMC attendees

Part 2:

Employer partnerships/collaborations in 2018-2019 (insert additional rows as needed):

Employer Name	Type of partnership or collaboration: <ul style="list-style-type: none"> • Advisory attendance • Internship site • Donations • Job placement • Other 	Optional: Additional information about partnership or collaboration

III. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES):

Identify the original objectives from your last review as well as any new objectives that have emerged since then (if applicable).

For each objective, determine status and explanation for status.

Objective	Status	Status Explanation
Increase student completion and success by helping students build confidence and self-efficacy.	Ongoing	This will always be an objective.
Increase student completion and success by helping students build confidence and self-efficacy.	Ongoing	Increasing the number of classes using experiential learning is a challenge.
Increase Women's & Gender Curriculum	Ongoing	We have already added two new classes: Intro to LGBTQ Studies and Women in the Economy.
The Department has applied for a Margins of Excellence grant to bring in experts to conduct faculty workshops on teaching remedial writing.	Completed	
The philosophers are seeking to develop a strong 21 st century critical thinking curriculum	Completed	A new course on critical thinking has been developed and we are seeking to have it meet the IGETC critical thinking requirement.

Pathways Mapping	Completed	
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IV. ACHIEVEMENTS:

(Optional) List any notable achievements your program accomplished in the last year.

The Department has devoted the entire 2018 – 2019 academic year to equity. We have held Department Meetings on creating an Equity Syllabus, Writing a Social Justice and Equity Statement for the Department, Writing Individual Social Justice and Equity Statements, Being White Allies, and equity pedagogy.

The Department now has a Tech Talk at almost every Department Meeting where we discuss the latest technologies.

The Public Policy Institute held its seventh very successful Fall Arts Forum and in the Spring, PPI held its ninth Spring Symposium. These Symposiums bring together the entire College and larger community.

We have revamped our individual faculty Bio pages along with our Department and Discipline pages.

V. ASSESSMENT AND EVALUATION

Part 1: Outcomes and Evaluation Results

- A. Reflect on the outcome assessment (PLO, SLO, UO) data that your program reviewed in the current year (2018-2019) that have yielded **notable** or **actionable** findings. Insert additional rows as needed.

Note: It is not required that you mention every outcome assessed in your program.

What outcome were you assessing?	How was the outcome assessed?	What were the results of the assessments?	Describe any changes that are planned or in progress to address the results
Academic Behaviors	Class attendance, decorum, tardiness, integrity, and participation	Very high success but equity gaps still exist.	Equity Syllabus, publication of a Social Justice & Equity Statement
Content Learned	Tests, essays, team work, class presentations	Very high success but equity gaps still exist.	Innovative pedagogy
Critical Thinking	Oral or written presentation	Very high success but equity gaps still exist.	Development of a new course to aid teaching critical thinking across our disciplines.

- B. Reflect on other effectiveness data you collected and analyzed for the program this year.

1a: Course Success and Retention (Instructional Depts Only)

After reviewing the course success and retention rates for your program, describe how these rates reflect the overall effectiveness of your program, and discuss any planned changes or actions your program plans to take to address the results (if applicable). Access data in Tableau (<http://tableau.smc.edu>)

The Department continues to be extremely concerned about the equity gaps. The Sociology Coaching Program is now in its fourth year and showing real progress. As a result of the SCP, the course success rate has increased 24% for Black students and 18% for Latinx students. Over the 4 years of the program, the equity gap for Black students reduced from -11% to -5% and for Latinx students it has reduced from -8% to -4%. The economists now have a tutoring program as well. No data on success and retention yet since Spring 2019 is the first semester.

1b: Racial and Other Equity Gaps for Course Success (Instructional Depts Only)

After reviewing the course success rates by ethnicity/race and other demographic variables, identify any equity gaps, and discuss any planned changes or actions your program plans to take to address the gaps (if applicable). Access data in Tableau (<http://tableau.smc.edu>)

Please see above. Reducing the equity gap, especially in economics, is the primary focus of the Department. We have reviewed and changed our syllabi. We have written individual Social Justice and Equity Statements. We are currently working on such a statement for the entire Department that will be posted on our syllabi and website.

2: Degrees and Certificates (Instructional Depts Only)

After reviewing the numbers of degrees and certificates awarded by your program, describe how the data reflect the overall effectiveness of your program, and discuss any planned changes or actions your program plans to take to address the results (if applicable). Access data in Tableau (<http://tableau.smc.edu>)

Our Department leads in transfers to UC and CSU. 824 students have transferred in Econ in the past 6 years, 479 in Political Science, 158 in Philosophy, 648 in Sociology, and 185 in Women's and Gender Studies,

The Department currently confers the following: AA-T in Economics, AA-T in Political Science, AA-T in Sociology, AA in Women's, Gender, and Sexuality Studies, AA in Public Policy, and a Certificate of Achievement in Public Policy.

Public Policy: SMC started issuing awards in Public Policy (PP) in spring 2012. A total of 340 awards were given between spring 2012 and summer 2018. About 59% of the awards were associate degrees while the remaining 41% certificates. The number of awards is increasing from year to year. Academic years 2013-14 and 2017-18 had an exceptionally large number of PP awards when compared to the rest of the years.

At the March 29, 2019 Pathways Mapping Meeting, representatives from the Department decided to create an AA degree in Environmental Economics and an Environmental Studies Certificate. We also agreed to track the transfer numbers.

3: Additional Data Demonstrating Effectiveness (If applicable)

If available, describe the results of other data indicating the effectiveness of the program and discuss any planned changes or actions your program plans to take to address the results.

Examples of other data include: surveys, document reviews, observations, performance indicators, focus groups/interviews, advisory committees, labor market demand, license exam pass rates

Institutional Effectiveness is tracking the success rates of students participating in the Sociology Coaching Program.

Part 2: Analyses of Results

This question is designed to bridge the results of your evaluation and outcomes assessment with next year's objectives (VI).

In one or two paragraphs, describe what you have learned about your program and how this knowledge will inform your plans for next year.

We have learned that the equity gap is deeply problematic and very difficult to ameliorate. We are currently trying several things to reduce this gap. First, we all are creating equity syllabi that are more welcoming to our students and express a greater openness to treating each student as an individual with his/her/their own goals, aspirations, strengths, limitations, and specific needs. Second, we are writing Social Justice and Equity statements that will appear on our new webpages. Third, we are trying various coaching/tutorial programs and tracking their success.

We are also closely scrutinizing our online classes. Economist Clare Battista, Chair of the Senate DE Committee, is spear-heading an effort to incorporate the latest online technologies and to make our online classes far more engaging.

VI. NEXT YEAR'S OBJECTIVES:

Itemize any specific strategies or projects you plan to accomplish next year to improve the effectiveness of your program. *Limit 3 objectives.*

Objective	Rationale for Setting Objective <i>Link to data, if applicable.</i>
Revitalize Online Offerings	Please see above.
Equity Syllabi and Social Justice Statements	Please see above
Coaching/Tutorials	Please see above

VII. CURRENT PLANNING AND RESOURCE NEEDS:

Part 1: Narrative

Broadly discuss issue or needs impacting program effectiveness for which institutional support or resources will be needed for the coming year.

We say this every year: class size is a problem. If we are serious about reducing the equity gap, class size must be reduced. All studies show that the equity gap is diminished when instructors form personal, individualized bonds with students of color. Yet, this is largely impossible when instructors are teaching 5 classes with 45 students each.

Part 2: List of Resources Needed

Itemize the specific resources you will to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives.

While this information will be reviewed and considered in institutional planning, this information does not supplant the need to request support or resources through established channels and processes.

Resource Category	Resources Description/Item	Rationale for Resource Need (Including Link to Objective)
Human Resources	More full-time faculty	It takes enormous professional development to reduce the equity gap.
<i>Facilities (information inputted here will be provided to DPAC Facilitates)</i>		
<i>Equipment, Technology, Supplies (information inputted here will be provided to TPC)</i>	Every year we ask for a screen and projector for our Conference Room, HSS South 361.	We hold professional development meetings and coaching tutorials in that room.
Professional Development	Equity Training and Online Teaching Training	College already does a good job here but need to continue.

VII. CHALLENGES:

(Optional) List significant challenges your program faced in the past year (optional)

As already mentioned throughout this Review, the equity gap is our biggest challenge. The five disciplines in the Department share a focus on teaching equity issues. Our faculty have chosen to devote their professional lives to teaching in this area. It is beyond disheartening, then, to find that we fail so many of our students—academically and emotionally. We will continue to invest our energies in this area.