Program Overivew	
Program:	Philosophy/Soci
Does this program have a CTE component?	No
Academic Year:	2019/2020
Review Period:	6 Year

A. Description and Goals

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

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 civic engagement, community empowerment, and social justice.

The courses offered by this Department are essential to the Associate Degree from Santa Monica College and to the transfer mission of the College, falling under the Social Sciences Group B or the Humanities/Language and Rationality Options 2 and 3 of the General Education Requirements for the Associate Degree.   Additionally, the Department of Philosophy and Social Science spearheaded the effort to expand the Global Citizenship requirement to include courses focused on Gender and Sexualities. Consequently, 12 of the courses offered in the Department now fulfill the Global Citizenship requirement for the Associate Degree from SMC: Economics 5, Global Studies 10, Philosophy 20, Political Science 21 and 22, Sociology 1s, 2s, and 34, and Women's and Gender Studies 10, 20, 30, and 40.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

The Department of Philosophy and Social Science has 8 overarching goals.

ONE: TRANSFER

The Department serves the College's transfer function in four ways:

General Education Requirements - Our courses fall under the Social Sciences Group B or the Humanities/Language and Rationality Options 2 and 3 of the General Education Requirements for the Associate Degree. In addition, to fulfill the Global Citizenship requirement for the Associate Degree from Santa Monica College, students must complete one of the courses: Environmental Ethics (Environmental Studies/Phil 20), International Political Economy (Global Studies/Economics/Political Science 5), Global Issues (Global Studies 10), Race, Ethnicity, and the Politics of Difference (Political Science 21), Environmental Politics and Policies (Political

Science 22), Introduction to Sociology – Service Learning (Sociology 1S), Social Problems – Service Learning (Sociology 2S).

Prep for majors– The Department regularly offers the prerequisites necessary to earn a degree in the disciplines housed in the Department of Philosophy and Social Science. In addition, the Department is working with the College Redesign to make sure that we are prudent in how many classes we offer in nonessential courses and the timing of these offerings. The hope is that we will be able to develop a longer-term calendar of offerings.

Skills development – All courses offered by the Department of Philosophy and Social Science emphasize the development of critical thinking and oral and written communication, with particular attention paid to preparing our students for active civic engagement and participation in the twenty-first century world.

Transfer Agreements – The Department has three transfer agreements. Our courses are articulated with courses at the Arizona State University and the Guaranteed Program for Admission allows our students with an AA or IGETC fulfillment and a 2.5 grade point average to transfer. We are currently working closely with ASU to have our Public Policy students complete their final two undergraduate years online with ASU. We are also working on a guaranteed admission to ASU's Master's Program in Public Policy. The second agreement is with the Claremont Colleges who have agreed to give our students priority consideration for transfer and graduate schools, as well as financial aid. Finally, our Law Pathway Program is a partnership with UCLA School of Law, UC Berkeley School of Law, Loyola Marymount University, Santa Clara University, University of California, Davis, University of California, Irvine, University of San Francisco, and the University of Southern California.
http://smc.edu/AcademicAffairs/LawPathway/Pages/default.aspx

TWO: CERTIFICATES and DEGREES

Associate Degrees: It should be noted that the number of Associate Degrees that significantly involve our courses declined from 2007 – 2008 academic year through spring 2015 and then rebounded but with variability across academic years.

Liberal Arts – Social and Behavioral Sciences: The number of degrees in this area varies across years (1,022 in 2007 – 2008, 837 in 2008 – 2009, 840 in 2009 – 2010, 604 in 2010 – 2011, 523 in 2011 – 2012, 363 in 2012 – 2013). The number increases a bit in more recent years (797 degrees in 2014 – 2015, 1,180 in 2015 – 2016, 848 in 2016 – 2017, 1,386 in 2017 – 2018, and 952 in 2018 – 2019). Institutional Research suggests that part of this variability is due to the greater number of certificates now being earned. The transfer certificate (which is relatively new) allows students to receive a certificate for completing their transfer GE -- which is why most students are here -- to transfer, without getting an AA. While the AA degree requires students fulfill an additional requirement, Global Citizenship, the transfer certificate allows them to receive a certificate for completing IGETC or CSUGE without having to do anything extra. The College has never really pushed the AA degree at SMC and most students have to be talked into completing it. The thinking is this -- if I'm going to transfer and get a BA, why do I need an AA? Counselors certainly do not discourage the AA degree, but it is also not something that they

push. The College also changed the Liberal Arts requirements around 2008 so that could have something to do with it, too - and then of course there have been budgetary constraints which have led to more constricted scheduling. (Courses have become more difficult to get and students just want to do the minimum and move on.)

Liberal Arts – Arts and Humanities: The number of degrees in this area also shows variability across years. In 2014 – 2015, 302 degrees conferred, 709 in 2015 – 2016, 361 in 2016 – 2017, 720 in 2017 – 2018, and 517 in 2018 – 2019.

Liberal Arts and Sciences – This degree was new in 2010 -2011 and 955 degrees in this area were conferred in 2018 – 2019.

Public Policy -- The Associate Degree and Certificate of Achievement (see below) in Public Policy are interdisciplinary, multidisciplinary and practical courses of study presenting a comprehensive overview of public policies affecting the lives of local, regional, and state citizens. These programs equip graduates with the skills and resources necessary for successful participation in civic life, including critical evaluation and analysis of policy options, policy development and effective implementation strategies, and the opportunity to work directly with governmental and non-governmental leaders in their organizations and agencies. The Department has very effectively worked to grow these programs. In 2014 – 2015, 43 degrees and certificates were earned by students, 36 in 2015 – 2016, 52 in 2016 – 2017, 86 in 2017 – 2018, and 63 in 2018 – 2019.

Political Science – A degree in Political Science continues to be attractive to students. In 2015 – 2016, 53 SMC students earned this degree, 76 in 2016 – 2017, 112 in 2017 – 2018, and 84 in 2018 – 2019.

Economics – The number of earned degrees in this area has increased since first offered in 2016 – 2017. In 2018 – 2019, 35 degrees were conferred.

Environmental Studies – Few SMC students choose to earn a degree in Environmental Studies. In 2018 – 2019, only 9 students earned a degree in this area.

Ethnic Studies – Only 3 students earned this degree in 2018 – 2019.

Sociology – The AA-T in Sociology was first offered in 2018 – 2019 and 28 degrees were conferred.

Women's and Gender Studies – Three students earned a degree in Women's and Gender Studies in 2018 – 2019.

Certificates of Achievement:

Environmental Studies (0)

THREE: EQUITY

There is no department, program, or unit on Campus that is as centrally and solely concerned with the questions of justice and power as is the Department of Philosophy and Social Science. The five disciplines are held together by both a content and a pedagogy that prepare students to understand the ideas and economic, societal and political structures that underpin Who Gets What, When, Where, and How in the United States and the world and to evaluate these in terms of social justice. More specifically, the courses offered in the Department of Philosophy and Social Science probe the possibility of realizing a society that is diverse, inclusive, and equitable. To this end, the Department is working in three major areas. One, we guide students through explorations and evaluations of various forms of power, justice, identities, thoughts, values, social structures, and material relations to help students gain the knowledge they need to decide the best approaches to impacting society and to determine the goals they want to achieve for themselves and their communities. Two, our classes help students develop the thinking, writing, and communication skills that empower them to clearly, effectively, and persuasively convey their ideas and values and thereby positively impact the world in which they live. Three, the Department embraces a set of values for ourselves in the teaching of the above skills and knowledge. We value empowerment of our students so that they may address challenges in their lives and the world. We value inclusion of varied approaches, experiences, perspectives, and values in the learning and teaching processes. We value taking approaches to our courses that inspire students to take what they learn to make a positive difference in the world.

Research shows that students from marginalized and minoritized populations are more interested in and feel more connected to the social science disciplines when we integrate real world problems and content into the course. Students tend to perform better when they feel more connected to their courses and content. Moreover, research also shows that students perform better and equity gaps are reduced when courses are linked together through content. This research has led to and grounds our fourth, fifth, and sixth goals: Interdisciplinary Studies, Community Civic Engagement, and Authentic Engagement in their education.

FOUR: INTERDISCIPLINARY STUDIES

A fourth overarching goal of the Department is a renewed and invigorated commitment to interdisciplinary studies. There was a time, soon after the Department split with History, that we considered further breaking the Department into separate disciplines. Today we are moving in the opposite direction. We are very committed to each other and, in fact, we have periodically considered a departmental name change that would signal this commitment to interdisciplinary teaching and curricular development.

Further evidence of this departmental interdisciplinary commitment is to be found in our recent Chair of Excellence proposal. Economist Clare Battista has applied for the 2020 – 2023 Chair of Excellence Grant. The goal of this project is to introduce real world content, integrate it across the social science disciplines to link the courses together for the purpose of creating more inclusive learning environments, appealing to a wider demographic of students, and improving

student retention and success. This project will involve a working group of social science faculty with the goal of ultimately creating and assessing interdisciplinary modules across the social sciences around real world problems and issues with the goal of creating a more inclusive learning environment, reducing equity gaps, and improving student success and retention. The project progresses across three years.

Year 1: Theming content across the social sciences.
The strategy for Year 1 is to create a working group of social science faculty who would research, discuss, and ultimately select a real-world topic that works well across the disciplines, based on common readings. The idea behind this working group is to also develop a better understanding and appreciation of how to integrate content and approaches across disciplines as opposed to only understanding how a certain topic relates to economics, for example. The goal for year one would be to decide on a real-world topic and collect discipline specific resources that we would house in a common Canvas shell.

Year 2: Teaching Across the Social Sciences in Modules.
The strategy for the second year is to design a self-contained module complete with learning outcomes, resources, and assessments around a real-world issue or problem determined in year 1 for each of our introductory courses in economics, philosophy, political science, sociology, and women's and gender studies during Fall 2021. While these newly added modules would all address the same real-world issue, they would differ based on the discipline and specifics of the course. Implementation and assessment will occur in spring 2022.

The *measurable outcomes* for this implementation year would be crossover assessment of student performance in these modules, and also on specific exam-related questions that address this content. The *deliverables* would be a Canvas shell to house each of the discipline-specific modules and create one social science e-portfolio to report the treatment and outcomes. This could also be converted to a poster to share and discuss during flex day. In terms of *sustainability,* the modules would remain in our courses, and the Canvas shell and e-portfolio can be shared with others in social sciences and related disciplines.

Year 3: Building Capacity.
The strategy for the third year is to revisit, revise, and polish our modules based on student outcomes and student feedback and expand the process to include the entire department. The latter would be best achieved through a series of workshops that would be presented by the faculty who participated in year 1 and/or year 2 of the grant. We would publish any new or revised modules in the shared Canvas shell as well as in the e-portfolio.

FIVE: COMMUNITY ENGAGEMENT AND APPLIED LEARNING

As the Chair of Excellence proposal suggests, students, especially marginalized, minoritized students do better when they are engaged in real world problems. Every class offered in the Department asks students to grapple with real world problems: poverty, homelessness, the cost of education, climate change and environmental degradation, race, class, and gender inequality and racism and anti-Semitism. Our students do research, class presentations, and analytical papers that engage them in the world in which they live.

The research also shows that students, especially minoritized and marginalized students, do better when simply actually in the world. https://www.aacu.org/publications-research/periodicals/race-conscious-student-engagement-practices-and-equitable
Many of our courses already have an experiential learning component and it is one of our long-range goals to increase the number of courses that require students to do service in the larger community. A few years ago, under the leadership of Eric Oifer and the GRIT initiative, the College established an Applied Learning Center to facilitate integration of experiential learning into our classes. Our Department has three programs that place students in the community: Law Pathway, Public Policy, and a team project with Arizona State University. (Please see http://smc.edu/AcademicAffairs/LawPathway/Pages/default.aspx on the Law Pathway Program and http://smc.edu/AcademicAffairs/PublicPolicyInstitute/Pages/Connect-With-PPI.aspx and http://smc.edu/AcademicAffairs/PublicPolicyInstitute/About-PPI/Pages/Turning-Knowledge-Into-Action.aspx on Public Policy.) We are just beginning to develop a relationship with the Arizona State University Watts College of Public Service and Community Solutions. https://global.asu.edu/watts-college-public-service-and-community-solutions Richard Tahvildaran, Shari Davis, and Christine Schultz met with the representatives from ASU on January 17, 2020 and again in March to further discuss this collaboration.

SIX: AUTHENTIC STUDENT ENGAGEMENT

The Department tries to increase authentic engagement, in ways other than interdisciplinary studies and community engagement/applied learning. We work to increase motivation, retention, and achievement through constant review and discussion of new pedagogies and workshops. For example, many of our instructors invite representatives from the Career Services Center to come to their classes every semester. We can now assess these efforts as the Department led the College in its creation of ILO 5 and many courses in the Department have added authentic engagement as a course SLO and we are every semester assessing student engagement in course material.

SEVEN: CRITICAL THINKING AND WRITING

The Department is working on three fronts to more fully address critical thinking and writing skills in our classes.

First, the Department agrees that we need an alternative to English 2. While we greatly respect the fine work the English Department does, there is a belief that writing in the Humanities and Social Sciences is distinctly different than writing about literature and the arts. While English instructors are taught to teach critical thinking and writing, they are not well equipped to address the particular ideological dimension and the cognitive biases that impede critical thought specifically in the disciplines we teach. To this end, we have a critical thinking course (PHILOS 7 – Critical Thinking and Logic), but it does not fulfill the IGETC composition and writing requirement because it is not a writing course. In the Fall of 2019, the three full-time philosophers proposed a new course (PHILOS 8 – tentative titled: *Critical Thinking and Writing for Civic Life* (https://santamonica.curricunet.com/Report/Course/GetReport/3911?reportId=5) which is intended to fulfill both the IGETC 1B critical thinking and writing transfer

requirements. In designing the course, the philosophers started with the belief that every student has a right to an education which prepares them for civic life and democratic decision making, and that the heart and soul of that education is becoming a strong critical thinker. Toward this end, they drew from the social sciences, civics and philosophy to provide a solid curricular foundation for teaching the skills of disinterested deliberation, frameshifting, fair fighting, social diagnosis, ethical/political reasoning, cause-and-effect analysis, and persuasive argumentation. They have incorporated relevant, state-of-the-art content enrichments, including ideology/propaganda critique, cognitive bias mitigation, intersectionality, collaborative norm-setting, and project-based learning, equity/decolonizing pedagogy, and "flipping the classroom." Professor Amber Katherine attended class sessions taught by Social Science faculty which focused on various critical thinking lessons in the social sciences, e.g. "correlation is not causation." The philosophers also drew heavily from an @ONE online course, "Equity and Culturally Responsive Teaching," and an EPIC (6 week) seminar at UCLA, *Course Design and Assessment Techniques*. Finally, they incorporated into the course the Partnership for 21st Century Learning's emphasis on the Four Cs (deeper learning competencies) -- Collaboration, Communication, Critical thinking, and Creativity. The Department is sending this new course to the Curriculum Committee this spring and also hopes to continue to develop it further over the coming years in the direction of serving a wider audience - not only philosophy students but students across the social sciences.

Second, two years ago, the Department met with the English Department to try to figure out why so many of our students do poorly in our classes and, more specifically, poorly on written assignments. The English instructors were very helpful in directing our attention to the problems our students face in reading deeply and critically. In short, the English instructors suggested that our students' writing problems may really be reading problems. Consequently, several members of the Department took the Reading Apprentice Workshop and then met with other members of the Department to go over how we can help students learn to read critically. Additionally, the Department met again with the English Department to discuss how the instructors in Philosophy and Social Science can better teach reading and writing as many of our students now come to us having taken neither English 1 nor English 2. Furthermore, English 2 that teaches critical thinking in order to teach writing is not adequate in disciplines like ours that are teaching writing in order to teach critical thinking. The distinction is not simply one of semantics and goes to the heart of why discipline-specific courses that fulfill the IGETC 1B Critical Thinking and Writing requirement are needed. The new Philosophy 8 course is a start but the Department is considering other similar courses in each discipline.

Third, the Department has conducted two workshops on writing. In the 2018 – 2019 academic year, we received Foundation funds that allowed us to bring in Matthew Luskey from the Center for Writing at the University of Minnesota. He guided us through an intensive two-day writing workshop on September 28th and 29th, 2018.
.https://docs.google.com/presentation/d/1N9lfg1qU3VO8_0F4ngurm5r7VeO2XwhMvvMPcA4c6yY/edit?ts=5bb3d420#slide=id.p1
Then, in the fall of 2019, English instructor Joelle Adams, who was awarded a fellowship to examine writing across the curriculum at SMC, met with the Department to talk about writing in our classes. The meeting with Professor Adams focused on the following topics:

- the types of writing assignments in our core classes
- expectations of student writing (grading criteria, rubric, general expectations)
- trends in student writing performance (strengths, areas for improvement)
- what we wish the English instructors would teach in English 1 to help students write in your subject/discipline
- how teachers in our department support student writing
- how our department works together to support student writing

Members of the Department shared their various writing assignments and one of the take aways from this meeting was how creative we are in engaging our students in critical thought and writing. For example, Philosophy Professor Ali Mohsen has his Philosophy 3 students keep a journal for one full week, seven consecutive days, that includes a summary of how they are working to break a bad habit. This creative assignment is directed to getting the students to think about the question of what they learned about themselves and The Good Life in the process of trying to break the habit. Philosopher Paul Klumpe also shared one of his writing assignments that engages students in the real world. The assignment is as follows: Rawls says that we in the U.S. live under a system of welfare state capitalism. He further argues that this system is unjust and that in order to become more just, we would have to dramatically change the economic system from a capitalist one to what he calls a "Property Owning Democracy." Make a case either for or against what Rawls calls a Property Owning Democracy. Be sure to define terms like "capitalism," "welfare state capitalism" "property owning democracy," and clarify Rawls' grounds for rejecting welfare state capitalism in favor of Property Owning Democracy.

EIGHT: TECHNOLOGY AND BETTERING THE QUALITY OF ONLINE EDUCATION

In the academic year 2017 – 2018, the Department began to have Tech Talks at Department Meetings. While often brief, the Tech Talks, led by economist Clare Battista, have informed the Department about new technologies and pedagogies. More specifically, as Chair of the Senate Distance Education Committee, Clare was active in increasing campus and Departmental interest in bettering the quality of our online offerings. The Department devoted part of the Department Flex Day in 2019 to discuss the number of online classes we offer as well as ideas to more fully engage our students online. The Department does offer a greater percent of online sections than does the College as a whole. (Please see Appendix A: Table 1, p. 1) Given the great student demand for our online classes, it is incumbent on us to pay very close attention to the quality of those sections. Online instructors believe that at least some amount of synchronous communication is necessary to ensure student success in the online environment. The research amply supports this belief. http://www.irrodl.org/index.php/irrodl/article/view/605 One of our instructors, Amber Katherine, invested in her own computer camera in order to conduct synchronous online class meetings. These cameras tend to be inexpensive and should be on all office computers.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

Our Program has worked very hard to integrate the ILOs, Supporting Goals, and Strategic Initiatives of the College.

VISION

Knowledge, intellectual inquiry - All of our courses have an SLO devoted to the content of the course and an SLO devoted to critical thinking and intellectual inquiry.

Research-based planning and evaluation - The Department assesses all SLOs every semester in every course and we have done so since 2008. This provides us a fairly rich data set that we have reviewed, discussed, and used to make changes in our program. In addition, we review TIMS data on student success and retention.

Academic integrity, ethical behavior – The first SLO of every course has to do with the assessment of academic integrity. We have devoted many Department meetings to a discussion of academic honesty. All instructors are actively encouraged to monitor their students' honesty and report students who fail to uphold the Honor Code. Additionally, the Chair of the Department went through the Proctorio training in November, 2019 and two of our faculty members, Dianne Berman and Alan Buckley, are piloting the new Proctorio in their online classes in Spring semester 2020.

Democratic processes, communication and collegiality - The Department is a model of good communication and collegiality. We try to extend this collegiality to all members, full and adjunct faculty alike.

Global awareness (Please see above the 6 courses in Department that meet this.)

Sustainability - Our Department offers 2 Environmentally Focused courses (Philosophy 20, Pol Sci 22) and 8 Environmentally Related (Econ 1, 2, Phil 1, Pol Sci 1, Soc 1, 1s, 2, 2s). We also have several faculty members who might be thought of as the environmental conscience of the Department.

MISSION

A safe learning environment - Our Department creates a safe learning environment in both senses of the word safe:

Safety training for faculty - Our faculty have completed the safety training and we are all familiar with the new phone and evacuation systems. Most of us believe, however, that more training is needed. In the 2019 academic year, the Department met with Chief of Police Johnnie Adams and Campus Counsel, Robert Myers, to discuss safety concerns and review procedures.

Ongoing discussions by faculty - We discuss on a regular basis the use of pedagogies that allow students to feel that they can safely express themselves. All of our courses present differing theories and invite students to develop and support their own opinions.

An inclusive learning environment - The Department is extremely concerned about student equity issues. Departmental data, as well as College-wide data, suggest that our African American students are struggling across all indicators of success: SLOs, retention, completion, and transfer. We devoted our opening Departmental Flex Day in 2019 to a discussion of equity gaps and we have had several Department Meetings devoted to this issue. For example, Professor Amber Urrutia led a discussion on the Equitable Syllabus.

An environment where students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. We have several courses specifically targeted to covering global issues but all of our courses, at some point, deal with global issues and problems. (Addressed above) The Department has also co-hosted a variety of guest speakers on global affairs.

Access to high quality associate degree and certificate of achievement programs and partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. Our Law Pathway Program is a partnership with UCLA School of Law, UC Berkeley School of Law, Loyola Marymount University, Santa Clara University, University of California, Davis, University of California, Irvine, University of San Francisco, and the University of Southern California. http://smc.edu/AcademicAffairs/LawPathway/Pages/default.aspx
We are also working with Fidel Mahangel who is the full-time Arizona State University Transfer Representative, housed on the SMC Campus. We are beginning to collaborate with the ASU Watts College of Public Service and Community Solutions. https://publicservice.asu.edu/

Streamlined pathways for transfer – We devoted both our 2018 and 2019 Departmental Flex Days to a review of each discipline's curriculum and a mapping to our transfer degrees and certificates. At our March 9, 2020, Department Flex Meeting we worked on the Redesign maps for each of our programs.

An environment where students can develop the skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning – The Department has devoted Department meetings to a discussion of how we might better integrate a discussion of career paths into our course material and the faculty have agreed that we would actively attempt to help our students see the practical, real-life implications of our course material. For example, in Political Science 1, we talk about careers in lobbying, campaign management, and mass media communications. Also, as noted above, the Department is currently actively involved in curricular changes directed at helping students develop critical thinking and communication skills.

SUPPORTING GOALS OF THE COLLEGE

Innovative and responsive academic environment:

Curricular development - Since our last Program Review, we have grown our Women's Studies curriculum to include Women's and Gender Studies and we now offer a new course, Introduction to LGBTQ Studies, which examines a broad range of contemporary and historical gay, lesbian, transgender, intersex and queer issues in various contexts.. We have also grown

the Public Policy Program and developed and are teaching an Environmental Economics course and a Women in Economics course. As discussed above, we are actively engaged in developing a writing course for the humanities (Philosophy 8) and social sciences.

Learning strategies – In addition to helping students develop critical thinking skills, the Department has also been focusing on helping students develop non-cognitive, or meta cognitive, skills. As noted above, we now have a fourth SLO in Political Science and Women's and Gender Studies: "Upon completion of the course the student will demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom." Having adopted this as a course SLO, it is now incumbent upon faculty to develop tools that will foster persistence and instill a greater sense of purpose. For example, many of us are giving many, low-stake assignments in order to encourage students to keep at it. We are also giving assignments that require students to do research into career options related to course content.

Supportive learning environment – (1) The Department fills out all technology requests and requests upgrades when needed. In the Fall of 2019, the Department requested the technology to conduct zoom meetings in the HSS South Conference Room as well as faculty office hours. There has been some discussion of using zoom in the classroom to address equity issues. For example, many of our students face childcare challenges and work-related demands. Academic Affairs has notified the College, however, that conducting zoom classroom meetings is not an allowable use of the zoom technology. (2) Our faculty are trained to help students identify the support services they need on Campus and all of us are conscientious in filling out Maxient Reports. (3) Members of the Department participate in a variety of professional development opportunities focused on creating supportive learning environments. (4) Faculty members are making increased efforts to welcome students to office hours, have "coffee" with students in addition to/instead of formal office hours, and to see and understand our students as full people with full lives, with experiences and challenges different than those which we may have had.

Sustainable physical environment - The Department is very vigilant in trying to maintain the HSS South building. The Administrative Assistant and the Chair meet regularly with the Maintenance staff to insure adequate pest control and regular cleaning of the facility with environment-friendly products. We also recycle and avoid the use of plastic whenever possible.

Supportive collegial environment - The Department of Philosophy and Social Science is proud of the intra-departmental relations that have increased in respect and collegiality over the past decade.

STRATEGIC INITIATIVES

The Department is actively engaged in both the Equity and Pathways/Redesign initiatives. Sociologist Guido Del Piccolo is one of the two faculty leads on Pathways/Redesign and the Department has met all guidelines and timelines.

INSTITUTIONAL LEARNING OUTCOMES

The Department has chosen to directly assess the ILOs by articulating course SLOs perfectly aligned with the ILOs: academic behaviors, content learned, and critical thinking. Additionally, we offer courses aligned with ILO 3 and 4. In Political Science and Women's and Gender Studies, all courses are aligned with ILO 5.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

THIS IS VOLUNTARILY ADDED AS DISTRICT FUNDS ARE USED.

The Department has a Chair of Excellence. Eric Oifer received the three-year award to support the exploration of place-based, experiential pedagogies that focus on enhancing students' reading and writing skills as ways to prepare them for citizenship in a world substantively changed by climate change, providing resource materials and bringing guest speakers who helped us, at both department and college levels, work toward offering educational opportunities that prepare students to make the link between the natural and political worlds, the values required to provide for a just post-climate change world in the future, and the actions necessary to bring those values to fruition. Richard Tahvildaran received the award to create the Public Policy Institute and Public Policy Program. Rebecca Romo used her Chair of Excellence to take Sociology students to conferences. Amber Katherine used hers to reformulate and enrich SMC's "critical thinking" curriculum and pedagogy to bring it into alignment with emergent innovations in educational research, learning analytics, and theories of course design. The finished product will be a Critical Thinking Platform (CTP) which introduces (1) an expanded, more practical critical thinking curriculum, and (2) a gamification of the curriculum. Working title: *Game On! Critical Thinking for the Good Life*.

A new Chair of Excellence will be awarded for a start date of 2020 – 2021 and it will continue for three years.

B. Populations Served

All Disciplines (answered once)

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.

Following a thorough review of student demographic, retention and success, and SLO data, the Department has concluded that there are too few significant differences across disciplines to warrant dealing with the data on a discipline-level basis. The few areas where differences have been found are noted in the discussion below. Additionally, because so many of us teach across disciplines, responses will continue to be at the departmental rather than discipline level. (Conclusions drawn from data provided in Appendix A: Tables 1-3, pp. 1-3)

Student demographics are very consistent across the entire period from Fall 2008 through Fall 2019. (Please see below in 2)

2. Compare your student population with the college demographic. Are your students different from the college population?

GENDER: The College is 53% female and the Department is 51% female. The overall Department statistic does mask the fact that Economics is only 37% female while Women's and Gender Studies is 82% female.

RACE: Students in our classes are slightly more White and Asian than the College as a whole (28.8% White/13.8% Asian for Department, 27% White/12% Asian for College) and somewhat less likely to be Black or Hispanic (7.3% Black/36.2% Hispanic for Department, 9% Black/40% Hispanic for College). One interesting finding is that Sociology classes have a higher percentage Hispanic and Black than the College as a whole. The Department has discussed this and it is not lost on us that Sociology has two LatinX faculty members both of whom have actively mentored LatinX students. This conclusion is supported by the fact that Women's and Gender Studies whose one full-time faculty member is LatinX has a larger percentage (44.9%) Hispanic. This speaks to our need to further increase the diversity in hiring.

RESIDENCE STATUS: Department students are slightly more likely to be international students (20.6% for Department, 17.3% for College). Economics has by far the most international students (29.5%). The fact that Economics is more math and symbol based than our other classes no doubt partly explains this.

ENROLLMENT STATUS: Students enrolled in our classes are more likely to be continuing students than first-time students (62.7% continuing versus 55.4% for the College as a whole). This is largely explained by the fact that we offer transfer courses.

FULL-TIME STUDENTS: Our students are more likely to be full-time (61.5% for Department, 38.2% for College) This is explainable, again, by the heavy transfer focus of our Department.

EDUCATIONAL GOALS: Department students are more likely to have transfer as their educational goal (73.1% for the College, 80.9% for the Department.)

ONLINE STUDENTS: The four disciplines that offer online sections (Economics, Philosophy, Political Science, and Sociology) have a much higher percentage of online students than does the College as a whole. While 19.1% of SMC students are taking online classes, 35.3% of all students taking classes in these four disciplines, are in online sections, with 44.5% in Economics, 22.2% in Philosophy, 44% in Political Science, and 33.89% in Sociology. (Appendix A: Table 10, p.10) At Fall 2019 Department Flex Day, the Department discussed this fact that we have so many online sections. Given the enormous student demand for our online offerings, we feel this is not a problem.

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

Our students are less likely to be Basic Skills students (14.1% for Department, 20.5% for College). Still, we spend a good bit of time, on a regular basis, discussing how best to help our Basic Skills students. All of us are actively trying to help our students with their reading and writing skills. For example, Political Scientist, Christina Gabler participated in a Professional Development opportunity, Reading Apprenticeship, on helping students read and then led a group of Department members in a workshop. We have also developed Philosophy 8 which is a writing course (discussed below).

C. Program Evaluation

All Disciplines (answered once)

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of   what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

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 discipline of Political Science and Women's and Gender Studies assesses those three and a fourth: authentic engagement in the course material. (Please see Appendix B, p. 21 and Appendix C, pp. 22-40 for the SLOs, their mapping to ILOs, and recent assessment results.)

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- how outcomes are assessed and how often
- how and when the program or discipline reviews the results and engages program/discipline faculty in the process

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. The second SLO is always assessed by knowledge acquisition. The third SLO in every course is critical thinking.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will

The College has decided to assess all College Programs by either looking at the SLOs of a Capstone course or by looking at the assessments of SLOs in all courses required for that degree/certificate. The Department of Philosophy and Social Science has no capstone courses and so instead looks at the SLO assessment data of courses that are taken by students in completion of that degree or certificate. The Office of Institutional Research publishes these program reports on their website:
http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Pages/SLOILO-Reports.aspx.

These data have been looked at and since over 85% of students succeed in these courses, the Department feels it is doing an adequate, if still improvable, job.
http://www.smc.edu/ACG/InstitutionalResearch/Pages/SLOILO-Reports.aspx

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

We have looked carefully at the number of online offerings, retention, successful completion, and grade point data (Appendix A: Tables 13-26, pp. 13-26). At our Fall, August 21st, 2019 Department Flex Meeting, ten data points were more specifically addressed:

1. Our Department offers a greater number of online sections than does the College as a whole. The ratio of online to on ground does vary across our disciplines: 49:51 for Economics, 21:79 Philosophy, 48:52 Political Science, and 36:64 for Sociology. We offer no WGS courses online. (Please see Appendix A: Table 1, p. 1) The Department has discussed this and feels that it is essential that the College commit to an Instructional Coordinator to draw up a College plan on online education as well as facilitate the very best in online content and pedagogy.

2. Our academic outcomes (success, retention, and GPA) are a bit higher than those of the College as a whole. (Please see Appendix A: Table 4, p. 4)   If one takes the Department figure minus the College figure, one gets a sense of this greater success. Retention is 3.5% higher in Department classes than the College as a whole. Success (a grade of C or better) is 4.6% higher in the Department and GPA is .08 higher. Economics is the one discipline that, while enjoying greater retention than the College as a whole (+2.4%), has slightly lower success (-2.5%) and GPA (-.2). Retention, success, and average GPA are expected to be higher in the Department given that our students are more likely to be full-time (+23.3%), have transfer as their academic goal (+7.8%), be continuing students (+7.3%), not be on financial aid (-13.3%), not be first generation (-27.2%), and not be Basic Skills students (-6.4%). (Please Appendix A: Tables 2 and 3, pp. 2-3)

3. Our academic outcomes tend to be higher in Summer and Winter than in Fall and Spring. This is also true for the College as a whole. (Please see Appendix A: Tables

13-24, pp. 13-24) There are, of course, many reasons that might account for this greater success, some of which, for example the characteristics of the students, we cannot control. Two other factors, however, are within our control: the length of the session and the length of the class meeting. Consequently, the Department is experimenting with these two factors in the Fall and Spring semesters. For example, the Department offers scheduling patterns other than the traditional full semester, offering quite a few eight-week courses, both online and on ground. We have also been experimenting with longer class periods, offering sections that meet one day a week for two hours and 40 minutes. Professor Amber Urrutia offers her ECON 1 class in various formats:

> Fall 2018: Five 16-week sections
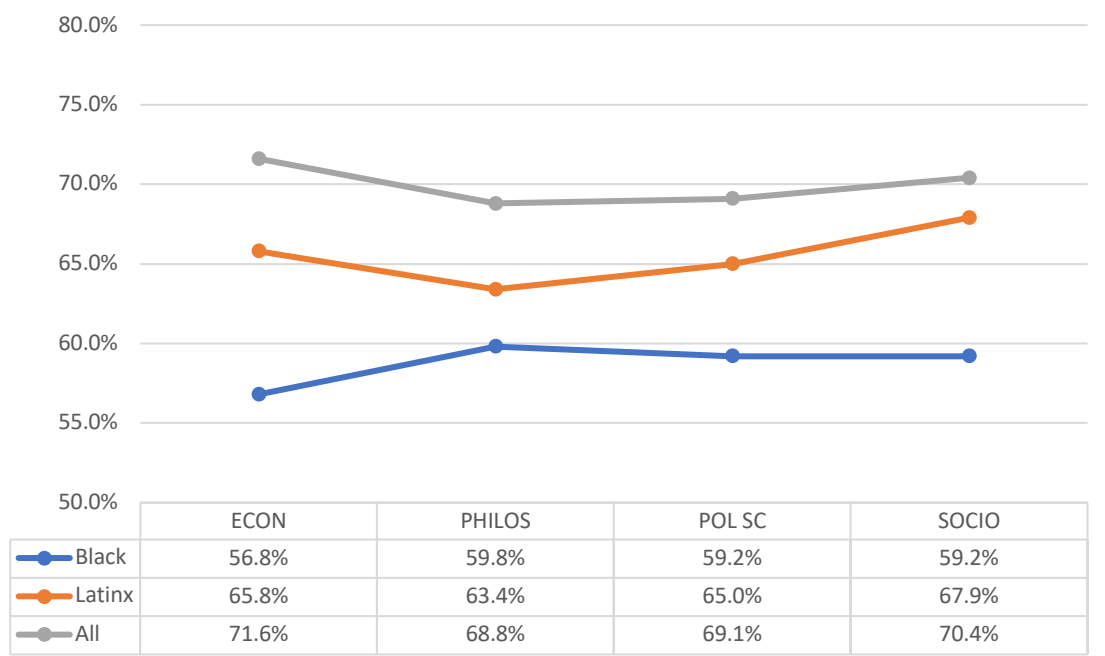> Winter 2019: Two sections, 4 hours each
> Spring 2019: Four 8-week sections and one 16-week
> Fall 2019: Four 8-week sections

Professor Urrutia found that the 8-week and 16-week classes all come out with average grades within 1% of each other, even when her Scholars sections were included in the analysis. Only the two-day-a-week, 6-week Winter classes had a higher average, by as much as 5-7%. For this small sample at least, it appears that self-selection of more motivated students into the intersessions may be the determining factor since there is no significant advantage of short sessions during the regular semesters.

4. As is the case with the College as a whole, Department retention, success, and GPA tend to be higher in online than on ground classes. However, the Department figures hide the fact that this is true only in Economics and Philosophy classes. Online students in Political Science and Sociology fare more poorly than students in on ground sections. (Appendix A: Table 25, p. 25) The cross-discipline differences may be a function of the faculty teaching the sections but may also be due to the fact that in Economics and Philosophy 7 (Logic and Critical Thinking) there is greater use of formulas and graphs and online sections may present these more clearly than in the on-ground environment.

5. As is the case with the College as a whole, women in Department sections tend to succeed at higher levels than the men. (Appendix A: Table 25, p. 25) Interestingly, women are retained at higher levels and succeed at higher levels than men ONLY on ground. In the online environment, on Campus and in all four disciplines, men do better than women. (Appendix A: Table 26, p. 26) The Department needs to consider why women are experiencing some difficulty online while men are experiencing the difficulty on ground.

6. The Department experiences an equity gap* of about the same size as that of the College as a whole. (Please see Appendix A: Tables 4 and 5, pp. 4 and 5) There are differences across disciplines, however, with the gap being greatest in Economics. This finding has been discussed at both the Department and Discipline level. Statewide data were also looked at and the SMC data are not dissimilar to statewide data. The conclusion appears to be that economics tends to be especially challenging for all students, but it is unclear why students of color find it even more challenging.

Statewide Fall 2018 Course Success Rates, African American vs. Latinx vs. All Students
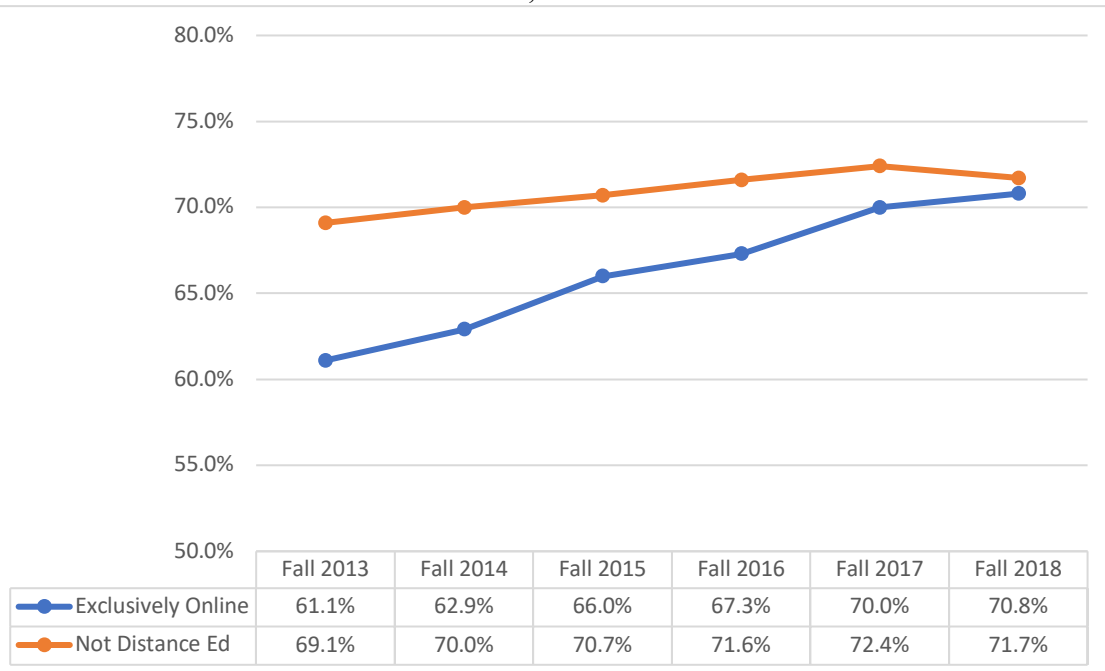
	ECON	PHILOS	POL SC	SOCIO
Black	56.8%	59.8%	59.2%	59.2%
Latinx	65.8%	63.4%	65.0%	67.9%
All	71.6%	68.8%	69.1%	70.4%

Statewide Fall 2018 Equity Gaps (Ethnic/Racial Group Success Rate – All Students Success Rate)

	ECON	PHILOS	POL SC	SOCIO
Black	-14.8%	-9.0%	-9.9%	-11.3%
Latinx	-5.8%	-5.4%	-4.1%	-2.5%
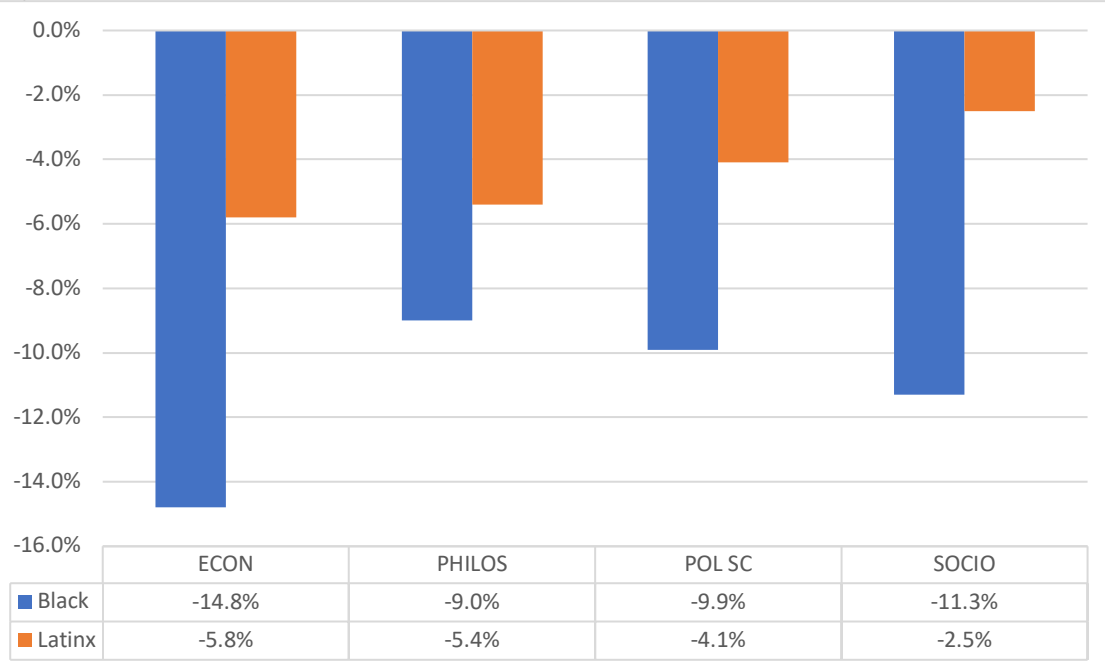
The SMC trend observed regarding the largest equity gaps experienced in the Philosophy/Social Science disciplines are in Economics courses applies to the statewide trends. For both African American and Latinx students, the largest gaps among the four disciplines are experienced in Economics courses.

7. The equity <u>gaps are greater in online sections</u> than on ground for the College and Department as a whole. However, there are differences across our disciplines, most notably that the equity gap is <u>larger on ground in Economics</u>. (Please see Appendix A: Table 5, p. 5) This suggests that students of color do better in Economics in the online environment. The Department has looked at statewide and campus wide data.
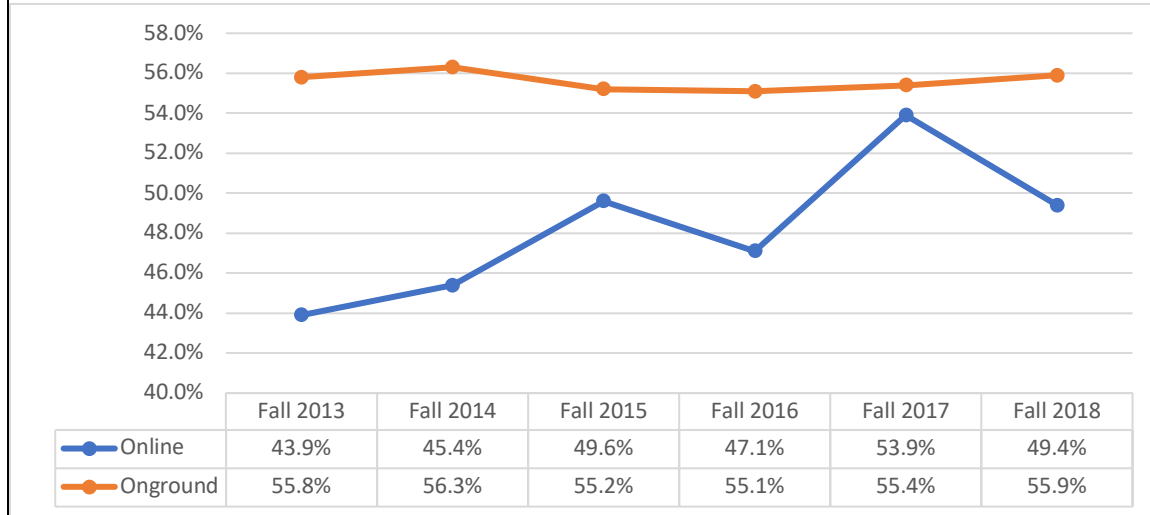
Statewide Economics Course Success Rates, Online vs. Non-Distance Education

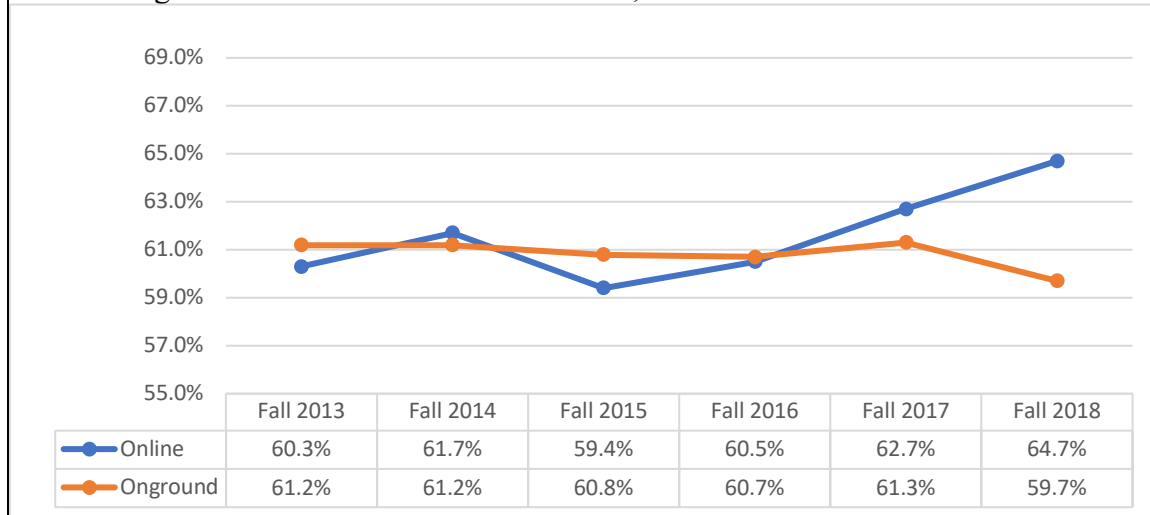|	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Exclusively Online	61.1%	62.9%	66.0%	67.3%	70.0%	70.8%
Not Distance Ed	69.1%	70.0%	70.7%	71.6%	72.4%	71.7%

Historically, the statewide trends show that students enrolled in non-distance education class sections of Economics successfully (C or better) completed their courses at higher rates than those enrolled in exclusively online sections of Economics courses. However, the gap between online vs. on ground has decreased significantly over the last six years. The statewide evidence, however, suggests that the SMC trend of having higher success rates in online Economics classes does not follow the statewide trend. We have discussed this at some length and have come to no firm conclusions as to why this may be happening.

Is the trend similar across all disciplines at SMC in terms of doing better online for racially minoritized students as it is in ECON?

SMC Collegewide **African American** Course Success Rates, Online vs. Non-Distance Education

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Online	43.9%	45.4%	49.6%	47.1%	53.9%	49.4%
Onground	55.8%	56.3%	55.2%	55.1%	55.4%	55.9%

SMC Collegewide **Latinx** Course Success Rates, Online vs. Non-Distance Education

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Online	60.3%	61.7%	59.4%	60.5%	62.7%	64.7%
Onground	61.2%	61.2%	60.8%	60.7%	61.3%	59.7%

Collegewide, African American students complete courses at higher rates in on ground courses than online courses. This suggests that the trend for Economics courses is inverse for African American students. Economist Clare Battista has looked at her course data. She attributes the smaller equity gap online in economics in her sections, to several factors. First, and most important, is the gender composition, which is 44% female online and 33% female on-ground. In economics, women have been traditionally underrepresented, hovering around 30% for the last 40 years. While not much attention is paid to the gender-gap at SMC, it is in the spotlight nationally and at 4-year institutions. The fact that women have a 44% presence in economics
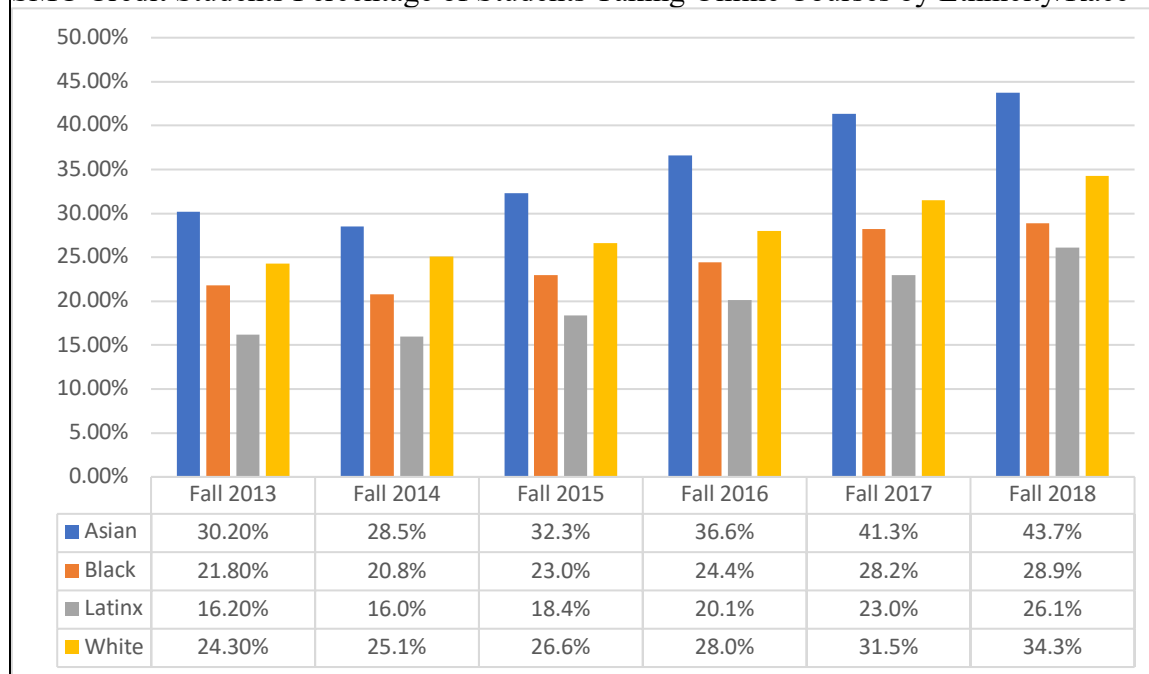
online at SMC is very good news. The reason that this reduces the equity gap is because women, on average, tend to outperform men across all demographics, and the typical female student in the online environment is Latinx. This outperformance might not necessarily show up in mean scores but certainly in median scores and success rates. As such, a greater percentage of women are improving performance stats in economics and their Latinx affinity moves the needle toward reduced equity gaps. (Appendix A: Table 26, p. 26)

Second, there are certain practices like instructor-student and student-student regular and effective contact, as well as learning objectives for each unit, and a diversity of assignments and assessments that are required in the online learning environment but only presumed to occur in the on-ground environment. These intentional practices produce a higher quality learning-teaching environment for students which should and does improve student success, moving students from D, F, Ws to Cs and from C to Bs, and thereby reducing the equity gap.

For Latinx students, the difference in course success rates between on ground and online courses varies from year-to-year. However, in the most recent term analyzed (Fall 2018), Latinx students successfully completed their online courses at higher rates (65%) when compared to on ground classes (60%) which mirrors the trend observed in Economics classes for this group.

The Department looked at data on whether racially minoritized students take online courses at higher rates than other groups at SMC.

SMC Credit Students Percentage of Students Taking Online Courses by Ethnicity/Race

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Asian	30.20%	28.5%	32.3%	36.6%	41.3%	43.7%
Black	21.80%	20.8%	23.0%	24.4%	28.2%	28.9%
Latinx	16.20%	16.0%	18.4%	20.1%	23.0%	26.1%
White	24.30%	25.1%	26.6%	28.0%	31.5%	34.3%

In Fall 2018, about 29% of Black and 26% of Latinx students were enrolled in an online course. When compared to Asian and White students, disproportionately fewer Black and Latinx students enrolled in online courses. The Department needs to further discuss how best to

encourage minoritized students to consider the online environment where they, at least in some cases, may experience greater academic success.

8. The equity gap is pretty much unchanged across the time period Fall 2012 through Fall 2018. (Please see Appendix A: Tables 3-18, pp. 3-18) There is some feeling in the Department that we have a better understanding of the equity gap than the College as a whole. The disciplines housed in the Department of Philosophy and Social Science are focused on the philosophic, economic, political, sociological, and gender underpinnings of inequity. This is what we teach. The College, rightly, tries to focus on the variables that we can influence at the institutional level but in doing so, it underestimates the huge impact of much longer-term structural features that are far beyond educational institutions to impact. Consequently, the Department tends to focus more heavily on preparing students for a level of civic engagement that will allow them to have a greater effect on society through their careers and lives outside of SMC.

9. Compared to the College as a whole, our Department's withdrawal rate is a bit lower and our grades a bit higher. (Appendix A: Tables 13 and 14, pp. 13 and 14) Noteworthy is the fact that WGS sections have a very high grade distribution and a very low withdrawal rate. (Please see Appendix A: Tables 23 and 24, pp. 23 and 24) The Department has discussed this and feels that these differences are not due to grade inflation or individual instructors but rather to the fact that WGS courses are highly and personally interesting to our students.

10. The withdrawal rate of African-American and Hispanic students is higher than it is for White and Asian students, except in WGS sections. (Please see Appendix A: Tables 6 through 12, pp. 6-12) Please note that because we offer only five sections of WGS in a semester, the number of African-American and Hispanic students is often very small and may be affecting the data. For example, in Appendix A Tables 23 and 24, pp. 23 and 24, all data points underlined have an N of only a very few students.

*The equity gap in Appendix: Tables 4, and 5, pp. 4 and 5 is determined by subtracting the outcome for African-Americans from the outcome of White students. The College, on the other hand, determines the gap by subtracting the least successful group from the most successful. For many classes on campus, Asian students are the highest performers and so the equity gap is often calculated by subtracting African-American success from Asian success. In Economics, for example, the equity gap appears greater if you subtract African-American from Asian. However, there are many reasons not to use Asian students in the equity calculation. For one, the number of Asian students is very small in many of our sections and so produces distortions that will make it hard to compare data across disciplines. Second, the category "Asian" does not distinguish between international and U.S. Asian populations. Consequently, for our Departmental purposes the equity gap is White minus Africa-American.

D1. Objectives

Status: In our 2019 Annual Review, we outlined three objectives for 2019 – 2010 academic year: Revitalizing Online Offerings, Constructing Equity Syllabi and a Social Justice Statement for the Department, and continuing Coaching and Tutorial Programs. All of these are in progress, being

addressed regularly at both Department and Discipline Meetings. We are working on our online courses. We have had a Department Meeting on constructive Equity Syllabi. We have had two Department Meetings to look at the creation of a common Social Justice statement. It may prove the case that we will not be able to settle on one statement for the entire Department. This is likely to be a discipline-level decision.

Comments:
None

D1. Looking Back

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

The Department of Philosophy and Social Science is particularly proud of ten areas of achievement.

1. **Equity:** The Department has exhibited a deep commitment to equity in terms of both pedagogy and course content. We continue to attend workshops and flex activities dedicated to equity and every semester we offer Adelante and Black Collegians sections. (Please see Appendix G, p. 62)   The Department devotes at least part of almost every Department Meeting to a discussion of issues related to equity. For example, in 2018, Department Meetings were devoted to discussion of an equity syllabus and equity-minded teaching pedagogies. (Please see Appendix E, p. 42) At the Department Flex Day in August 2019, the Department looked at data and discussed ways in which the Department might work to reduce that gap. At the November 14th, 2019 Department Meeting, representatives from the Social Justice and Gender Equity Task Form discussed issues related to gender inequality. Danilo Donoso, the psychologist with the Center of Wellness and Wellbeing also came to discuss what happens after faculty send a student for services. We also have decided to all read a scholarly article looking at one specific pedagogy directed at equity. To this end, we will all read David Yeager et al., "Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide," *Journal of Experimental Psychology, General* 2014. Vol. 143, No. 2, 804 – 824. The Department will be discussing the provision of critical feedback designed to assuage mistrust by emphasizing the instructor's high standards and belief that the student is capable of meeting those standards, a strategy known as *wise feedback*. The Yeager et al. experimental study found that the effects of such feedback were stronger among African American students who generally felt more mistrustful of school.
2. **Greater Diversity in Hiring:** The Department has seen greater success in diversifying its full and part time faculty. Additionally, in the summer of 2019, the Department made thumb cards for each discipline to be used in the Annual Faculty Job Fair and Open House as well as ongoing recruitment.
3. **Public Policy Institute:** We are proud of the fact that Public Policy Institute tends to attract a very diverse set of students. (Appendix D, p. 41) The Program continues to be actively engaged on our Campus and in the larger community, holding Forums in both the Fall and Spring semesters in each academic year. In the Fall 0f 2019, for example, PPI held the Arts and Cultural Affairs Forum, Hip Hop for Democracy. The Forum held events from November 16th through December 8th:: Wellbeing summit, Dramatic

Readings of the Declaration of Independence, Pop-Up Art on the Quad, Master Dance Class with Robbie Fairchild, Film Screening of "In This Life", Special Lecture by Art Historian and Graffiti Scholar Ronnie West, and the Nutcracker Ballet at the Broad Stage. In the Spring semester, 2020, PPI is bringing Danielle Allen to Campus. Allen is the James Bryant Conant University Professor at Harvard University, and Director of Harvard's Edmond J. Safra Center for Ethics and is a political theorist who has published broadly in democratic theory, political sociology, and the history of political thought. Widely known for her work on justice and citizenship in both ancient Athens and modern America, Allen is the author of *The World of Prometheus: The Politics of Punishing in Democratic Athens* (2000), *Talking to Strangers: Anxieties of Citizenship since Brown vs. the Board of Education* (2004), *Why Plato Wrote* (2010), *Our Declaration: A Reading of the Declaration of Independence in Defense of Equality* (2014), *Education and Equality* (2016), and *Cuz: The Life and Times of Michael A.* (2017). She is the co-editor of the award-winning *Education, Justice, and Democracy* (2013, with Rob Reich) and *From Voice to Influence: Understanding Citizenship in the Digital Age* (2015, with Jennifer Light). She is a former Chair of the Mellon Foundation Board, past Chair of the Pulitzer Prize Board, and a member of the American Academy of Arts and Sciences and the American Philosophical Society. Allen is also the principal investigator for the Democratic Knowledge Project, a distributed research and action lab at Harvard University. The Democratic Knowledge Project seeks to identify, strengthen, and disseminate the bodies of knowledge, skills, and capacities that democratic citizens need in order to succeed at operating their democracy. The lab currently has three projects underway: The Declaration Resources Project, the Humanities and Liberal Arts Assessment Project (HULA), and the Youth and Participatory Politics Action and Reflection Frame.

4. **Scholarships:** While the Department has for some time awarded scholarships, it is particularly proud of a new scholarship that was first awarded in 2019. The Michael and Alice Kohn Foundation Public Policy Scholarship identifies students who are enrolled in Public Policy courses AND engaged in a Public Policy internship. Sixteen scholarships will be granted in the 2019 – 2020 academic year. Fifteen will be for $1000 to offset the soft costs of college. These scholarships will go to students who are the first in their family to attend college, from lower socio-economic backgrounds, transferring to a four-year institution, and have a social justice focus,

5. **The Law Pathway Program:** Political Scientist Christina Gabler is one of the leads of this program established in 2017 to prepare traditionally underrepresented students to become competitive applicants to law school. In its first year, the Program helped students secure offers from Columbia University, UCLA, Stanford, and California State University, Northridge.   In 2018, the Pathway graduated 16 students and then in 2019, 34 graduates transferred to universities including UCLA, Columbia, UC Irvine, and California States University, Los Angeles. Their successful completion of the Law Pathway Program earned them priority admission review at eight California law schools: Santa Clara University School of Law, UCLA School of Law, UC Davis School of Law, University of San Francisco School of Law, Loyola Law School, USC Gould School of Law, UC Irvine School of Law, and UC Berkeley School of Law.

6. **Technology:** Under the leadership of economist Clare Battista, the Department devotes a portion of every Department Meeting to a Tech Talk at which we discuss new and

innovative technologies. In 2019, for example, the Department test drove Logitech Zoom technology for use in both the Conference Room and faculty offices to allow faculty and students who cannot attend coaching and tutoring meetings/office hours to Zoom in. The belief is that this technology eases, to some extent, an equity gap that may be due to unequal access. Faculty members are also experimenting, at their own cost, with cameras to facilitate both synchronous online communication and use of the new Preoctorio software to assure academic integrity in online classes and online testing.

7. **The Sociology Coaching Program**: SCP is an academic support program designed to improve success rates in Sociology 1 by providing extra support to students who might otherwise have difficulty completing the course This Program has been funded by the Equity initiative as SCP is designed to improve course success rate in Sociology 1 for disproportionately impacted groups: Hispanic and Black students. Students earning 70% (or "C") or below in an initial classroom assessment are referred by faculty to participate in the Program. An analysis measuring the impact of SCP on Sociology 1 course has found that the Program has been a great success. Comparison of pre and post intervention performances show success rate for Hispanic and Black students improved substantially after the intervention (Appendix F: Table 7, p. 61). The equity gap between the traditionally high performing (White & Asian students) and low performing (Hispanic & Black students) groups shrink by more than 50% (Blacks from -11.3% in base year to -4.5% in 2017, Hispanics from -8.1% in base year to -4.4 in 2017).

8. **Critical Thinking and Writing:** The philosophers have led the Department in the creation of a new course, Philosophy 8, that will meet the IGETC 1B requirement for critical thinking and composition. The Department believes that students taking the courses taught in the Department would greatly benefit from an alternative to English 2, an alternative that would teach writing and critical thought with specific reference to social science and humanities literature.

9. **The Social Justice/Gender Equity Task Force:** Several members of the Department, Eileen Rabach, Gail Livings. Yamissette Westerband, Rebecca Romo, Paul Klumpe, Clare Battista, and James Thing, have played an integral role on this Task Force and the creation of a Center for Gender Equity and gender-related issues have been discussed at some length at both Department Meetings and regularly held meetings attended by those concerned in working in this area.. The Department's November Meeting included guests Breda Benson (CARE Team), Lisa Winter (Compliance Administrator/Title IX Coordinator), and Danilo Donoso (Psychologist with the Center for Wellness and Wellbeing). The Department was provided an update: Once completed, the Social Justice and Gender Equity Center will be in the Cayton Center. The renovation will need to go to the Department of State Architect (DSA) for approval once the designs have been developed. After approval from DSA, SMC can start to renovate the building. The projection is that the entire project will take about 2 years since the basement of Cayton will also be renovated. In the meantime, resources and referrals will be offered to students in one of the offices in Mike's area. They are also working on the job description for a project manager to be the point person for the work, on naming the Center so that they can begin to create marketing materials (a transportation survey has gone out to the students with questions about helping name the center), and hopefully getting the project manager on board in the spring to work with campus constituents to

continue the roll out. In the meantime, they are also working on a virtual presence to help aggregate existing services into one place.

10. **Websites:** All websites have been updated.

<table>
<tr><td>2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.</td></tr>
</table>

The Executive Summary of our last Program Review (2013) – 2014) made 3 recommendations.

1. Expand the departmental discussion of student writing and language skills preparation to include assessment of strategies integrated within a discipline, in order to determine applicability to the other departmental disciplines. As discussed above, in 2018 – 2019 we applied for and were given Foundation funds which allowed us to have a two-day writing workshop with expert Matt Luskey. (Please see slides from that workshop. https://docs.google.com/presentation/d/1N9lfg1qU3VO8_0F4ngurm5r7VeO2XwhMvvMPcA4c6yY/edit?usp=sharing) Also, as noted throughout this Program Review, the Philosopher shave developed a new writing and critical thinking course and the social scientists are considering doing the same.

2. Evaluate the results of the *You + 1* coaching pilot in terms of scalability and whether it contributes to improvements in the equity gap. The *You + 1* coaching pilot was completed but not further funded. However, many of the College's efforts to strengthen non-cognitive skills are now institutionalized in classes and Student Services.

3. Review how or whether objective #3 (*renewed commitment to service learning*) should be incorporated into departmental goals, whether it is a priority request for institutional resources to maintain and expand service learning, and how to make it measurable and achievable. Since our last six-year review, the College, under the leadership of Eric Oifer and the GRIT Task Force, created The Applied Learning Center which acts as a liaison, the Applied and Service-Learning Program helps to create and support partnerships between all participants. Applied and Service-Learning Program Role. The Public Policy Program, Philosophy, and Sociology are now using applied, experiential learning. Some examples include:

Philosophy: In the Philosophy in Literature course, work with children in public libraries

Public Policy: Organize a voter registration drive

           Teach different facets of government to students at a local school

           Work with a community partners regarding data needed for Census

           Provide non-partisan voter information via a community organization

Sociology: Study the homeless population and develop programs for them

          Research a community need and publish the findings

          Design a website containing information about the various geographic

          locations in a certain area

Design statistical models to determine the needs of a special population

4. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

Many SMC students withdraw from courses and many others fail to succeed in those they do complete. While this is a College-wide problem, the Department faculty have decided to take measures aimed at bettering the situation. We currently are trying five things: (1) integrating into classes, discussions of career opportunities in an effort to help students see the relevance of course material to their longer-range goals, (2) the Sociology Coaching project, (3) Applied, experiential learning, (4) Different scheduling patterns and (5) Looking closely at online-on ground student success differences. (These have been discussed above)

4. If your program received one-time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

Chairs of Excellence have been discussed above. Recopied here:

The Department has a Chair of Excellence. Eric Oifer received the three-year award to support the exploration of place-based, experiential pedagogies that focus on enhancing students' reading and writing skills as ways to prepare them for citizenship in a world substantively changed by climate change, providing resource materials and bringing guest speakers who helped us, at both department and college levels, work toward offering educational opportunities that prepare students to make the link between the natural and political worlds, the values required to provide for a just post-climate change world in the future, and the actions necessary to bring those values to fruition. Richard Tahvildaran received the award to create the Public Policy Institute and Public Policy Program. Rebecca Romo used her Chair of Excellence to take Sociology students to conferences. Amber Katherine used hers to reformulate and enrich SMC's "critical thinking" curriculum and pedagogy to bring it into alignment with emergent innovations in educational research, learning analytics, and theories of course design. The finished product will be a Critical Thinking Platform (CTP) which introduces (1) an expanded, more practical critical thinking curriculum, and (2) a gamification of the curriculum. Working title: *Game On! Critical Thinking for the Good Life*.
A new Chair of Excellence will be awarded for a start date of 2020 – 2021 and it will continue for three years.

5. Describe departmental efforts to improve the teaching and learning environment.

Our efforts include the following:

1. Working with Police Chief Adams and Robert Myers to make the learning environment safer.
2. Authentically engaging students through discussion of career/job opportunities.
3. Participation in Adelante and Black Collegians Programs. (Success data can be found in Appendix G)
4. Participation in the College Scholars Program.
5. Use of Equity syllabi. (Appendix E).
6. Discussion, at both Department and Discipline meetings, of teaching pedagogy in both online and on ground sections.
7. Reading and Writing Workshops.
8. Creation of the new Philosophy 8 Critical Thinking and Writing course.
9. Active participation on the Equity Task Force and the Social Justice/Gender Task Force.
10. Experimenting with different scheduling patterns
11. Use of computer cameras to facilitate synchronous online communication
12. Use of Proctorio.to monitor academic integrity of online students
13. Integration of applied/experiential learning in classes when possible
14. The Sociology Coaching Program which is funded by the Equity Task Force is still functioning. (Please see Appendix F for the data showing the tremendous success of this program.)

D2: Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

Please see C4 above. Here is a brief summary of above.

1. Equity: The retention, success, and SLO data all tell the same story: our students do as well as students at the College as a whole but they could do better, particularly the African American students. We have several programs underway, discussed above. (1) We are trying to help our students become authentically engaged in the subject matter we teach. We, as instructors, can no longer assume that what we teach is either interesting or meaningful to our students. We take it as our responsibility to teach the significance of our subject matter to the real lives of our students. This is particularly the case with the African American students. At this moment, all that can be said is that all of us understand the issues involved and have dedicated ourselves to trying to reach students by making our subject matter more accessible to them and more closely aligned with their long-range life goals. (2) The Coaching Program is successful and there is a need for the College to fund other programs like it. (3) We need to study further why the equity gap differs between online and on ground classes depending on discipline.

2. The data show that the Department has a very large and increasing number of online sections. The College needs an Online Coordinator to draw up a College-wide plan for both the quantity and quality of online education. Until this happens, the Department will be addressing these issues regularly.
3. Data showing that students are more successful in short session, Winter and Summer, classes suggests that we should continue to experiment with different scheduling patterns. For example, the Department is scheduling 8 week and one-day-a-week classes and studying why students tend to do better in these formats. We also need to look at the equity gap in these different formats.
4. We need to reduce class size. There is an enormous amount of data finding that students, especially minoritized and marginalized students do better in smaller classes. https://dataspace.princeton.edu/jspui/handle/88435/dsp01w66343627 and https://eric.ed.gov/?id=EJ1064114 The College itself has data to this effect given the great success of the Scholars, Adelante, and Black Collegians Programs, Additionally, English classes are capped at 25. Obviously, there is the belief that smaller class size impacts teaching and student learning. The Chair of the Department has discussed with Academic Affairs and the Learning Center the creation of a new program, the Writing Corps. The suggestion is that certain sections of the courses offered by the Department be capped at 25 students and designated in the Schedule of Classes as sections that help develop the students 'writing skills. The intention is to teach these sections as intensive writing workshops and then collect data to see if such intensive writing aids students in their later course work.
5. We need to apply for funds to buy faculty cameras for their office computers, enabling them to hold online office hours, conduct synchronous online class meetings, and participate in Proctorio.to ensure academic honesty in online classes and online testing.
6. We should work harder to include applied/experiential learning experiences in our classes.

D2: Objectives

Objective #1

Objective: EQUITY. Continue to focus our efforts on reducing the equity gap through pedagogy such as the Equity Syllabus and content that is relevant to our minoritized students, including experiential learning.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations: GPA, Retention, Success, SLOs

External Factors: The whole United States!

Timeline and activities to accomplish the objective: Ongoing Departmental meetings and workshops devoted to Equity.

Describe how objective will be assessed/measured: GPA, Retention, Success, SLOs, faculty input.

Comments: At some point, student focus groups will be necessary.

Objective #2

Objective: ONLINE EDUCATION. The College should have an instructional, campus wide leader for online education and a long-range plan for the quantity and quality of online education. The Department of Philosophy and Social Science should also have a department-level leader with reassigned time to oversee the online offerings in this Department as online education is not the same in every discipline. In light of the current COVID-19 remote education, this is needed more than ever.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations: Since all of our faculty members have now become "online" faculty, we need extensive, ongoing training. The assessment data discussed in this Program Review reveal that our students need help in the online environment, especially in certain classes in certain disciplines.

External Factors: COVID-19

Timeline and activities to accomplish the objective: Immediate but also ongoing. All of the faculty are currently taking numerous workshops devoted to online education pedagogy.

Describe how objective will be assessed/measured: Faculty input as well as assessment and SLO data to see how our classes went in the Spring 2020 remote classroom environment.

Comments: At some point, student focus groups will be necessary.

Objective #3

Objective: WRITING IN THE HUMANITIES AND SIOCIAL SCIENCES. The philosophers have created a wonderful new course that specifically teaches writing and critical thinking in the Humanities. It is an exemplar for a similar course in the Social Sciences. At the time of this writing, it is unclear whether we will work to broaden the Philosophy course to make it useful to students in the Social Sciences or whether we need to develop a different course to meet this objective. Either way, a primary objective of the Department is to have a course or courses That meet the IGETC IB Critical Thinking and Writing requirement.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations: There is not a faculty member in the Department who thinks our students are ready to write effectively in our classes. Even students who have taken English 1 and English 2 are not prepared to write cogently and clearly in either the Social Sciences or the Humanities. Faculty recognize that some of this is a function of our students being first-time college students and being in their first two years of college. Still, there is

consensus that something needs to be done to better prepare our students in reading and writing in the Social Sciences and Humanities.

External Factors:

Timeline and activities to accomplish the objective: Ongoing. Creation of the new Philosophy course and perhaps broadening that course to include writing in the Social Sciences. Writing and reading workshops will continue.

Describe how objective will be assessed/measured: Faculty input, success, retention, GPA, and SLO data.

Comments: At some point, student focus groups will be necessary.

Objective #4

Objective: CONTINUING SUPPORT FOR A GENDER EQUITY/SOCIAL JUSTICE CENTER. Several members of the Department are active participants on the Subcommittee for the Student Equity Center.
Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations: The College is mandated to deal with Title IX issues. Additionally, the College has made Student Equity and Social Justice college-wide priorities.

External Factors: The entire United States.

Timeline and activities to accomplish the objective: The Subcommittee is meeting remotely in Spring 2020 and meetings will continue through Summer and Fall 2020.

Describe how objective will be assessed/measured: Institutional Research will largely be responsible for assessment as this is a College initiative.

Comments:

E. Curriculum Review

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

- Each discipline assumes the responsibility of reviewing and revising curriculum. During this Program Review period, all Course Outlines of Record were reviewed and revised when necessary. Full-time and Adjunct faculty were involved in this process, especially because there are some courses that are only taught by adjunct faculty. It should be noted that the review and revision of CORs are not limited to periods of Program Review. There are almost daily discussions among faculty concerning the subject matter and pedagogy of particular courses. This is what true colleagues do best.
- There is a circular flow of effect between ILOs, SLOs, and CORs. As we identify new Institutional and Course Outcomes, we alter the content of courses. But as we alter course content, we edit existing SLOs and sometimes add new SLOs. Furthermore, if the College embraces a new Institutional Learning Outcome, it is incumbent upon all Departments to then find ways to assess the outcome through the articulation of an SLO mapped to that ILO.

  This is how it worked with Authentic Engagement. Instructors in our Department became interested in studies that have shown that non-cognitive skills are as related, maybe even more highly related, to success in academics, and life more generally, than aptitude test scores or achievement test scores. These Departmental level discussions then led to a movement on campus to add a fifth ILO. After the ILO was added, the political scientists articulated a new course SLO and, as a result, instructors have changed how and what they teach in response to this new SLO. The CORs now also reflect that change, specifically in two ways: (1) the sample assignments on the CORs now suggest a greater number of low-stakes assignments and (2) the course content includes a discussion of how course content relates to various careers.
- We have quite a few cross-listed courses not only because we are an interdisciplinary Department but also because we fully believe in the worth of interdisciplinary teaching.
- The Department has "flirted" in the past with mandatory prerequisites but we have always resisted them for a variety of reasons. The current College trend is away from these prerequisites and since the recent changes in the English curriculum, we now have more not fewer students who have not taken English 1 before entering our classes. Most of us feel that we have to teach English skills as well as the content of our courses. We cannot expect the English and ESL Departments to carry alone the burden of a huge, and growing, population of Basic Skills and under-prepared students. Many of our instructors have students write in class at every class meeting. We teach thesis construction and argumentation. As discussed above, the Philosophers have created a wonderful new course, Philosophy 8, that focuses on critical thinking, argumentation, and writing. That course will be submitted to the Curriculum Committee in the Spring semester, 2020. The other disciplines are currently considering the development of discipline-specific courses modeled on this Philosophy 8 course. One thing is certain: we all make every effort in every one of our classes to help students develop oral and written communication skills.
- There are four ways to ensure that course syllabi are aligned with the COR. (1) The Chair of the Department reviews course syllabi every semester. (2) During the peer evaluation process, instructors' syllabi are reviewed and discussed. (3) When an instructor requests to teach a course, they have never taught before, they are asked to pull together a syllabus for the particular discipline to review. (4) Informal collegial discussions among instructors. This latter method is, no doubt, the most fruitful way to ensure alignment as

such discussions almost always lead to innovation and improvement in the courses we offer.

F. Community Engagement

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Certainly, no Department on campus has as active faculty members as the Philosophers and Social Scientists. Perhaps because of the subject matter we teach, we produce more campus leaders than any other Department. Academic Senate Presidents often come out of this Department. Additionally, Economist Clare Battista now Chairs the Senate Distance Education Committee. Sociologist Guido Del Piccolo Chaired the Curriculum Committee for years and remains the go-to person on Campus for all Curriculum and META questions and concerns. Other members of the Department serve on the Faculty Association (Amber Urrutia) and the Senate (Christina Gabler). Our faculty members are also campus leaders in Interdisciplinary Studies, Applied Learning, and the Social Justice/Gender Equity Task Force. We also have active members of the Faculty Association. Eric Oifer is currently one of the Campus Ombuds Persons. All members of the Department are expected to actively participate in peer review and course creation, and to advise student groups.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Experiential Learning Placements
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.

PPI Fall Arts & Cultural Affairs Forum
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.

The cornerstone of the Fall Arts & Cultural Affairs Forum is The Nutcracker Ballet, performed by students of Westside School of Ballet, many of whom are dual enrolled at SMC, and who are accompanied by live music performed by the SMC Symphony Orchestra. This community-focused partnership allows classical ballet to be a yearly staple, demonstrating the strong ties between SMC, a nonprofit arts organization that is recognized as a premiere dance training ground, and our city. PPI also organizes daytime field trips for all 5th grade students in the Santa Monica-Malibu Unified School District to attend special educational performances of The Nutcracker, providing them with exposure to classical music and classical dance, which many of them have never before experienced.

PPI Spring Symposium
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. For example, in May of 2019, State Senator Scott Wiener, author of highly debated legislation to address California's housing Crisis, SB 50, joined us on The Broad Stage, alongside Santa Monica's State Senator Ben Allen, and Santa Monica Mayor Gleam Davis, to discuss the problems, solutions and complexities of these policies. Over 300 people attended this event.

SMC Partnership Events
The SMC Public Policy Institute partners with other organizations at the College to put together events with policy experts and community leaders. We have been honored to work with the SMC Associates, KCRW, and The Broad Stage on a variety of events, such as this year's performances of "The Diary of Anne Frank" by a troupe from The Broad Stage at Santa Monica High School's historic auditorium, Barnum Hall, attended by all eighth graders in Santa Monica public schools.

Community Organization Partnership Events
PPI has collaborated and partnered with many organizations in the community to plan and put on events, including:
- California Assembly Select Committee on the State of Hate
- League of Women Voters of Santa Monica
- Santa Monica Early Childhood Task Force
- City of Santa Monica Wellbeing Summit
- Westside Family Health Center
- The Rand collaboration is the first in the California Community College System. SMC students have worked under the supervision of Rand scholars and in past semesters, a Rand Ph.D. student has taught one section of the core Public Policy course (Political Science 31).
- PPI is a major contributor in City of Santa Monica Wellbeing discussions.

- The PPI degree program is now serving as a pathway for SMMUSD High School Students. High school students will come to SMC and then transfer to USC for a dual degree in Dance and Public Policy.
- The partnership between PPI and ASU to offer a 3 + 2 Master's Degree in unique and is considered to be an exemplar of cross-institutional programming.

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

Adjunct faculty are actively involved in Department affairs, primarily in the following three areas:

- Adjunct faculty are invited to every Department meeting and many attend on a regular basis.
- Several full-time faculty members share their offices with adjunct faculty members.
- Adjunct faculty are encouraged to develop curriculum. For example, philosopher Sage Bennett developed the online Philosophy 1 and Philosophy 23 courses.
- Adjunct faculty serve on a variety of campus committees and organizations.

G1: Current Planning and Recommendations

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Because all Department faculty are assigning a great deal of writing, we strongly urge the College to reconsider class size. English instructors have only 25 students, while we, who are assigning as much writing and perhaps even more writing, have 45 students. Class size is probably the number one hurdle to effectively helping our Basic Skills and under-prepared students. The College should consider an application process though which interested instructors apply for a reduced class size in exchange for a proposal on how they will employ the reduced class size to increase success in critical thinking, critical reading, and critical writing. Instructors can then be held accountable through evaluation, SLO results and student success indicators.

The College should invest in cameras for every single instructor's office computer. These would be used for office hours and for synchronous online education.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Given the emphasis on writing in our courses, faculty need the best technology available. Many of us now use Turnitin and those who do not still commonly have students submit electronic copies. Most of us spend a good deal of time grading electronically. Most of us, however, have very old and slow computers that make our jobs extremely difficult at best, and impossible, at

worst. Several faculty would also benefit from having additional Apple laptops for use in the classroom.

As stated above, the College should invest in cameras for every single instructor's office computer. These would be used for office hours and for synchronous online education.

Every year we also request a projector, computer, and screen for the HSS South Conference Room, HSS 361. This is the room we use for meetings, hiring, and our Coaching and tutorial Programs.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Economics used to be part of Supplemental Instruction. For the past few years, it has not been included. Finally, now in Spring 2020, Economics is part of SI. It should always be included in the SI Program. The Sociology Coaching Program and other programs like it should continue to be funded.

G2: Future Planning and Recommendations

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

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.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Department believes, and data support, that students do better when classroom size is limited as we have many students with only the most minimal writing skills, this need for smaller classes needs to be taken very seriously. No amount of technology can substitute for classrooms with devoted instructors working individually with students on a daily basis.

However, as stated above, additional Apple laptops and cameras on our office computers are essential to sound on ground and online education.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The College does an excellent job providing many professional development opportunities. The Department hopes these opportunities will continue to be offered. As we can no longer expect the English Department to handle all the writing development needs of our students, members of this Department will need more training in this area.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

If the Equity Task Force and College Redesign efforts feel that tutoring/coaching is valuable, more funds will need to be allocated to these.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

All of our Program Review discussions have led us back to the same conclusion: we need to work more closely with students, helping them to learn to read and write more effectively and critically. We live in an era in which student are challenged by increasing media illiteracy and an inability to understand the differences between fact and fiction. The Department of Philosophy and Social Science is critically positioned to be most able to help students develop these skills that they will need in the future. No Department is better equipped to help students in these areas. Consequently, the college should commit to:

- Reduced class size
- More financial aid so students do not need to work while in school
- Supplemental Instruction, coaching/tutoring
- Coherent online education plan
- Computer cameras for synchronous online education and office hours
- Professional development opportunities for instructors seeking to help students critically, read and write

6. Please use this field to share any information the program feels is not covered under any other questions.

There is nothing else.

H. Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

Program Review is a wonderful opportunity for our faculty to come together to discuss who we are, what we are about, and what we would like to accomplish. What emerged most clearly is our deep commitment to our students, not just to transfer but to truly prepare them for the world in which they live and will live. Additionally, Program Review creates a record of our promises to ourselves and will act as a reminder of our commitments.

I. Executive Summary

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support