

Social Sciences Division
2013 Program Review
Executive Summary
Division Chair – Tom Logan

The Social Sciences Division has gone through many changes since last Program Review. There has been a large turn-over in Faculty and we now have a much younger faculty. In addition, we have been asked to be more “efficient” which means many of our classes are 40+, some being 50+. This has caused dismay among some of the faculty who are still honing their craft while teaching large classes with the concomitant assessment paperwork. The support recognized that quality could slip.

Ours is a large Division with 13 Departments, 11 Full-time faculty and this year 132 classes were taught by Adjuncts. As Full-time faculty teach about 100 classes per year, this means that the majority of our classes are taught by adjuncts. And this is a problem in several ways including the fact that our adjunct pay is lower than surrounding Community colleges; we are continuously losing good adjuncts to Cabrillo. We have a high turn-over of adjuncts and have trouble securing enough qualified adjuncts to offer the requisite classes that are needed.

Our Division never got a remodel as part of the bond monies (we did get a facelift). As a consequence our classrooms were never upgraded and we struggle with smart technology that continuously fails. Nothing is more frustrating for a faculty member then to walk into a classroom to find that their PowerPoint or video is a no-go for that day. We need an upgrade.

Administration of Justice.

a. The Department.

This is the Department Chair’s first year so there will be changes in the future. In addition to a focus on ‘criminal justice’ and ‘related human services vocations,’ ADMJ’s mission may be revised to pertain to students pursuing careers across a wider variety of professions within the justice sector. For example, the Program currently has students who are pursuing careers in Fish and Game, Fire, Investigation, and Legal Practice and Services. Additionally, as the Program is in the processes of obtaining approval for Forensics, a course that will bring ADMJ into compliance with SB1440.

ADMJ courses help develop basic skills in areas including reading comprehension and analysis, writing and public speaking, via reading and analyzing the US Constitution, statutes and case law, and in-class presentations, including mock trial participation.

Most classes are currently scheduled in Monterey in the evening, though some courses were offered in Marina (Fall, 2013) and Seaside (Spring, 2014), and an online course is scheduled (Summer, 2014). A further examination of when and where classes are scheduled should be done in the near future.

b. Support team comments.

The Support Team noticed that the Program has a low student success rate (61%). We feel that this will improve with a new full-time Department Chair.

c. Needs.

When this was written, we needed a full-time Department Chair. This has been accomplished.

Anthropology

a. The Department.

The Anthropology program addresses issues in the areas of human nature and tradition, our human heritage, cultural variation, and the advances of a single political economy. The courses offered introduce students to the fields of archaeology, biological anthropology, and cultural anthropology. These courses may be taken to satisfy General Education requirements, meet the requirements for an Associates in Arts in Anthropology, or to fulfill the requirement to transfer with a declared major in anthropology.

The Anthropology Department made tremendous changes to equipment and supplies since the last program review. These changes have had positive effects on student learning, particularly in the area of biological and archaeological anthropology. The department is using a recently dedicated space for laboratory projects. This laboratory houses a collection of nearly 500 bone and bone replicas, artifacts, excavation equipment, photography equipment, and metric equipment. The collection and laboratory environment are vital components to the development of an outcomes-based curriculum. Students independently produce research from the collections and utilize archaeological field methodology as part of the requirements to attain the student learning outcome.

b. Support team comments.

The support team pointed out that enrollment is flat. There are three reasons for this:

1. The Department Chair has changed the advisory to all of the anthropology course from ENG 111 to ENG 1A.
2. He has moved all of the courses away from the Lecture Forum for the proposes of nurturing a learner-centered environment.
3. He has added a lab course to the schedule. The course typically accommodated 25 people per semester.

c. Needs.

The department is in need of a part-time laboratory technician. The role served by such an individual will be to support student projects, maintain the laboratory, and handle the laboratory materials on a reference.

Early Childhood Education

a. The Department.

Monterey Peninsula College Early Childhood Education (ECE) program provides high quality early childhood teacher education to students through research based coursework and application through varied experiences in our state of the art Child Development Center laboratory school. The ECE program provides students with a deep understanding of working with children, families, and the community in developmentally appropriate and culturally relevant approaches to early childhood education and care. The ECE program supports the multiple pathways students choose in the field of early childhood education through our certificate and Associates of Science in Early Childhood Education as well as our Associates of Science in Early

Childhood Education transfer degree to support the needs of our diverse community and various career and educational goals of students.

b. Support team comments.

The main concern in this area is the lab school or campus Child Development Center. The department is undergoing a review of this center to look at the costs involved in maintaining the center as it is now. Recommendations are being developed, and a plan is being put in place to address maintaining this facility within the current budget constraints.

Many of the students enrolled in the program need to complete basic skills courses. Requiring essay writing may jeopardize students' success in the program unless students are first able to strengthen their writing skills.

c. Needs

Enrollment in this Department continues to grow. It will have about 78 FTES this year. As a consequence, we must think about hiring a second full-time faculty.

Economics

a. The Department

The Economics Program is committed to fostering student learning and success by providing excellent instruction in Economics to support students pursuing transfer, career, basic skills and life-long learning. Through these efforts, the Economics program seeks to embolden all parts of the MPC learning community to engage with the discipline of Economics and become a more informed and productive global citizen.

The Department typically offers 16-18 sections of the three classes that are taught.

Since Steve Albert has become Department chair, the number of students enrolled in an Economics class has increased from 237 to 351 per year.

b. Support team comments.

One overarching issue relevant to the entire college is the impact of SB 1440 programs on program offerings.

c. Needs

The economics department feels that more students could be served and student learning could increase if the opportunity to teach in large lectures with lab sections could be accommodated.

Education

a. The Department

The Education program has only one stand-a-lone course that transfers to the CSU's and is not a complete program of study but we feel our mission statement for the Child Development Department is an umbrella for this stand-a-lone course. Education 1 is an introductory course for students to learn more about the K12 education system. If California develops a birth through 3rd grade teaching credential (talks are underway statewide at this time) then in the future I see the development of an AS-T similar to the Early Childhood Education one but with the Education 1 course as part of that program.

b. Support team comments.

c. Needs

The Early Childhood Education Department (Mary Johnson) is preparing an AST for this Department to meet the needs of the increased enrollments in the ECED program.

Ethnic Studies

a. The Department

The mission of the Ethnic Studies Department is the following: Expand students' understanding of the role of various cultures in United States history, politics and social institutions as well as illuminate the importance of diversity in relation to the academic needs of the local Monterey Peninsula community. Provide articulated courses with guaranteed transferability for students transferring to four-year colleges and universities that engage students in a meaningful exploration of culture and society as it relates to theory and practice. Enrollment is steadily growing.

b. The Support Team

ETNC enrollments have improved over the last few years. The program enrolls more diverse students than MPC overall. So there should be expanded opportunities for growth as the college's student demographics continue to change. Also, the opportunity to work with the new full-time Sociology instructor should enable the program to expand in the future.

c. Needs

Hire adjuncts to teach Ethnic Studies courses as needed to expand Ethnic Studies program and teach ETNC 4, ETNC 6 and ETNC 22.

Gentrain

a. The Department

The purpose of the Gentrain Program is to cultivate an understanding and appreciation of civilization and culture through a team-taught, integrated, interdisciplinary method, both for transfer credit and for non-credit lifelong learning. Gentrain "fosters student learning and success" in both "transfer" and "lifelong learning." We also enhance the intellectual and cultural vitality of our diverse community both through our courses and through our collaboration with the Gentrain Society. Enrollment is the highest it has ever been and we have been told that the classes are very efficient. A recent efficiency report done by the administration showed that Gentrain has the largest WSCH number of any program on campus. And the cost of the program is one of the most efficient on campus:

- a. Gentrain's WSCH is 922.41 compared to the college average of 402.75.
- b. Gentrain's "cost per FTES" is \$2,099.39 and the college average is \$3,339.25

It is unclear whether the state will continue to fully fund programs like Gentrain, especially in the area of adult programs, repeatability and non-credit programs. Gentrain is ready to make

substantive changes if such changes are implemented. We propose going to a credit/no-credit model only.

b. The Support Team.

At this time the staffing is a mixture of full-time and adjunct instructors, which is both advantageous and disadvantageous. The full-time instructors are a valuable asset to the program adding stability and perspective. The program generates a great deal of apportionment at the noncredit level as well as a growing number at the credit level. The college receives apportionment per FTES in the amount of \$4564.83 for credit and \$2744.95 for non-credit. Having full-time instructors in a program that serves proportionately more noncredit students means the cost of the program is higher than programs that exclusively offer credit courses.

Geography

a. The Department.

The Geography Department is a small program consisting of three classes but all of these classes meet the CSU and IGETC General Ed requirements for Social Sciences. This provides the basic classes, but when the Geography Department has a full-time Instructor/Department Chair, it is the desired intent to broaden the scope of the course offerings.

In addition, Geography is a required course for students intending to become elementary school teachers, and is a valuable class for students in many different majors within and beyond the Social Sciences Division. Cabrillo offers an AA and transfer programs in Geography. All the Geography courses articulate with UC and CSU.

a. Support team comments.

The offerings in this area are very limited. At many colleges Geography courses are very popular general education courses. Since these courses meet both CSU and IGETC requirements, there should be demand for additional sections.

I would include the possibility of creating a transfer program for Geography.

Documents appear to indicate that some comparisons between MPC and other Geography programs have been made (Cabrillo). Need should be further considered.

b. Needs.

To implement the Support Team's suggestions a full-time Department Chair is needed.

History

a. The Department

With the hiring of a new history full-time faculty member, Elizabeth Mullins, in Fall 2011 we are able to offer a broader spectrum of history courses and thus increase our offerings. We have also added two excellent new adjuncts to the department with plans to add one more to meet student need for our U.S. history survey. We now typically offer 30-35 classes per year with some 1200

students. The problem is that in 2014, 18 of the classes will be taught by adjuncts. The majority of the History classes are still taught by adjuncts.

b. The Support Team.

The history program is growing with the hiring of a new full-time instructor. The number of offerings is growing and the curriculum is becoming more diverse. With the growing demand for transfer required courses, the history program is a very vital one. Recent enrollment demands seem to indicate continued growth in this area.

There is an allusion to challenges associated with “new guidelines for increased critical writing assignments.” It seems that if the discipline requires a great deal of student writing, class sizes need to be decreased, or history instructors need to confer with English instructors to ease grading issues

The history faculty plan to continue broadening their curriculum to meet the student demand. They plan to continue to work on curriculum development following the UC pattern. More courses will be put online. There will also be expanded use of primary source documents and group work in the classroom.

c. Needs.

Continue to recruit qualified adjuncts.

Political Sciences

a. The Department.

There has been a rapid growth of political science enrollment since 2010 and the political science department has out-performed the college as a whole, with the last semester producing our largest enrollment during this five-year period. The growth of enrollment has coincided with the recruitment of a full-time faculty member, but also with the growing breadth of our offerings. Enrollment in the Department is roughly 1,000 students per year.

b. The Support Team.

Updating software on classroom computers appears to be a challenge faced by this program. This program may also be challenged by the limited number of adjunct faculty available to teach classes.

c. Needs.

Political data sets, including the NES.

Psychology

a. The Department

The Monterey Peninsula College Psychology Program introduces students to psychology as a science, including major perspectives in historical and contemporary psychology, and exposes students to a variety of subfields in psychology. Course offerings in Psychology facilitate an increased understanding of oneself and others and allow students to apply psychological principles to both personal and social issues. These courses may be taken to satisfy individual or professional needs, to satisfy General Education requirements, or to meet the requirements for an Associate in Arts for Transfer degree with a declared major in psychology. Enrollment in the Department is roughly 1,500 students per year.

b. The Support Team.

“At present there seems to be a demand for additional sections of certain psychology classes. Perhaps additional online classes should be offered.” The reason for this is the Department is having a real hard time recruiting qualified adjuncts. But this should be made better by the hiring of a second full-time faculty member, as the Support Team recommended.

c. Needs.

Create a Social Sciences Laboratory. This has been partially funded by the MPC Foundation. Also there is a need for both the Psychology and Sociology departments to have a social sciences based Statistics course.

Sociology

a. The Department.

The MPC Sociology program offers a rich and dynamic core curriculum that combines general and topical courses. All classes build on existing campus diversity by emphasizing multicultural approaches to teaching and learning. Sociology instructors are well known for exciting, interesting curriculum and materials, and classroom pedagogies that create learning community. By engaging students' own experiences and interests, sociology bridges school and community, offering students opportunities to apply new knowledge through participatory action research and service learning projects. These courses may be taken to satisfy General Education requirements, meet the requirements for an Associates in Arts in Sociology, or to fulfill the requirement to transfer with a declared major in Sociology.

The hiring of a full-time faculty and department chair in 2012, Anthony Villarreal, has led to the creation of many new courses, a Sociology AA-T in compliance with SB1440, and steadily increasing enrollment. Three adjunct instructors were hired in 2013, and new electives have been scheduled for 2014-15. Sociology has increased offerings in Marina, and is committed to contributing to the growth of the Marina site, however enrollment there has not been as good as anticipated.

b. The Support Team

The Program Improvement Plan acknowledges the challenges and opportunities indicated by the data. The goals to improve enrollment, FTES/FTE ratios, increase enrollment of underrepresented groups, improve coordination with other programs on campus, and improve involvement with the community are appropriate and should strengthen the Sociology program. Given the size of the program and the opportunities for growth, it appears that the program needs more adjunct faculty.

c. Needs.

Create prerequisites for courses to improve student preparedness, success, and retention rates. Given the size of the program and the opportunities for growth, it appears that the program needs more adjunct faculty.

At many California community colleges, Sociology departments are comparable to Psychology departments in terms of total courses offered and numbers of students served. Sociology at MPC will need a continued commitment to a large adjunct budget sufficient to meet projected growth of Sociology Offerings. Add a Research Methods course for SB1440 AA-T compliance.

Women's Studies

a. The Department.

Women's Studies is an interdisciplinary program which implements the philosophy and objectives of the college through its rich and varied stimulating, high-quality transfer level courses and program of study. These courses are cross-listed, broad-based offerings that allow learners to explore issues of gender, class, sexual identity, and race as they relate to art, automotive technology, ethnic studies, health, history, humanities, linguistics, political science, psychology, and philosophy. The Women's Studies faculty are committed to develop habits of critical inquiry, analysis and evaluation through its offerings and teaching methodology. Women's Studies clearly supports the MPC's mission.

b. The Support Team.

The biggest challenge is the lack of a full-time instructor to provide direction to the program. In addition, some of the curriculum and the program are in need of updating.

c. Needs.

We clearly need a full-time Department Chair. Thanks to the Baskin Foundation, it looks like this will happen for three years.