



PROGRAM COMPREHENSIVE REPORT

2022 - 2023

Program Review (P) - Social Sciences

Program Planning

2022 - 2023

General Information

Briefly describe your program.

The Social Sciences Department includes the academic disciplines of Economics, History, and Political Science. These disciplines have a wide range of application in the workplace and provide important critical thinking skills that apply to work and meet the needs of students transferring to universities. Professions requiring degrees in Economics include: economics, financial management, and market research analysis. Our Department's Faculty are experts in their respective fields, who offer a range of opportunities for students to participate in professional activities and forums. Thus, in addition to teaching and learning excellence, our Department's Faculty regularly involve interested students in extra-curricular activities that enhance their academic resumes, transfer to university, and establish solid and meaningful connections to the community and professional fields that often lead to gainful employment.

Professions requiring degrees in History include: education, law public history, museum curation, governmental and corporate research, and those that are archival- and library-related. Professions requiring degrees in Political Science include: political science, law, media, marketing, political and legislative analysis, public relations, and those related to public policy.

How does your program support VC's mission?

In all three disciplines, course content and the activities of the Social Sciences Department coverage of each and every aspect of the Ventura College mission are achieved. Through the hard work and dedication of its faculty, our department regularly contributes to student equity in an anti-racist and inclusive learning environment to enhance students' individual learning needs and experiences both inside and outside of the classroom, making important connections to the community, and assisting student transfers to a range of public and private colleges and universities both in California and across the nation.

Which disciplines are included in your program?

Economics, History, and Political Science.

SWOT Analysis: What are the strengths of your program?

Expert teaching and mentoring of students; faculty participation in professional development, including teaching methods, publishing, research, and conferences; opportunities for student participation, enhancing academic resumes, transfer to university, & establishing important professional connections.

SWOT Analysis: What are the weaknesses of your program?

As the result of retirements, very few full-time faculty members remain to help carry the workload; there is but one tenured faculty member in Economics, two in History, and two in Political Science. With the bulk of courses in History and Political Science being taught by adjunct of part-time faculty, it is important to add that there are no part-time Faculty offices for student consultation with their teachers. Moreover, there limited to no support from the College for extra-curricular opportunities for students within the disciplines of the Department. It remains a shameful and embarrassing situation.

SWOT Analysis: What are some opportunities for your program?

Strong support from our Division and Division Dean, and renewed access to and coordination with useful institutions and facilities off campus in the community, including the Museum of Ventura County and CAPS TV.

SWOT Analysis: What are some threats to your program?

The application of simplistic and imbalanced business models that betray the intent and purpose of Higher Education, including Guided Pathways, and a general lack of supports from the College and District for extra-curricular activities that enhance student connections with the community and prepare them for transfer to university (including student clubs and internships) remain issues. Chronic funding shortages

Program Planning

remain a problem despite ongoing and expanding surpluses. Low morale among the Faculty is a problem that affects all programs on campus including this one, and the perception held by most (if not all) faculty, that the District Administration holds them in contempt and disrespects its good work for our students is evidenced by the aggressive and unprofessional tactics used in the previous contract negotiations and the lack of pay increases and the complete retention of state-funded COLA so that it does not go to District employees, as well as other issues remain threats.

Enrollment & Demographics

General Observations

Our Department's enrollments have been in a significant decline between since 2018-2019 and continue to decline in 2022-2023. Enrollments for 2021-2022 year were 35% less than the enrollments for 2018-2019! As noted for two years now, the results of the Covid-19 pandemic took its toll as it did throughout the California Community College system state-wide. This issue has been compounded by rising costs of housing, transportation and food, such that many of our students face insecurities meeting their basic needs. Together along with other related factors are the primary reasons for declining enrollments. The College has been making many excellent efforts to help students in need, and the building of student housing on campus in the near future will help them as well. Hopefully, the increase of face-to-face teaching and efforts to rebuild community on campus, along with further economic stimulus to assist students will help enrollments (also see Mikhail Zinshteyn, "The Collapse of Community College Enrollment: Can California Turn it Around?" Cal Matters, March 21, 2022, <https://calmatters.org/education/higher-education/2022/03/community-college-enrollment/>, Accessed September 23, 2022).

Over the past five years, what was the trend in your program's enrollment?

Decreased

Has there been a substantial decrease in any of your program's disciplines?

Yes

If yes, please list disciplines and reasons for the decrease in enrollment.

The reductions in enrollments in the Social Sciences are quite striking. ECON enrollments were down almost 38% from a high of 1,312 in 2017-2018 to 818 in 2021-2022. HIST enrollments were down about 45.5% from a high of 4,133 in 2017-2018 to 2,257 in 2021-2022. POLS enrollments were down about 31% from 2,761 in 2018-2019 to 1,908 in 2021-2022. The reasons cited above apply, but additional factors include the general emphasis on STEM courses and devaluing the importance of the Humanities. As described by journalist Andrew Van Dam and reflecting an ongoing debate about the importance of the Humanities (including the Social Sciences) in education is the following statement: "In the decade since our national pivot to STEM, the number of people graduating with computer science degrees has doubled. Every STEM field notched significant gains. Nursing, exercise science, medicine, environment, engineering, and math and statistics are all up by at least 50 percent. Among the humanities, only two increased: cultural, ethnic and gender studies, and linguistics." Ethnic Studies received a recent (and needed) boost with California's new state requirements for the completion of undergraduate degrees. Regarding STEM and the aforementioned trends, see Andrew Van Dam, "The most regretted (and lowest paying) college majors," The Washington Post, September 2, 2022.

Are student gender demographics similar between your program and the college?

Yes

Are student ethnic demographics similar between your program and the college?

Yes

Please describe any areas where your program's demographics vary from the college.

None

Program Planning

Course Success Rate

General Observations

After holding steady between 2018 and 2020, our Department's Success Rates increased between 2020 and 2021.

Was the most recent year's course success rate higher than the college standard of 66.7%?

Yes

Was the most recent year's course success rate higher than the overall college average?

Yes

Has your course success rate increased, decreased, or remained constant over the past 5 years?

Increased

Click the "Disciplines" tab - Describe any differences between the disciplines in your program.

The highest success rates in our department are in POLS, at 85.7%, followed by ECON at 76% and lastly, by HIST at 67%.

Click the "Ethnicity" Report on the right - Are there gaps in your course success rate by ethnicity?

Yes

How have these gaps changed over the past five years?

Remained Constant

Click the "Gender" Report on the right - Are there gaps in your course success rate by gender?

No

How have these gaps changed over the past five years?

Remained Constant

Describe what your program has done over the past 3 years to close equity gaps in course success.

The student success rates have remained fairly constant over the past five years, but though "Remained constant" has been selected, it should be noted that there are some inconsistencies in the data. For 2021-2022 Native Americans enjoyed the highest success rates in the Social Sciences, with Asians, Whites, Two or Mores and Unknowns at about mid-range (high 70s to mid-80s percentile ranges). The lowest success rates were among Hispanics (near 70%), followed by Pacific Islanders and Blacks, who were at the lowest measure (53.9%). In 2017-2018 the gaps were similar, but in 2020-2021 Native Americans were at the bottom, while Asians, Two or Mores, and Whites had the highest success rates. What is evident is that Black and Hispanic students consistently exhibit the low success rates; this is an issue that the College and Faculty strive to resolve with stresses on the need for culturally-sensitive teaching and student evaluation methods, programs to inform faculty about the problems of unconscious biases and microaggressions, and other strategies intended to strengthen equity and equality in the classroom. Hiring Black and Hispanic faculty will go far to helping the needs of these student populations, too. All that being said, there certainly remain additional factors having to do with student preparedness that are most often economically-centered and the College must be commended for its programs to increase access to free textbooks, laptop computer loans, basic needs-supports, and more. It should also be noted that, prior to the Covid Pandemic, the Social Science Department offered active supports for student clubs, including the Political Science Club, the Black Student Union, the American Indian Movement at VC, MEChA, and the VC History Association, all of which have had a positive effect on student confidence and involvement in campus and community programs and events, thus helping student success. Moreover, the Department has an active Pathway to Law School program and has endeavored to schedule and promote Ethnic Studies and History courses that support students who identify with varied ethnicities and ethnic histories, as well as the many students who generally remain interested, thus helping to ensure student success. We are in the process of bringing these clubs and activities back to full form on campus.

Student Completion

Does your program offer a degree or certificate of achievement?

Yes

Program Planning

How does your program contribute to VC's goal of increasing our degree/certificate/transfer rate?

The Social Sciences Department and its Faculty actively support a range of course offerings to meet student completion and transfer needs, and remain involved with efforts to connect interested students with community partners that both enhance their exposure to professions in their disciplines and their résumés as well. This feature is especially true of the student clubs and the Pathway to Law School.

Within the past five years, what is the trend for your program's degree/certificates awarded?

With the exception of ECON that enjoys continued growth in the numbers of degrees taken by students, the general trend with the awards, certificates, and degrees granted to students has been a decrease with the onset of the Covid-19 pandemic, concurrent with the downward trend of enrollments.

Are any of the degrees/certificates in your program on the program warning list?

Yes

Describe why this degree/certificate has fewer than 15 awards over the past five years.

Global & International Studies has always had low certificate completion, but it remains an important program since many universities offer degrees in this field. Retaining this certificate must not depend on raw statistics alone. Another likely issue is a combination of the lack of supports for this program, a lack of student awareness of it, and no significant promotion. One of the important Objectives of the Political Science Program is to restore the funding for a replacement hire that would include a Global Studies Facilitator, something that will help to improve student awareness and participation in International Studies.

Describe why this degree/certificate should continue to be offered.

Repeating the statement above, Global & International Studies remains an very important program and many universities offer degrees in this field. Moreover, many of our students have transferred to some of the best universities in the United States and abroad to take bachelors and graduate degrees in International Studies-related areas of study. Retaining this certificate must not depend on raw statistics alone.

Click the "Award Ethnicity" Report on the right – Are there equity gaps by ethnicity?

Yes

If yes, please describe.

Hispanic students take the highest percentage of degrees and certificates in the Social Sciences at VC at 61.4%. White students come in next at 27.3%. Asians (2.3%), Black (1.9%), Native American (2.3%), Pacific Islanders (0%), Two or More (6.8%), and Unknown (0%) are far behind in the completion of degrees and certificates in the Social Sciences.

Click the "Award Gender" Report on the right – Are there equity gaps by gender?

Yes

If yes, please describe.

With the exception of a vague "Unknown," the data collected and offered by the College on gender interestingly follows a traditional female-male binary. The differences along these lines are 57.4%/ 40.9% for females, and 40.9%/ 54.5% for males.

Click the "CSU/UC Transfers" Report on the right - How has the number of CSU Transfers changed over the past 5 years?

Remained Constant

Click the "CSU/UC Transfers" Report on the right - How has the number of UC Transfers changed over the past 5 years?

Remained Constant

Click the "Transfer Ethnicity" Report on the right – Are there equity gaps by ethnicity?

Yes

If yes, please describe.

There is a gap for Asians and for the Unknowns.

Click the "Transfer Gender" Report on the right – Are there equity gaps by gender?

Yes

If yes, please describe.

With the exception of a vague "Unknown," the data collected and offered by the College on gender interestingly follows a traditional female-male binary. The CSUN Transfers by Gender differences along these lines are 57.4%/ 41.9% for females, and 40.9%/ 58.1% for males.

Program Planning

Course Offerings

General Observations

For several decades, Ventura College has offered an array of courses that initiate students into the Social Sciences disciplines to meet their requirements for transfer to university and offer opportunities to explore topics within these disciplines, especially for those majoring in them. The growing emphasis on STEM courses to the exclusion of Social Sciences and Humanities and the advent of the Guided Pathways Program have served to effectively reduce opportunities for student exploration and decade-old patterns of taking courses for individual interest. These developments, along with reduced enrollments at VC and in the community colleges state-wide as described above, have contributed to declining enrollments in the Social Sciences overall.

Are there any disciplines in which 30% or more of classes haven't been offered in the past 5 years?

Yes

If yes, please enter the discipline(s), and the reason(s) why the classes haven't been offered.

HIST (34.6% of total courses listed) and POLS (46.2% of total courses listed). The courses noted in the "5-Year Course Offerings" report: HIST V13 (Contemporary African-American Experience), HIST V16 (United States History: Focus on Foreign Relations), HIST V30 (History of the American West), HIST V44 (History of the Americas to 1821), HIST V48 (The Heritage of Mexico to the First Republic), HIST V57 (The Heritage of Mexico Since Liberation), HIST V73 (African History to 1800), HIST V78 (History of the Modern Middle East), HIST V83 (African History Since 1800), POLS V01SL (American Government: Service Learning), POLS V09 (United States–Mexico Relations), POLS V10 (The United Nations and World Affairs), POLS V11 (Government and Politics of Mexico), POLS V14 (Global Studies), and POLS V18 (Introduction to Global Issues), are all courses that haven't been offered for several or more semesters due to issues of enrollments and most have been canceled for that reason when offered. Most of these courses (HIST V13, HIST V44, HIST V48, HIST V57, HIST V73, HIST V78, HIST V83, POLS V09, and POLS V11, have applications to Ethnic Studies as possible electives for the Ethnic Studies major. Others (HIST V16, POLS V10, POLS V14, and POLS V18) apply to the flagging and generally insufficiently supported Global & International Studies program (that would benefit from funding for a Global Studies Facilitator), and these courses also apply to the completion of the AA/ AAT in Political Science. The POLS V01SL is a Service Learning course that has not been offered due to the College's unwillingness to fund service learning classes. Each and every one of these courses remains important for majors in Ethnic Studies, History, and Political Science.

CSLOs

Briefly summarize the results of your Course SLOs.

First assessment targets were met for CSLO-1 for ECON V01A, ECON V01B, HIST V43, HIST V53, HIST V54, HIST V70, and HIST V76. First assessment targets were not met for HIST V32 and HIST V45. The first assessment target for CSLO-3 was met for HIST V46. Targets for CSLO-1 and CSLO-3 were met for HIST V56 and HIST V59. First assessment targets for CSLO-1, CSLO-2, and CSLO-3 were met for HIST V86, POLS V01, and POLS V17. CSLOs for HIST V50, HIST V51, HIST V55, HIST V58, HIST V82, POLS V02, POLS V04, are scheduled to be assessed in the fall 2022 semester. CSLOs have not been assessed for HIST V13, HIST V16, HIST V30, HIST V44, HIST V45, HIST V47, HIST V48, HIST V58, HIST V73, HIST V78, HIST V79, HIST V83, HIST V87, POLS V01SL, POLS V03SL, POLS V05, POLS V09, POLS V10, POLS V11, POLS V14, POLS V15, and POLS V18, mostly for reasons described above in the "Course Offerings" section.

Which SLO initiatives had the greatest impact on student learning in your program?

All were equally valid.

Program Planning

PSLOs

Briefly summarize the results of your Program SLOs.

PSLO targets for ECON and POLS were met. PSLO targets for HIST were not met. PSLOs for Global & International Studies have not been assessed for reasons described above in the "Course Offerings" section.

Which PSLO initiatives had the greatest impact on student learning in your program?

All were equally valid.

Labor Market Data - CE Only

Describe the 3-year projections for the occupations that your program prepares students for.

N/A

Are any occupations projected to decline?

No

If yes, which occupations?

N/A

Describe the median hourly earnings for the occupations that your program prepares students for.

N/A

What steps is your program taking to ensure that graduates are hired by regional employers?

N/A

Objective

3-Year Objective

Establish a two-year rotational plan for Economics, History , and Political Science courses, for Student Completion

What specific actions will you take to meet this objective?

Action centers on applying the rotational plan currently in place, with the hope of increased enrollments once Covid-19 is no longer the threat that it remains. Establishing a two-year rotational plan for our course offerings in History may go far to ensure student completion and preserve courses that are threatened due to not having SLOs (as a result of consistent cancellations of these same courses for low enrollments when offered). Most of the courses that stand the greatest chance of being removed from the College Catalogue are those that address the histories of under-represented minorities in the United States and the histories of peoples and places abroad. These threats come at a time when the need for these courses is all the more essential, but the streamlining of pathways to transfer and work-related programs serve as disincentives to students who otherwise might explore these topics in the spirit and intent of the time-honored Liberal Arts course of study in Higher Education. Courses that represent unrepresented populations in our history and nation have essential purposes.

Review Type

Annual

Program Review Cycle

2017 - 2020, 2020 - 2023

Objective Status

Active

Completion Date

10/01/2021

Objective

3-Year Objective

Reinstatement of the Global Studies Facilitator Stipend for Student Completion

What specific actions will you take to meet this objective?

Specific action involves re-establishing reassigned time funding (equivalent to .2 instruction) needed to ensure administrative approval of this program and to publicize and educate the VC community about the degree in Global Studies. Global Studies is an exciting and expanding field that holds significant opportunities for our students. The restoration of this reassigned time for Faculty will also help further growth in our International Studies Degree to further completion in this area of study for students and ensure their transfer to university.

Review Type

Annual

Program Review Cycle

2017 - 2020, 2020 - 2023

Objective Status

Active

Completion Date

10/01/2022

Resource Requests

Resource Request Status

Active

Request Year

2021-2022

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)

SOSC2103 (POLS)

Description of Resource Request

Reinstatement of the Global Studies Facilitator Stipend.

Estimated Cost

\$5,000

Type

Other (Not Prioritized)

New/Replacement

Replacement

Previously Requested in Year(s)

2020-2021, 2019-2020, 2018-2019, 2017-2018, 2016-2017

Priority

05

Primary Contact For This Resource Request

Dr. Corinna McKoy

Administrator, Faculty, or Staff Request**Equipment, Technology, or Facilities Request****Objective**

3-Year Objective

Improve student completion of general education requirements for associate degrees and increase completion rate for ADT in the Social Sciences Disciplines

What specific actions will you take to meet this objective?

Department faculty will continue to advocate for full-time Political Science and History replacement positions for the most recent retirements. Despite being understaffed, the department continues to be an active participant in campus-wide planning entities, including guided pathways, the Academic Senate, and continues its active participation and leadership in student-engagement activities that include student clubs and student organizations (Political Science Club and the VC History Association).

Review Type

Annual

Program Review Cycle

2017 - 2020, 2020 - 2023

Objective Status

Active

Year 2: Describe Progress Made Towards Objective

NA

Year 3: Describe Progress Made Towards This Objective

Objective added in 2019-20 and updated in 2020-2023.

Year 3: Discuss Any Challenges You Encountered in Progressing Towards This Objective

The number of full-time faculty in history has decreased due to faculty members retiring over the years and others becoming more and more involved in college-wide priorities. A full-time faculty member in History is sorely needed to help carry the workload of the few Full-Time Faculty Historians in our Department (including needed SLO data collection and entry), most of whom split their teaching and service obligations with released or reassigned time for other duties (one for .4 for Department Chair; another for .2 to .6 for faculty and curriculum development and Academic Senate; and the third is divided between History and Chicano Studies). Effectively, we have no Faculty member devoted exclusively to teaching and service in History alone.

Resource Requests

Resource Request Status

Active

Request Year

2021-2022

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)

HIS2102

Description of Resource Request

Full-Time Faculty position in History. This is sorely needed to help carry the workload (including needed SLO data collection and entry) of the few Full-Time Faculty Historians in our Department, most of whom split their teaching and service obligations with released or reassigned time for other duties (1 = .4 for Department Chair; 1 = .2 for faculty and curriculum development. Thus, we effectively have no Faculty member devoted exclusively to teaching and service in History alone, yet our FTES numbers demand such support.

Estimated Cost

\$70,000-\$80,000

Type

Full-time Faculty

New/Replacement

New

Previously Requested in Year(s)

2020-2021, 2019-2020, 2018-2019, 2017-2018, 2016-2017, 2015-2016

Priority

02

Primary Contact For This Resource Request

Michael Ward

Administrator, Faculty, or Staff Request

Equipment, Technology, or Facilities Request

Resource Requests

Resource Request Status

Active

Request Year

2021-2022

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)

POL2101

Description of Resource Request

Full Time Political Science Faculty and Global Studies. This is needed to help carry the workload (including needed SLO data collection and entry) of the two Full-Time Faculty Political Scientists in our Department. Our Political Science FTES numbers demand such support.

Estimated Cost

\$70,000-\$80,000

Type

Full-time Faculty

New/Replacement

Replacement

Previously Requested in Year(s)

2020-2021, 2019-2020, 2018-2019, 2017-2018, 2016-2017

Priority

01

Primary Contact For This Resource Request

Michael Ward

Administrator, Faculty, or Staff Request

Equipment, Technology, or Facilities Request