

## 2017-18 Administrative Leadership Unit Review of Social Science and Creative Arts

### I.A. Profile: Unit Purpose

What is the purpose of the unit and how does it contribute to the mission of Skyline College?

#### **Narrative**

The purpose of the Social Science/Creative Arts Division is:

- To provide classes, programs, and events that arouse curiosity, stir emotions, challenge the intellect, expand views of the world, and develop the knowledge and skills needed to be a contributing citizen within the global community.
- This mission is aligned with the mission-vision-values statement of the College and has the unanimous support of the Division.

## I.B. Profile: Programs

Which programs or functions are contained within the unit?

### Narrative

Social Science/Creative Arts is comprised of the following departments:

- Administration of Justice, AA, AS-T, Certificate
- Anthropology, AA-T
- Art, AA,
  - Art History, AA-T
  - Studio Art, AA-T
  - Digital Art Certificates pending
- Digital Media and Design, Certificate pending
- Drama
- Economics, AA-T pending
- Film
- Geography, AA-T pending
- History, AA-T
- Humanities
- Music, AA, AA-T
- Paralegal, AA, Certificate
- Philosophy, AA-T pending
- Political Science, AA-T pending
- Psychology, AA, AA-T
- Sociology, AA-T pending
- Social Science

In addition the AA-T in Social Justice is being developed  
Additional programs and facilities that report to the Division:

- Honors Transfer Program
- Kababayan
- Gallery
- Theater

**I.C. Profile: Service Area Outcomes**

List the current service area outcomes for the unit.

**Narrative**

1. Provide AA-T degrees in all appropriate departments
2. Provide certificates in CTE areas as identified by labor market data
3. Provide courses in division majors, scheduled for timely student completion of programs
4. Provide general education courses in areas of critical thinking, mathematics/quantitative reasoning, arts and humanities, social sciences, and American History and Institutions, scheduled for timely student completion of programs
5. Provide courses meeting the AA/AS specific area requirement in cultural and ethnic diversity, scheduled for timely student completion of programs

## **II.A. Analysis: Unit Effectiveness**

Review data related to the administrative unit and assess the unit's effectiveness at meeting its described purpose. Data should include, but is not limited to, the CPRs/APPs submitted within the last year by programs within the administrative unit.

Describe the unit's effectiveness including identification of achievements and/or areas in which further effort is needed. Comment on progress made towards previously established unit objectives.

### **Narrative**

4 AA-T degrees were completed by faculty and are now in various stages of approval at either the Curriculum Committee or State Chancellor's Office level. There is only one AA-T still in the development stage, Social Justice. This will require the development of additional courses before the major itself can be submitted. A dedicated interdisciplinary team is active in this development.

All known certificate needs, those in art and DMAD, have been developed and are ready to submit to the regional consortium for preliminary approval. Labor market data have been collected.

Course offerings are robust and meet the needs of students for timely completion of degrees. This includes the general education courses offered as part of the Respiratory Care BA program. Enrollment management based scheduling has led to a decrease in waitlists, demonstrating that needs are met. The number of offerings online have been significantly increased as the number of properly trained faculty has increased. Online offerings need to continue to grow, particularly as the number of available classrooms decreases during construction.

**II.B. Analysis: Progress on Outcomes**

Describe the progress on service area outcomes, conclusions drawn, and expected use of results.

**Narrative**

## II.C. Analysis: Unit Environment

Describe key factors and changes impacting the unit such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

### Narrative

#### Construction Projects:

The decrease in available classrooms, swing into alternate spaces, and eventual move into a new building 1, require careful planning at the operational level. Marketing, especially for art studio and music performance classes that will be held off campus, must be specific and widely distributed. Class schedules must make greater use of afternoons, weekends and distance education. Input by users for the design and construction of the new building must be ongoing. Attention needs to be paid to instructional equipment requests to see if anything added can be accommodated during swing and used in the new building; FF&E funds for the new building may be used for some items rather than Instructional Equipment funds.

#### Meta Majors and Guided Pathways:

Faculty involvement in this process is at extremes. Two of the faculty coordinators are from SS/CA with a total of 1.2 FTE, several others are on task forces and committees, but most full-time faculty are not sufficiently involved. The departments of Anthropology, Economics, Political Science, and Psychology in particular need a larger presence in the process. This process will eventually lead to a decrease in some offerings; more involvement will make this less contentious. The relationship between meta majors and learning communities needs clarification, which will also affect class offerings. Curriculum development will also be affected by this project as some specialized projects may be unsuitable in the new pathways.

#### Enrollment decline:

Overall enrollment in the College has declined for the last few years, affecting SS/CA proportionately. This should be addressed by increased recruitment, to be done by added Program Services Coordinators, adjustment of the schedule and increased efforts in retention.

#### **II.D. Analysis: Unit Personnel**

Describe the current staffing structure of the unit and how it aligns with achieving the purpose of the unit. Attach the current organizational chart (an image of the org chart can be inserted in the box). Provide staffing FTE by category (FT/PT faculty, permanent staff, temporary staff, student workers, administrators).

HINT: To display the information in a table, it is easiest to create the table in Word and paste into the narrative box.

#### **Narrative**

Unit has:

- 1 Administrator
- 2 regular classified staff, the Division Assistant and the Theater Events Manager
- Temporary classified staff, including accompanists (2) and Professional Experts who give private music lessons (varies, usually 3 -5)
- 23 Full-time faculty members. Of these, a total of 2.6 FTEF is coordination time
- 15.35 FTEF part-time faculty members. Additionally, there is 1.13 FTEF in overload.
- 4 student workers

### **III.A. Reflection: Considering Key Findings**

Consider the previous analysis, identify unit strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the conclusions drawn can be used to improve the unit's effectiveness in order to promote student learning and achievement.

#### **Narrative**

Good steady progress has been made in the on-going areas of curriculum development and enrollment management. More needs to be done to develop online capabilities and adjust offerings to meta majors and declining enrollment.

Areas of greatest concern are managing the new building 1 priorities in case cuts need to be made for budget concerns, and staffing. Staffing is a long term concern, particularly in clerical support. Of the classified employees in the division, only 1 is clerical. The need is significantly greater than that and the division has less support than most divisions. The result of this lack is that the administrator and many faculty do clerical tasks, limiting their ability to fully engage in major initiatives.



### **III.B. Reflection: Synergy**

Based on the CPRs/APPs for programs within the unit, identify any potential areas of synergy across unit and program activities that may not be easily recognized from within individual programs.

#### **Narrative**

Within the division there is an opportunity to realize the long held desire to have a Center for Visual and Performing Arts that coordinates schedules and events and increases its outreach to the community. The new building will facilitate this, but the Center would be comprehensive in its approach. This would include marketing with a comprehensive calendar of public events, coordination of events in the theater, gallery, recital hall, and black box theater to be mutually supportive but not compete with one another.

Interdisciplinary offerings, such as the Social Justice AA-T now being developed, offer another opportunity to use such successful pedagogical methods such as service learning and e-portfolios.

There are numerous opportunities for coordinated development with other units. Developing and updating courses that are used in majors outside SS/CA, such as cooperation between Business and Economics or the BA program in Respiratory Care are already accomplished. Further areas of coordinated activity could take place between Drama and English or Art and Engineering, for example.

### **III.C. Reflection: Aspirations**

Describe the aspirations of the unit. What is the preferred future of the unit? What long-term results does the unit want to achieve? Strategically thinking about the next 2-5 years, how can resources be leveraged and programs work together to achieve those long-term results?

#### **Narrative**

#### **IV.A. Strategy for Unit Enhancement: Action Plan and Resource Requests**

Based on the reflection, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the ALUR report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the ALUR and link each objective to one or more institutional goals.

Need help? Contact the PRIE Office for further instructions.

#### **Narrative**