

# Golden West College

## INSTRUCTIONAL PROGRAM REVIEW

### Spring 2016

**Program Name:** Social & Behavioral Science

**Division Name:** Counseling & Social Sciences

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## INSTRUCTIONAL PROGRAM REVIEW PROMPT

### PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#).

The Social & Behavioral Science

### College's mission (check all that apply)

- Basic Skills
- Career Technical Education
- Transfer
- Offer Degrees/Certificates

**Program Contributions:** Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

**Click here to enter text.**

### [College goals](#)(check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

**External Requirements:** Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).  
N/A

**Click here to enter text.**

**REVIEW OF LAST CYCLE PROGRAM REVIEW**

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

**The following are identified needs and goals from the 2013 Program Review:**

1. **We need to continue to strengthen implementation of Student Learning Outcomes to meet with accreditation mandates. This goal has been met.** TracDat is now available and Department Chair is scheduled for training. We anticipate that this automated system will allow us to produce and keep SLO data for all courses each semester.
2. **We need to continue to update articulation agreements with CSULB, CSUF and UCI as well as other California State and University of California departments. The hiring of Full-Time faculty members has helped; however, our full-time/part-time and faculty/student ratios still prohibit a proper on-going assessment of articulation agreements.**
3. **We need to continue to work with Counselors to ensure that our transfer programs (AA and AA-T) are up-to-date and are well-known to our students.** Based on conversations with Counselors, **this need has not been met.**
4. **We need to continue to maintain our efficiency while increasing our student success.** While our efficiency has remained high, **Student Success still proves very problematic.**
5. **We need to even better accommodate increased student demand for classes.** Student demand overall has **decreased significantly** (state-wide). Most research suggests that as the economy improves, college enrollments go down. Yet, based on the last cycle challenges we have met our stated needs and goals in terms of scheduling by:
  - a. utilizing large class factor classrooms,
  - b. scheduling classes during high-demand time periods,
  - c. balancing Fall and Spring Semester classes,
  - d. ensuring a two year rotation of core and major courses, and decreasing the time to completion rate.
  - e. This need has moved toward offering classes to students in modified formats (hybrid, first and second eight week sessions, etc.) and adding courses to our curriculum.
6. **Student success rates may be largely affected by the number of students who stop attending, but who do not withdraw from the class.** To address this challenge, we have requested that faculty post in class and/or in syllabus and have hired two new full-time faculty members (Economics and Psychology); we are currently requesting additional Full Time Faculty to lead programs that

rely too heavily on Part Time instruction (Political Science, Sociology and Psychology this reporting period). Additional teaching assistants (SIAs) may be able to help address “at-risk” students in LCF sections.

- 7. While trying to increase student success and with an increased student load (60+ to 1), faculty need to have the benefit of a stable schedule as well as a physical environment conducive to learning. Problems associated with scheduling have increased during this Program Review Cycle as noted below.**

The faculty lounge area is now much more conducive to Departmental meetings and discussions. On-going maintenance of classroom computers, over-head projectors and other technology needs to continue. Our building is not part of the current plan to improve our classrooms. Our Department hopes that in the next round of improvements our faculty is part of planning process.

- 8. Because of the high number of Part Time (PT) faculty, full-time faculty must be involved in the hiring and placement of faculty in their disciplines, and we need to offer in-house training on a continual basis, particularly in online teaching and course assessment. This problem has not been addressed.**
- 9. We have worked on the assessment process of all courses.** Our Department has made great progress with our current courses and programs. New courses and new programs will hopefully follow in this effort. However, new interdisciplinary programs will present new challenges to our Department. **Thus, the effort is ongoing.**

## FOR CTE PROGRAMS ONLY

N/A

## SWOT ANALYSIS

### Strengths:

**What does your program do well?** The Social and Behavioral Science Department is one of the most productive on campus. Diverse scheduling (day, evening and online) translates to a higher than college-wide average fill rates; however, administrative directives led to last minute additions to our schedule, reducing our overall fill rates this last year. We maintain a strong commitment to diverse scheduling and curriculum development. During this reporting period we have accomplished several major goals:

1. Development and approval of a comprehensive **Global Studies curriculum**. The recently approved AAT – Area of Emphasis and Certificate programs offer GWC students the opportunity to participate in programs of International Study. Several division faculty are co-teaching the first Global Studies course to promote a multi-discipline approach. Global concerns have become daily concerns and with these excellent programs, Golden West College is in the forefront. Our faculty will also help lead the initiative towards internationalizing curriculum and developing a Global Studies Institute, both of which are integral in helping the college to internationalize the campus.
2. Development of an **Honors Program** for the Social Sciences. A great deal of effort has been given to offer an Honors Program cohort model for interested students. This provides an incentive to attend GWC in our district.
3. **Several new courses** have been approved and added to the curriculum, including Research and Methods in Psychology; Critical Thinking in Psychology, Sociology of Crime, Introduction to Global Studies and Global Issues; online instruction for course such as Sociology of Marriage and the Family, Law in American Society have also been added. Additional curriculum development is planned for the next review period; specifically, a Social Justice AD-T consistent with state standards will be developed during the next year by Nina Chapman. It is anticipated that a full-time Sociologist will be needed by mid-year review. Our Department will also participate in the planning for an AAT/Area of Emphasis in “Pre-Law” or Public Administration.
4. **Economics has been brought current** with the establishment of SLOs and COR revisions. Economics Department: Program Review Contributions; specifically, Course outlines have been updated for Economics 170: Principles of Microeconomics, Economics 175: Principles of Macroeconomics, and Economics 110: Contemporary Economic Issues and Policies in Spring 2014 effective Fall 2014. This updates corrected outdated course outlines and corrected issues to obtain C-ID approval for Economics 170 and 175. The Economics AD-T was created from the Transfer Model Curriculum (TMC) in Spring 2016 to be effective Fall 2016 pending state approval. The program has been approved through the Golden West Curriculum committee and we are awaiting final approval at the state level. The AD-T will also fulfill the UC transfer pathways for a degree in Economics (one of the top 10 UC transfer degrees) to provide additional degree opportunities for students in a single Economics AA.

Total **enrollment has increased** over the past three year cycle in economics course offerings. The total number of seats has risen substantially and the average fill rates exceed 90%. After 4 years of offering zero sections during summer, this was increased to 1 over the provided data period and continues to be expanded. One area of concern regarding increased enrollments is the average class size as increased by approximately 10 students.

Economics has hired a full time faculty member since the last program review. Student success and retention increased in the 2012-2013 and 2013-2014 semesters and declined during the 2014-2015 semesters. The ten percent

reduction in success rates is most likely attributed to the implementation of proctored exams in the fully online course offerings during 2014-2015. This is substantiated by the success rates by session type for both fall and spring.

### What do you believe your students, potential employers, or transfer institutions see as your program's strengths?

1. Our mixture of traditional, LCF, online and online mixed (hybrid) allows for a diversity of instructional delivery which has proven popular with students. Each of our Department's disciplines has created AAT programs. We also offer AA degrees in Political Science, Psychology and Sociology, which help students who wish to transfer to the UC and/or private university systems. We recently created the curriculum for and received CCI approval for a new AAT/Area of Emphasis in Global Studies and a Certificate in Global Studies. We are currently working on two additional interdisciplinary AATs – Social Justice and a Pre-Law AAT. Many of our courses are included in three additional inter-departmental degree (Area of Emphasis in Social Science, Area of Emphasis Liberal Studies—Social and Behavioral Sciences and Area of Emphasis Liberal Studies--Social Behavior and Self Development). Transfer rates can be significantly improved with better coordination between Counseling and Social Sciences, so that students understand their various options better.
2. We continue to add energetic faculty members as part-time and full-time instructors. Our Department continues to strive to evaluate all courses on SLOs in all classes within the division regularly; TracDat is expected to strengthen this process. All faculty now post syllabi in Blackboard so that SLOs are available for review campus-wide by students. Our Department has "mapped" courses to our academic programs and continues to assess these programs.

### In what areas does your program need to improve?

1. **There is a need to hire additional full time Political Science, Psychology and Sociology faculty.** It is our strong belief that full time faculty are needed to ensure program development, monitoring and improvement. The strong over-reliance on part time instructors definitely has negative effects on our ability to provide consistent feedback and support for our students.
2. Faculty have raised concerns that with an increase in the faculty/student ratios and the low number of Full Time faculty, **assessing SLOs at the course and program level is at best strained** and very time consuming. Full Time faculty assume responsibility for ensuring that these assessments are completed by Part Time faculty. Once assessments are completed, **there is little discussion and collaboration between all discipline faculty to address the needs and concerns indicated in the assessments.** This is largely due to the workload of the few full-time faculty members within our Department and the difficulty in scheduling meetings with so many part-time faculty who also work at different

colleges. We expect this problem to be amplified as our Department will be adding two new interdisciplinary programs.

**3. Scheduling remains an area that needs improvements.**

- a. There is a need to address the limited number and diversity of non-LCF classes offered. Students in our Department who wish to earn an AA or AA-T in one of our disciplines must take most, if not all, core classes in an LCF modality. As noted below, this is affecting our Student Success (successful completion/grade) rates, may encourage students to take non-LCF courses at other colleges and may encourage faculty to find work elsewhere.
  - i. At this time, in Sociology for example, there is only one of 11 classes offered at regular class size (set at 45 in this division). The remaining 10 course offerings each semester are all set at LCF, including one online section of Introductory Sociology with a class size of 180.
  - ii. Likewise, with seven courses offered in Economics, only one class is not LCF.
  - iii. In Political Science, the American Government course (PSCI 180) is a required course for the California State U.S. Constitution requirement. Only recently has one non-LCF section been offered and although it has a very high fill rate, Administration has stated that it may delete this section in the near future, opting instead for LCF sections only.
  - iv. In Psychology, with 26 courses offered, only three are offered non-LCF. The majority of the remaining 23 classes are offered with a minimum of 80 students, with three classes at 200 students (another increase of 11%) and 21 classes at 100 students or above. In addition, a faculty-driven discussion of courses appropriate for LCF should occur with Administration.
- b. Despite this, *some* progress has been made over the past two years in bringing enrollment caps for some sections of some courses closer to reasonable, pedagogically sound levels. For example, we have made a special effort to keep caps low on our capstone courses, specifically PSY G250 and PSY G280. Class size for our Research Methods for Psychology (Psychology G280) was lowered from 45 to 30 beginning in Fall 2015. This same course typically has enrollment limits of 25 or 30 at other colleges and universities, including the two colleges within the Coast district. Similarly, all of our on-campus sections of our Psychobiology class (Psychology G250) are now offered with an enrollment cap of 45, although online sections continue to offer caps of up to 115 students. The department plans to review this discrepancy. Our new Critical Thinking in Psychology class (Psychology G130) will be offered with an enrollment limit of 30 in Fall 2016, but the administration is arguing that the cap should be increased in subsequent semesters. Critical Thinking is a

writing intensive IGETC1B course, which the psychology department feels should have the same enrollment cap as ENGL G110, which is also an IGETC1B course.

- c. Scheduling and the rotation of courses. The Department's faculty have worked with the Dean to ensure that courses within the approved AA/AAT programs are offered within a 2 year cycle. Unfortunately, most students do not wait for a course to be offered. Thus, faculty have worked with the Dean to add back core course offerings within an academic semester or year. This effort seems to have improved students' access to courses, but in some areas has affected enrollment numbers. The Dean and Department Chair will need to continue to work with faculty to ensure the viability of the programs while ensuring enrollment and efficiency rates.
- d. **Scheduling is been problematic at the managerial level.** The College has hired a new Dean. As discussed with Administration prior to the hiring process, faculty in our department did NOT agree that combining our Department and the entire Social Science Division with the Counseling Division was an effective plan. This has proven to be the case, especially as it concerns scheduling. Scheduling must be a priority, but the absence of our Dean from our Division and from on campus access has created numerous difficulties with solidifying a schedule.
- e. Moreover, with the demolition of buildings on campus combined with problems with our scheduling process, many of our classrooms were not being utilized by our Department/Division and/or the time and room in which our courses were being offered were neither conducive to student learning nor helpful in maintaining higher than average enrollment rates.
- f. Faculty will continue to work with the Dean to ensure better communication and scheduling efficiency; however, a **Dean is needed for the Social Sciences Division.** This has been argued for many years as we have struggled with part-time administrators. Many excuses and justifications have been offered for the fact that Social Sciences has not had a Dean assigned to us for 20 years! Our division generates more than half of the FTES for campus but is largely neglected without proper administrative support. Above we discuss some progress we have made under a half-time Dean; **but** clearly a full-time Administrator is warranted.
- g. The year-ahead scheduling was planned to address scheduling concerns. However, this **advanced scheduling has proved problematic, especially in regards to course and program assessments.** Course and program assessments take place at the end of a semester and often indicate areas of improvement which cannot be implemented because of year-ahead scheduling. There are several examples of this, one in particular involved the need to offer hybrid courses. Since this need was identified at the end of a semester, it would have taken over one academic year to implement this change.

4. **Faculty evaluations and the hiring/training of Part-Time faculty need improvement.**
  - a. New part-time faculty often lack a full vetting and training process. Full-time faculty have tried to work with the Dean to schedule interviews and/or mock lectures of applicants; however, scheduling has proved problematic as our Dean manages two large divisions and is often off-campus attending workshops/seminars. Training of new PT hires is done ad hoc at best.
  - b. Our college still does not require either an online training course/certification for faculty or an assessment of online PT faculty; this is inconsistent with all of the Community Colleges in our area. To ensure quality of education for online courses offered within our Department, **both training and assessment needs to take place.**
  - c. The evaluation of FT and PT faculty still proves to be a challenge in large part because our Department has far too few FT faculty members and far too many PT faculty members.
  
5. **There continues to be a need to improve transfer rates.** Our Department contains four disciplines, with four distinct 4 ADTs and 3 AA programs and at least two more ADTs implemented this coming Fall. Our courses are also included in 3 existing AA/Area of Emphasis programs. Most of our students transfer within one of these very robust, interdisciplinary AA/Area of Emphasis programs, while transfer rates in our distinct disciplines' AA or AAT programs are much lower. The latter need improvement. Our Department has recognized some potential impediments to increasing discipline specific transfer rates.
  - a. Larger disciplines are assigned a primary counselor, while smaller disciplines are not. There is a serious concern that three out of four of our disciplines are not well-known to either our Counselors or our students. This has been confirmed as an area requiring attention. Training for Counselors on our programs, as well as better communication between Counseling and Social and Behavioral Sciences staff will benefit students. Discussion with Dean Brammer has led to several ideas we may implement to affect these outcomes.
  - b. Our Department has one viable student Club, Psychology, but club activity in other disciplines is either minimal or non-existent.
  - c. Other problems may include our schedule of courses whereby students leave our campus and take courses; and the limited exposure of our disciplines at College Preview Day.
  
6. **There continues to be a need to increase Student Success Rates,** especially in LCF and online classes. The College assesses Student Success by successful student completion ONLY. There has NOT been a campus-wide discussion of other factors that affect student success and/or the way in which the College assesses same. Moreover, the data does not compare success rates in regular size vs. large class factor sections. Given these limitations, our Department finds the following.

- a. As noted in the previous cycle review, student success/completion rates may be affected by students who stop attending but who do not withdraw from the class. Additional SIA/SIA hours may be able to help address this and a database program which targets “at risk” students may prove helpful. Ultimately, however, the number of students taught by each of our faculty members will continue to hamper a fully effective means of addressing this concern.
  - b. Our Department finds that time to graduation and student engagement/ involvement of particular importance. Studies indicate that increased engagement with students increases Student Success rates, retention and completion of degree/transfer. It is notable that one faculty member who taught both the LCF and non-LCF section of PSCI 180 noted much higher Student Success rates **in the non-LCF section**.
  - c. According to the District’s cube and numerous state and national studies, there is a direct inverse relationship between class size and student success. Even with this data and research, during this program cycle period the number of FTES in LCF classes rose to over half of all of our students.
  - d. Administration did increase instructional support through the teaching assistant program (Supplemental Instructional Aide, SIA). However, our student success rates overall have not risen and show some erratic fluctuations.
    - i. Two extraneous variables are most likely affecting our data. The first is that of **grade inflation**. Our Department and our full-time faculty have had to address with part-time faculty concerns over inflating grades. The second is that **online test taking grades were overly inflated because of cheating**. Three of our full-time faculty members have now switched to online proctoring services which has caused online test grades to plummet.
  - e. The Academic Senate did move to have our Curriculum Committee address recommended “class caps” based on pedagogical concerns. Our Department, with our Dean, has made some progress in allowing faculty-driven, pedagogical concerns to be addressed in terms of class size. Notably, our faculty found that LCF classes at maximum rates were too large to have substantial interaction with students; to provide quantitative and qualitative feedback on students’ work; and to determine students’ needs before they become a problem. As our faculty continues to work with our Dean and our Academic Senate, we are hopeful that these problems will be reduced and that this will positively affect our Student Success rates.
7. Faculty members within our Department continue to be concerned that the **articulation** of some of our on-site, hybrid courses and online courses may be in **jeopardy**. The increased number of LCF traditional and online courses in our disciplines has made it increasingly difficult to implement college-level skills;

notably research, writing and critical thinking skills. These skills are essential in ensuring that our courses articulate. And as noted below, faculty/student interaction in LCF online classes is woefully lacking. These concerns continue to be addressed by faculty working with Administration to ensure that LCF classes are properly supported with Course Assistants and Supplemental Instruction Aides. **This issue remains important as we must have adequate support services to teach LCF and develop research, writing and critical thinking in our students.**

Special attention needs to be focused on courses offered completely online. **There is a growing scrutiny of online (Distance Education) courses. Both the articulation and funding of these LCF online courses may be in jeopardy.**

- a. Our faculty believe that our LCF online courses lack student/faculty interaction. The Sociology and Political Science disciplines recognized this and adopted a "Guidelines and Best Practices for Teaching Online" classes in each respective discipline. The emphasis is on student engagement and faculty/student interaction. Faculty in these two disciplines have suggested a number of methodologies to achieve this. The underlying principle, however, is that the maximum number of students enrolled in a LCF online class cannot exceed 80 students (and/or roughly .75 of a traditional on campus maximum enrollment) to ensure appropriate engagement and interaction levels. However, Administration's need to reach FTES within State Budget constraints initially made this impossible. Online courses were increased from 80 to 115 students (over a 43% increase) and during the Winter and Summer sessions Administration required 200 student enrollment maximums for online courses.
- b. The integrity of test grades, especially in online LCF course sections, is in question. Our Economics instructor presented to Academic Senate data which supports our Department's argument that students are cheating in online exams. Several colleges and universities have suggested that without ensuring test scores/grades, articulation agreements may be suspended.
- c. Within this last program cycle more attention has been devoted to these problems associated with LCF online courses.
  - i. Our Department spearheaded an online proctoring service to address and eradicate cheating, but this is a short-term, limited fix to this problem.
  - ii. Our Dean has worked with full-time faculty and has begun to address pedagogical concerns related to online class size. In PSCI, for example, online class size was reduced to 80 students (while hybrid classes were increased to ensure efficiency and FTES). Writing assignments and online discussions have been added back into these online sections improving faculty/student interaction.

- iii. GWC's Academic Senate has also raised concerns about online instruction overall and has created a strategic team to investigate, collect data and information regarding Online Instruction and will report back to Academic Senate. Our Department hopes to be an active participant in further discussions and decisions regarding Online Instruction.
8. The support structure for LCF classes while being partially addressed, has not been met. **LCF support remains below minimum levels and does not have a viable plan to ensure ongoing support.** While Administration has addressed and increased the teaching assistant (SIA) support, our Department's faculty along with campus-wide LCF faculty **strongly suggest**
- a. increased hours of support for Course Assistants, especially at Noon and in the evening when many of our department's LCF courses are offered;
  - b. a long-term budgetary commitment for increases in Supplemental Instruction Aides;
  - c. an on-site Testing Center/Service because the Assessment Center is currently ill-equipped to address the sheer number of LCF students requiring an on-site Testing Center;
  - d. and a Writing Center for all students in LCF classes. The structure and process involving the college's Writing Center fails to address writing skills our Department's students must have in order to succeed in our classes and the process of receiving help precludes most students from seeking it.

Without adequate (increased) and sustained support, and without faculty input in making pedagogical decisions regarding class size, our Department is greatly concerned that **retention, student success and completion of our degrees are negatively impacted.** Our faculty are greatly concerned with future funding and articulation of our LCF (especially online) courses. Moreover, our Department finds that full and part-time faculty leave our campus to work at other colleges that provide better working conditions and compensation. Our Department also suspects that potential students take our Department's courses at other colleges that offer a more robust schedule of regular, non-LCF size classes.

LCF faculty from our Department continue to work through the Academic Senate and the CFE Union to negotiate more compressed class sizes within the LCF structure, making teaching loads more equitable campus-wide and between our district and other local districts and ensure a district-wide LCF support structure that is fully funded. Our faculty hope that reducing instructor to student ratios will allow for more effective teaching, will reduce the number of part-time faculty who decide to work OUTSIDE of our District, and will incentivize more students to attend GWC, making both our FTES and budget more sustainable.

**What are your program's immediate needs?**

1. **Division Integrity with a Dean strictly devoted to the Social Sciences Division is imperative. Our division generates a significant amount of the FTES for campus but is largely neglected without proper administrative support.**
2. **Additional Full Time faculty; specifically Political Science, Sociology and Psychology, are needed within the next program cycle; Political Science Full-Time faculty form included.**
3. **Continued decreases in many of our class sizes (roll back maximum enrollment caps to previous pre-budget crisis levels).**
4. **The scheduling of additional regular size sections.**
5. **Increased and sustainable LCF support, including a budget that institutionalizes monetary support for LCF.**
6. **Additional classrooms that are conducive to learning and which employ new technology.**
7. **Our Department also supports a pedagogical process for determining class size, more equitable workloads and the creation of a transparent budget process**

#### **What limitations or barriers is your program experiencing?**

1. **Division Integrity** – As noted above, Social Sciences requires its own Dean. While the current dean for our division has proven to be supportive and open to our concerns regarding department hires, class sizes, and goals, it is obvious that the Social and Behavioral Sciences (as well as the Liberal Arts & Culture) departments need to be separated from Counseling and need our own Dean. Psychology (and the other Social Science disciplines) offer a substantial number of classes students take to fulfill graduation and transfer requirements, and we can longer be treated as a “side dish” to other divisions. Continuing to match us to other divisions/departments to make an organizational chart look “balanced” destabilizes our division, creates low morale, and makes the goal of student success an uphill battle. The division needs to be supported and built back to the level necessary to meet student needs.
2. **LCF** – Many of our Department’s limitations are a direct result of our college’s decision to morph a small LCF pilot program into a distorted college necessity. Our college’s decision to generate FTES through LCF and our college’s budget which relies too heavily on the additional apportionment money generated by LCF classes have, as a result, sacrificed Student Success Rates, recruitment and retention of valuable faculty, and denies a viable long-term vision for our college. As noted above Administration continues to rely too heavily on our Department to generate more than our Department’s fair share of FTES in LCF class sections. The District negotiation team continues to ignore the adverse working conditions created by LCF and our faculty/student ratios. This impacts our Student Success and Retention rates. Moreover, our faculty believe that potential students take courses at other campuses because students would rather take a regular size class. And our Department has difficulty keeping PT (and potentially FT) faculty members as other nearby colleges provide for much

better working conditions and compensation. And our Full-Time faculty have little time to move our Department forward.

3. **Full-time faculty** - All but one of the disciplines in our Department has only **ONE Full Time faculty member**.
  - a. Because we have too few Full Time faculty members, our Department is woefully underrepresented on most of the campus-wide committees.
  - b. Considering the student/faculty ratios for our faculty, the development and assessment of curriculum and programs is seriously challenged.
  - c. Moreover, our college's Administration supports the implementation of an Institute for Global Studies and Honors Program. However, the college's administration has yet to fund small stipends for either a Director of Honors or Global Studies consistent with stipends for other college-wide program directors. Our Department's faculty have been instructed to research, write and submit substantial and substantive arguments with data to a contracted grant writing company. Unfortunately, our Department has too few faculty and too many students to devote this much time towards grant writing.
4. **Scheduling** - Our ability to schedule our courses based on times most preferred by students is limited by both the CSU in Two (bucket-list) and by the number of classrooms available. The year-ahead schedule is too restrictive. SLO assessments help guide faculty in making changes, but these changes, including changing class format, cannot be made for at least one academic year. Moreover, our department's current programs are restricted from innovating and our new programs are inhibited from becoming fully integrated.
5. **Counseling/Visibility** – As noted above, there is a need for better exposure/communication with Counseling so we can increase our transfer rates.
6. **Student Skill Levels** – Our students' Basic Skills and advanced Writing Skills are not sufficiently supported at this time.

## Opportunities

### What opportunities exist for your program?

1. Development of a cohort **Honors Program; AA-T/Area of Emphasis Pre-Law/Public Administration; Institute for Global Studies**.
  - o Our Department is also considering reinstating a Model United Nations program and a global studies cohort model if/when the Institute for Global Studies is in place.
  - o Unfortunately, a Humanities Grant for Honors and Global Studies is strongly needed but unlikely.
  - o Social Justice AA-T will be developed.
  - o Honors Program (discussed below under “trends.”)

2. Our other opportunities are to increase use of efficient scheduling and technology in our classes to provide quality instruction under less than perfect circumstances. This is particularly important in LCF and online classes where contact with students is limited. Effective SLOs and SLO assessment are key opportunities in helping us offer what students need in formats they can utilize. Focus on smart technology is essential as we teach our students to use the many tools available in learning course materials, and utilize techniques in our teaching such as online lectures and slides for students. However, given the very high student/faculty ratio, the lack of additional Full Time faculty, and the fact that each our disciplines is very dynamic and requires continual updates to lecture material, it is very problematic for faculty members to continue to evolve and learn new technology without campus training and support. The move to Canvas will also be a challenge for all our faculty.

### **What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?**

1. Cal State Long Beach International Relations Program: Our faculty has met with and will continue to work with Dr. Richard Marcus, program Director at CSULB to ensure a seamless transfer for our Global Studies students. Our Department had hoped for Administrative support to partner with CSULB in its grant-writing proposal. This proposal would have solidified our partnership with CSULB, allowed for co-curricular/study abroad opportunities and federal funding.
2. As noted above, some of our faculty discipline are planning to work on a Dual Enrollment Program with local High Schools.

### **Threats/Challenges**

#### **What challenges exist for your program?**

**Several challenges have been noted above under improvements and limitations.**

#### **What budgetary constraints is your program facing?**

In addition to budgetary constraints raised above, additional constraints include

- IF LCF support is reduced or eliminated!!.
- There is currently no budget for the use of smart technology and little money to enhance the student learning environment.

#### **What kind of competitive disadvantages is your program facing?**

As noted above, students do not like LCF only schedules and likely enrolling in other colleges;

It is difficult to recruit and retain faculty because of LCF/compensation.

Our classrooms fail in comparison to other college classrooms

#### **Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.**

Distance Education vs. Correspondence classes: The Online Education Initiative in which the amount and quality of instructor-student interactions will be thoroughly evaluated will have a direct and serious impact on our department. As noted above, the future articulation and federal/state funding of LCF will require security/integrity of exams, additional faculty/student interaction and more required critical reading/thinking written assignments. All of which present a problem in our online courses, especially those offered at LCF.

## CURRICULUM REVIEW

**Course Outlines of Record:** It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

All CORs have been reviewed and will be reviewed within each rating period. Department Chairs will take the lead on this project.

CORs needing review/ revision (example ENGL 225)	Timeline to complete review	Person responsible
ECON 110	March 2017	J. Bailly
ECON 120/HIST 110	October 2016	D. Moore
ECON 170	March 2017	J Bailly
ECON 175	March 2017	J Bailly
PSCI 100	OCTOBER 2016	M. BOWLBY
PSCI 101	OCTOBER 2016	M. BOWLBY
PSCI 105	MARCH 2019	M. BOWLBY
PSCI 110	OCTOBER 2018	M. BOWLBY
PSCI 120	MARCH 2019	M. BOWLBY
PSCI 130	MARCH 2019	M. BOWLBY
PSCI 150	OCTOBER 2018	M. BOWLBY
PSCI 180	OCTOBER 2016	M. BOWLBY
PSCI 185	OCTOBER 2016	M. BOWLBY
PSCI 205	MARCH 2019	M. BOWLBY
Psychology G100	<b>Fall 2018</b>	Isonio
Psychology G110	<b>Fall 2018</b>	Duvall
Psychology G116	<b>Fall 2016</b>	Chovan
Psychology G118	<b>Fall 2018</b>	Duvall
Psychology G130	<b>Fall 2018</b>	Duvall

Psychology G165	<b>Fall 2018</b>	Chovan
Psychology G250	<b>Fall 2018</b>	Duvall
Psychology G255	<b>Fall 2018</b>	Chovan
Psychology G260	<b>Fall 2018</b>	Isonio
Psychology G280	<b>Fall 2018</b>	Isonio
Sociology G100	<b>Fall 2018</b>	Chapman
Sociology G110	<b>Spring 2018</b>	Chapman
Sociology G130	<b>Spring 2018</b>	Chapman
Sociology G133	<b>Fall 2019</b>	Chapman
Sociology G134	<b>Fall 2019</b>	Chapman
Sociology G185	<b>Fall 2019</b>	Chapman

**C-ID Designation:** In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

PSCI 105 – Introduction to Global Studies; PSCI 205 – Global Issues; SOC - Criminology; and potentially courses for an Pre-Law/Public Policy ADT.

**Dual-listed courses:** Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
(example 1: COMM 225/PEACE 225)	May 2015	Maintain dual-listing
(example 2: SOCSG133/SOCG133)	November 2015	Retire SOCS G133
PSCI 150/PHIL 150	November 2015	Maintain dual-listing

**Curriculum Offering:** Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
ex. FARM 300	Add

## **PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)**

### **SLO Assessments**

List of courses with ongoing assessment

List of courses offered in the last 3 years that have not been assessed

Question:

- Looking at all assessments of your programs and courses, describe proposed plans for improvement.

SLO tracking and retention will be coordinated by Department Chairs using TracDat. Establish collaboration with Brian Thill from Writing Center to help students develop writing skills

Alter assignments to smaller papers instead of the longer research paper, to build students confidence

Consider developing partnerships with English department for learning communities between various social/behavioral science disciplines and English 099 or 100.

### **Student Demographics (Headcount by Discipline)**

- Gender
- Age
- Ethnicity
- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

Comparison to GWC

Questions:

- How does your student population compare to GWC's general student population?

Gender – Gender distribution is similar to GWC general population with more representation of female students in Sociology and less female students in Econ.

Age - Our students are slightly younger than GWC general population

Ethnicity - Political Science, Psychology, and Sociology seem to match GWC's general population. For Econ, there's a proportionally larger population of Asian students in comparison to GWC general population.

Economic Disadvantage – Similar to GWC general population, we are serving an increased population of economically disadvantaged students.

Disability – Similar to GWC general population, across all 4 disciplines.

Veteran - Similar to GWC general population, across all 4 disciplines.

Foster Youth - Similar to GWC general population, across all 4 disciplines

- Based on the trend that you're seeing, what type of adjustments would you make to your program?

**Student Demographics:** We have a lot of **younger students** and they're not going to learn and be engaged in the same way as students previously. Learning to appeal to our younger student population who learn differently and engaged differently is important moving forward. As a department, we will need to think how to best **incorporate technology** in the classroom that is productive and not disruptive.

There is also interest among most faculty (Economics, Political Science, Sociology) in developing a **Dual Enrollment Program** where we offer classes to Juniors and Seniors in area High Schools. Most High Schools have AP classes in Math and Science, but few offer AP classes in the Social Sciences. This program could provide students for GWC and the possibility of additional faculty for us in the future.

### **Enrollment/Retention/Student Success**

The data illustrates that enrollments have increased. Enrollments per class section average nearly 100. Although retention rates have been rather stable, success rates are down very slightly over the past several years. The lower class size limits in some very selective courses as noted above seem to be working, resulting in a higher quality, educationally richer experience for students and the instructor. The effort to reduce class size should continue.

The department wholly supports the efforts to return class sizes to more reasonable levels. We will continue to advocate for student learning and resist the effort to place "efficiency" over quality. This will become even more critical as online classes get greater scrutiny by outside agencies and as part of the state Online Education Initiative in which the amount and quality of instructor-student interactions will be thoroughly evaluated (as noted above). It is simply not possible to meet those expectations in large classes. This is fundamentally a matter of pedagogy, and authentically implementing the legal course outline of record. In many cases, class sizes were increased in response to an emergency situation the college faced due to the severe recession. "Efficiency" became the driving force at the cost of quality. The college's response to the recession crisis cannot and should not become the "new normal". As the economy returns to normal, so should our enrollment caps.

The potentially devastating impact of the efficiency obsession can be seen by examining the toll that increased class size in the 2012-13 academic year had on **student learning**. That year, particularly in the spring term, enrollments per section were at a high. That was associated with drops in both success and retention rates. Specifically, compared with the previous year (2011-12), 2012-13 class sizes (enrollments per section) were about 2.8% higher, but retention dropped by 3% and success dropped by 2.8%. **So, the increase in "efficiency" was paid for by significant drops in both retention and success.**

### **Scheduling**

Scheduling continues to be problematic yet innovations have been made in the Social Sciences division and should continue to be made.

**Hybrid:** New sections in hybrid formats have been created to balance student success, facility use, and increase student accessibility to courses. Hybrid sections balance the flexibility of online classes while increasing student-instructor contact time and interaction. The hybrids also increase use of limited classroom space.

**Flip-flop Scheduling:** Economics has implemented flip-flop scheduling; where the two principles classes Economics 170 (Micro) and Economics 175 (Macro) are offered in alternate semesters in the same time slot. Since most students are required to take both courses, many roll over into the second course the following semester in the same time slot. This makes scheduling easier for students and increases enrollment, it also eases scheduling and hiring of faculty since the schedule remains constant and faculty can remain in the same time slot.

Students can also more easily plan their schedules knowing the courses are offered at consistent times year to year.

**2 Year Rotational Scheduling:** Political science has implemented rotational scheduling. Department electives have been cycled through different time slots (morning, afternoons, and evenings) and different modalities (in-class, hybrid, and online) to increase accessibility to student schedules and learning styles. The year in advance scheduling has created a few additional challenges and reduces flexibility to make changes that benefit enrollments.

### **Online Class Testing**

As noted above, the division has piloted and developed a method for proctoring exams in fully online classes. Various methods were piloted in economics, including on campus paper exams, on campus computer based exams, and online exams through an external proctoring service. Two online proctoring services were used in the pilot program for online class testing methods. Faculty members in economics, political science, and psychology have adopted proctored exams in fully online classes based on these trials. This is a proactive effort to protect Golden West College students and Golden West College articulation agreements with other colleges by assuring course integrity. The question about online class exams has become an issue under scrutiny in department review at other institutions, including four year receiving institutions of our transfer credit. **A common method for online class testing creates consistency for students across classes and can be adopted by faculty campus wide should the desire or need arise.** Additional support of the Assessment Center now providing proctoring services for makeups tests has been a benefit in the move towards online class proctored exams, providing accommodations for a **limited** number of pre-approved students who need or prefer to not utilize online testing services. However, this is a short-term solution to a much larger problem. Scheduling of students for either the online proctoring service or the Assessment Center has proved to be very time-consuming and takes faculty away from the content of the course. **Building and developing a full on campus Testing Center is a future need to support this effort.**

### **GWC-CSULB Collaboration**

Faculty members in Economics and Political Science have created a pipeline with corresponding departments at CSULB. This provides a link between current GWC and CSULB students and gives GWC students an opportunity to create ties with students currently attending one of our large transfer schools. This collaboration has served as a source for discipline specific SIA's and interns. Economics has had two graduate students serve as a class intern. Two CSULB graduate students serve as SIAs in Political Science. Graduate level interns and SIAs provide Golden West College a source for new, reliable, and loyal part time faculty that are vested in Golden West College.

### **SIA and LCF Support**

Courses in the social sciences have benefitted from the additional student instructional aid (SIA) allotments in support for large class factor (LCF). This additional support has allowed faculty members to add substantive assignments back into courses which helps protect and support existing articulation agreements and state laws for online courses. SIA support has allowed for increased interaction in online class forums and has increased feedback to students on their assignments. The quality of the courses and the student experience is enhanced with the addition of course SIAs. SIA support has also helped to identify incidences of plagiarism for higher quality course integrity. Additional resources are needed to further identify at risk students in other aspects of their courses, particularly in online classes, so that intervention can be taken to improve student completion and success and reduce fail rates.

### **Honors Program**

Golden West College has not had an active Honors Program since 2009 due to the financial costs of the program during a recession, and a lack of faculty support. Hence, GWC is not recruiting high achieving students and may be losing these students to other college campuses. Recreating a new Honors Program may present an opportunity for the Social Sciences department and for the college as a whole. An Honors Program Task Force was created to investigate the viability of restarting an Honors Program, which included the Dean of Social Sciences and two full-time faculty members from the Social Sciences. This task force determined that recreating an Honors Program with a cohort model, meaning a long-term two-year honors learning community, would bring the highest chance of program success and faculty support. In the cohort model students would apply to the Honors Program upon entering their first semester, and accepted students would take one (or possibly two) designated Honors courses together, per semester, travelling through the two-year program together as a learning community. The Task Force found that other departments at the college had a lack of interest in participating in a new Honors Program, so the possibility of creating a Social Sciences Honors Program was explored.

This could serve as a great opportunity for our high achieving students, majoring in one of the social sciences. It would also mean that these same students will more than likely enroll in other courses at GWC and may choose to be involved in various student led activities. Thus, the college as a whole should benefit from this program.

The majority of the full-time faculty in the Social Sciences have expressed interest and support for further exploration of this opportunity, but at this time it is unknown if this learning community would be approved by CCI and/or if there is adequate financial support for the program from administration. The benefits and challenges of this Social Science focused Honors Program opportunity will continue to be explored.

### **Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)**

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census

FTES/FTEF

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

There's a dip in summer fill-rate for Political Science. Potentially the economy may have impacted the student enrollment. Try to figure out what happened in the summer that leads to that.

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

In general we're looking to increase our fill-rate by offering courses in different modality, we're looking at offering more hybrid courses, LCF, and we want to advertise courses to draw more students. We're interested in the dual-enrollment program. We are looking to evaluate a potential reduction in the number of sections offered. Balance out some regular size and LCF sections.

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

Our (Social Sciences Division) average FTES/FTEF almost doubles the College average. As a department, we contribute to the productivity and efficiency of the college tremendously.

### **Course Retention and Success**

Overall

By Ethnicity, Age, Gender

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity, and other groups), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

There are no radical differences in student success suggested by the data. Division goals include outreach to all groups and efforts to include them.

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

N/A.

### **Faculty Staffing**

Percentage of courses taught by full-time versus part-time faculty

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

Lack of funding has resulted in very few full-time faculty in Social & Behavioral Science (5.5). Demand supports at least two full-time faculty in Sociology and Political Science, as well as at least another full-time position in Psychology. When funds have been made available, we have successfully hired full-time faculty. There are enough qualified part-time faculty available at this time; however, the challenge of hiring, evaluating and keeping them on staff is significant. This is most directly tied to an insufficient number of full-time faculty as mentioned.

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

The department covers 4 disciplines (Psychology, Sociology, Economics, and Political Science) with 5.5 full time faculty. Demand suggests the need is much greater for full-time faculty with much less reliance on so many part-time faculty. Ideally, we will have 2 Political Science, 2 Sociology, 3.5 – 4.5 Psychology and 1 Economics Full-Time faculty.

### **Degrees and Certificates**

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.
- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

None of our disciplines have less than 10 completers in the last 6 years; however, we have very few completers in Political Science and Economics. Both Psychology and Sociology numbers are high.

## PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- **What does your program want to accomplish in the next three years?**

Increase enrollment, dual-enrollment, honors program, global studies institute, bring back model united nations, collaborate with high schools, develop a Social Justice major AA-T.

- **What areas does your program plan to improve?**

See above.

- **What specific actions will you take to improve upon those areas?**

See above.

- **How will you assess whether your program has accomplished those goals?**

See above.

## RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Staffing
- Facilities
- Technology
- Equipment
- Funding for Professional Development

### Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

- (1) (1) a. Significant declines in enrollment and/or FTES over multiple years
- (0) (0) b. Significant change in facility and/or availability and cost of required or necessary equipment
- (0) (0) c. Scarcity of qualified faculty
- (0) (0) d. Incongruence of program with college mission and goals, state mandates, etc
- (0) (0) e. Significant decline in labor market
- (0) (0) f. Continued inability to make load for full-time faculty in the program
- (0) (0) g. An over-saturation of similar programs in the district and/or region
- ( ) ( ) h. Other

### Program Review Check-list

- (x) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- (x) Organization Chart: Verify that it is up to date: (q:\college information\org charts)  
Report necessary changes to the Director of Personnel. The org chart on the q drive is out of date. Updates have been sent to personnel.
- (x) Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

### Signatures, Individual Comments

Date of Department Discussion: **Frequent online meetings through April and early May**

Discussion Modality

- Department Meeting       Emails       Online/Skype  
 Other : Some discussion in meetings

Summary of Discussion Outcome: Input is included from all four disciplines.

### Departmental Recommendation

**(x) No further review necessary**

**( ) We recommend this program for Program Vitality Review**

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

Jennifer Bailly  
Margot R Bowlby  
Nina Chapman  
Maria L Chovan  
Laura Duvall  
Steven Isonio

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.

( )

Department Chair: Nina Chapman      Date: May 2, 2016

Comments: I would like to commend the faculty who worked on this report, especially Margot Bowlby.

Division Dean: Robyn Brammer      Date: May 2, 2016

Comments: The Social and Behavior Science department has made considerable changes and progress since the last program review. The programs have added additional classes, included new critical thinking courses. They have also made considerable progress regarding new programs (e.g., Global Studies and Social Justice). There are additional changes underway. The faculty should be commended. However, the faculty needs for clerical support, sociology faculty position and political science faculty member.

