See program review website for detailed timeline and relevant request forms:
https://research.gwc.cccd.edu/oir/progreview/2010/index.html

Golden West College
INSTRUCTIONAL
PROGRAM REVIEW
Fall 2013

Program Name: Social and Behavioral Sciences
Division Name: Business and Social Science

Overview of Program

Program Contact Information:
Program Contact Name   Phone #   E-mail prefix

Program Manager   Title   Salary Sched/Column   Phone #   Office Location   E-mail prefix

Classified Staff   Title   Salary Sched/Column   Phone #   Office Location   E-mail prefix

Full-Time Faculty   Phone #   Office Location   E-mail

List the Department Contact Information:

Dean:

Jeff Courchaine, Business and Social Sciences Learning
A.A. – El Camino College, Torrance CA; B.S. – Applied Mathematics, University of California, Los Angeles; M.S. – Computer Science, Azusa Pacific University, Azusa, CA.
Phone #: 714-892-7711 ext. 55035.   Office Location: Admin 219   E-mail: jcourchaine@gwc.cccd.edu

Department Chair:

Nina Chapman, Associate Professor, Sociology
B.S., M.A., University of California at Riverside, further graduate study: University of California at Riverside.
Phone #: 714-895-8300.   Office Location: Admin 221   E-mail: nchapman@gwc.cccd.edu

Economics:

No full time faculty (recruitment in process)

Political Science:

Margot Bowlby, Associate Professor, Political Science

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B.A., UCSD; M.A., California State University, Long Beach; further graduate study: UCSD
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Psychology:

Maria Chovan-Nelson Professor, College Success/Psychology
A.A., El Camino College; B.A., California State University at Dominguez Hills; M.A., Loyola Marymount University.
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Sociology:

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Classified Staff:

Susan Girard, Division Office Coordinator

Current State of the Program

1. What does your program do well?
The Social and Behavioral Science Department is one of the most productive on campus. While having to decrease number of courses scheduled beginning in Fall 2009 (due to state budget cuts), which have been in effect since then, our program still:

> Increased Efficiency with a FTES per FTEF ratio at 62 up to 68 – 1 (higher than most programs on campus).

Our mixture of traditional, LCF, online and online mixed (hybrid) allows for a diversity of instructional delivery which has proven popular with students.

Diverse scheduling (day, evening and online) translates to a high fill rate (**94% to 101%** in all but one semester; administrative guidelines led to a decreased fill rate of 84% in Spring 2013).

After meeting with California State University faculty, our Department created and received CCI and state approval for AA-Ts in Psychology, Political Science and Sociology. We added an AA Major in Sociology. Several 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).

We have added a few young and energetic faculty members as part-time instructors.

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Our Department continues to strive to evaluate all courses on SLOs in all classes within the division. All faculty now post syllabi in Blackboard so that SLOs are available for review campus-wide by students.

Our Department has "mapped" courses to the Sociology AA Major Program, Political Science AA Major and AA-T Major Programs and an AA: Area of Emphasis- Social Science Program.

2. What are the challenges to your program.

Within your program's control:

We need to continue to strengthen implementation of Student Learning Outcomes to meet with accreditation mandates. To this end, SLO Coordinators have worked with faculty for the last two years on SLO generation, assessment and modification as needed. Social & Behavioral Science full time faculty continue to work with part-time faculty to implement and assess SLOs successfully.

We need to continue to update articulation agreements with CSULB, CSUF and UCI as well as other California State and University of California departments. Regular interaction with Articulation Officers is ongoing. Faculty members within our Department are concerned that the articulation of some courses may be jeopardized. 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.

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.

We need to continue to maintain our efficiency while increasing our student success. This offers a serious challenge as increasing student success, particularly in LCF classes, is difficult. Historically, LCF classes began as a pilot program and were supported by at least three additional support personnel. Over time, Administration cut almost all support while increasing the number of LCF classes offered, especially in our disciplines. Campus-wide, LCF classes teach 1/3 of our FTES, and our Department has made major sacrifices to ensure that during the budget crisis, our College met its FTES goals. With a more sustainable state budget, our College is currently constrained. LCF faculty from our Department have met with various agents at our College to discuss concerns regarding LCF classes and support. To this end, a pilot program has been initiated which provides administrative and substantive support for LCF sections. In its first semester Spring 2013, this program makes minimal support available to only a few LCF classes. Data does consistently show that LCF decreases student success. Although there are some exceptions, generally speaking, as class size goes up, student success goes down.

With new legislation from the state regarding student success, the success of students in our classes and programs is becoming more central. Currently, our College and our Department gauge "student success" based on student completion rates. Our Department believes this to be a very narrow measure of overall student success and would like to continue to engage our colleagues and administrators in discussing a more comprehensive definition/explanation of "student success" including, but not limited to, persistence in completion of classes, identification of the student populations most at risk of failure, and adequate support services for students in academic peril.

We need to even better accommodate increased student demand for classes.

To address these challenges, classes are scheduled to ensure:

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1) maximum utility of large class factor classrooms,
2) high enrollment classes are offered from 8:00 a.m. through 3:35 p.m., allowing students ability to avoid schedule conflicts,
3) schedule Fall and Spring semester classes are balanced in terms of LHE and Enrolled students,
4) a two year rotation of classes, with core and major courses offered ever semester or every other semester and elective courses offered within a two year rotation,
5) add additional sections of high demand classes; e.g., Research Methods.
6) creation of a campus-wide 'pipeline' for students at GWC is being implemented this year. This effort is designed to allow students to progress through all required courses in a two year period as time to graduation is an issue. This availability of courses in sequence should also help meet student demand for classes.

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 or currently are:

1) posted important deadlines outside of Division office, in each classroom, and requested that faculty post in class and/or in syllabus,
2) requesting additional Full Time Faculty to lead programs that rely too heavily on Part Time instruction (Economics and Psychology this reporting period).

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. Scheduling of courses and of classrooms has moved towards these goals. Pilot program providing Course Assistants available in Forum classrooms, while minimal, was a start in helping to address problems with Forum style classrooms. On-going maintenance of classroom computers, over-head projectors and other technology needs to continue. Classrooms used by our Department faculty have been cleared of unnecessary equipment (i.e., outdated maps, old student reports) after each semester. These processes need to continue so as to provide for a clutter free and efficient physical environment conducive to learning.

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.
Our college currently does not require either an online training course/certification for faculty or an assessment of online PT faculty. To ensure quality of education for online courses offered within our Department both training and assessment needs to take place.   Approval to evaluate PT faculty within an online setting was initially stalled. The process is currently approved and in place, thus PT online faculty not assessed within the last year should be assessed in the 2013-2014 academic year.

We have worked on the assessment process of all courses. In so doing, we are developing an in-house procedure to gather and store completed SLO assessment forms and coordinate with other Departments in the mapping and assessment of interdisciplinary programs. This effort is ongoing.

Beyond your program's control

Our department is requesting one full time Psychology faculty member.
- One full time faculty member in Economics is under recruitment. Although there is only one

full time faculty member in each Sociology and Political Science, no additional positions are being requested at this time. A retirement pending in Psychology necessitates the request for another Psychology Instructor. (Request attached.)

- LCF support -administrative support (Course Assistants- CA) is only available to Forum faculty. As a "pilot" program, minimal support (Substantive Instructional Aide – SIA) was offered and reached only three faculty members in our Department. The level of support is greatly constrained by the number of hours currently allowed by the Administration.

- Our Department is greatly concerned that the additional apportionment money generated by our LCF classes is not being reinvested back into increasing Student Success, retention and completion of degrees/transfer program rates in our disciplines.

3. What are the opportunities for your program

Our 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 FT 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.

4. Identified areas in need of improvement

- Need to hire additional full time Economics (ongoing) and Psychology (requested) faculty.
- Need to complete SLO assessment and analysis for all courses and store data in central location on campus. Faculty have raised concerns that with an increase in the faculty/student ratios and the low number of FT faculty, assessing SLOs at the course and program level is at best strained and very time consuming. FT faculty assume responsibility for ensuring that these assessments are completed by PT faculty.
- Need to address limited number and diversity of non-LCF classes offered. Administration has taken what was a pilot program for a minimal number of classes offered in LCF modality and increased both the number of classes offered in LCF mode, and the number of sections of LCF classes, without faculty input. This means that 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. 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. Likewise, with seven courses offered in Economics, only one class is not LCF. In Political Science, the American Government course (PSCI 180) is a required course for the California State U.S. Constitution requirement. This course is only offered as an LCF course. Moreover, with 12 Political Science courses offered, only three are offered non-LCF, with three sections having 200 students each scheduled for Fall 2013 (an increase of 11%). 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. Finally, the pilot program providing both

Course Assistants in Forum classes and Supplemental Instruction Aides in other LCF classes should be institutionalized and **significantly** enhanced. Specifically, faculty is requesting increased hours of support for both Course Assistants and Supplemental Instruction Aides, a Testing Center/Service and a Writing Center for all students in LCF classes. While the testing center/service applies campus-wide, it is particularly needed in LCF classes. LCF faculty are also working 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 reducing instructor to student ratios for more effective teaching. 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 will be negatively impacted.

- Need to continue to increase Student Success Rates, especially in LCF and online classes. Of particular importance, time to graduation and student engagement/ involvement. Studies indicate that increased engagement with students increases Student Success rates, retention and completion of degree/transfer. As previously noted, increased administrative and substantive support must occur in order to improve LCF courses overall. Serious discussions, including pedagogical concerns in relation to class size, must take place at the faculty and faculty/administrative level.

  Special attention needs to be focused on courses offered completely online. Both the Sociology and Political Science disciplines have 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. Administrative need to reaching FTES within State Budget constraints initially made this impossible. Online courses were increased from 80 to 115 students (over a 43% increase). GWC's Academic Senate 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.

  Presentations and discussions with Administration, Academic Senate and our FT Union have taken place, emphasizing the need to roll back maximum enrolled students to previous levels and to reintroduce course offerings at non-LCF levels (basically at levels prior to the state budget crisis).   Administration, however, continues to increase rather than decrease the number of students enrolled in many of our courses, providing a minimal level of support in a pilot program for Spring 2013 while reintroducing small size and regular size course offerings in other Departments. LCF faculty from our Department have continued to meet with Administration requesting increased and sustained support for all LCF classes. While Union negotiated class sizes ended in the Spring of 2010, our District negotiation team continues to negotiate class size within our FT contracts. LCF faculty from our Department continue to seek understanding of the parameters and process used by the negotiation team in determining class size. Our Department has suggested that class size be based on pedagogy and suggested that a proper process be established.

Report on Prior Program Review Objectives from 2011

College-Wide Objectives
Complete Columns #4 and #5

#1 College Mission/Goals	#2 Program Objective/ Intended Outcomes	#3 Means of Assessment/ (Criteria of Success)	#4 Analysis of Data Collected *(Did you meet the objective)*	#5 Use of Results
Goal # 2 – Enrollment Management: "…aimed at reaching and maintaining the preferred enrollment level within adopted District guidelines."	1. Increase course enrollment at census.	1a.The overall number of students enrolled at census in courses offered by the program will increase by 1% each year.	1a. Goal has been exceeded. Enrollment is strong across the division.	1a. Analyze • balance of Spring/Fall semester scheduling of classes • balance LCF core courses with traditional courses • scheduling of day/afternoon and evening classes.
Goal # 3 – Student Achievement: "The college will foster an approach to learning which focuses on student achievement and skill acquisition."	2. Improve the program's rate of student success.	2. The rate of students receiving a "C" grade or better in course success rate will increase by 1% each year.	2. Stable. Students continue to complete courses in large numbers.	2. Encourage increased success through clarification of course requirements and deadlines to withdraw.
Goal # 3 – Student Achievement: "Faculty will identify and regularly review Student Learning Outcomes (SLO) for all courses."	3. Identify student learning outcomes in one highly enrolled course each year: collect data, and report the use of results.	3. SLOs for at least two courses in the program will have been assessed and activities reported through column 5.	3a. Goal met: All Psychology courses reported 1 thru 5; 2 Political Science courses reported 1 thru 5; Sociology courses reported 1 thru 5.	Continue to inform faculty of necessity of compliance.

Report on PRIOR Program Objectives identified in the 2011 Program Review Report

#1 College Mission/Goals	#2 Program Objective/ Intended Outcomes	#3 Means of Assessment/ (Criteria of Success)	#4 Analysis of Data Collected *(Did you meet the objective?)*	#5 Use of Results
	1. 2. 3.			

Program-Level Student Learning Outcomes for 2011-2013

(List the 3-5 most important expected student learning outcomes that were assessed over the last two years.
Complete a separate page for each major and/or certificate you assessed.
For info on SLOs please refer to Institutional Effectiveness (IEC) website on SLOs:
http://goldenwestcollege.edu/wpmu/iec/student-learning-outcomes/

GWC AA: SOCIOLOGY
SLO 1 – 4
Step 1: AA Major: SOCIOLOGY
Step 2: Program Objectives:
- Characterize the nature of sociology as a science;
- Understand and apply sociological principles to personal, social, and organizational interactions;
- Use reasoning to recognize, develop, defend, and criticize arguments related to conclusions about sociological issues;
- Identify appropriate applications of sociology in solving problems, such as the social-structural issues such as poverty, homelessness and crime;

Step 3: The means of assessment and criteria of success are demonstrated through mapping the SLOs of the Area of Emphasis with the required courses. Success shall be measured at the individual course level SLO assessment that map to the Area of Emphasis' SLOs.

Step 4: The assessment process is ongoing.

Step 5: The IUAs for Social and Behavioral Sciences will consult with faculty in this discipline.

<u>Resource Planning</u>

Staffing What staff changes or additional employees does your program need to function adequately?

      Faculty: Two Requests for full-time faculty positions in Psychology and Economics

      Management:

      Classified: We need to ensure that both Forum Coordinators are fully performing his/her responsibilities and are providing both administrative and technical support to our faculty (i.e., ParScore test results to an Excel format that can be easily uploaded by faculty into Blackboard)

      Hourly: Supplemental Instructional Aides should be institutionalized during this period.

      Considering your current employees, what staff development/training does your program need?

Note: Complete all faculty request forms <u>in separate files</u> and submit with your program review report as an attachment.

Technology What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

      Equipment or Software (e.g., computers, AV, lab equipment):

      Computers in the Admin classrooms replaced by newer computers.

      Technical Infrastructure (e.g., AV or computer infrastructure, cabling):

Facilities What improvements or changes to the facilities would you need to function adequately?

      Physical Concerns (e.g. electrical, gas, water, foundation, space, ventilation).

      We need to add one additional LCF classroom to the Admin classrooms now available.

      We need to update attendance monitoring in both Forums to do away with antiquated paper forms.

      Health, Safety and Security (e.g.

Other What changes or other additions need to be made to your program to function adequately?

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA 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)

IUA/Dean

(0) ( )   a. Significant declines in enrollment and/or FTES over multiple years

(0) ( )   b. Precipitous decline in enrollment and/or FTES

(0) ( )   c. Significant change in facility and/or availability and cost of required or necessary equipment

(1) ( )   d. Scarcity of qualified faculty

(1) ( )   e. Incongruence of program with college mission and goals, state mandates, etc

(0) ( )   f. Significant decline in labor market

(0) ( )   g. Continued inability to make load for full-time faculty in the program

(0) ( )   h. An over-saturation of similar programs in the district and/or region

(2) ( )   i. Other___Full Time Faculty/part time ratio is grossly imbalanced and not in even near compliance

Program Review Check-list

( )   Department Contact Information is up to date: Department Chairs, full-time faculty, classified

( )   Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel

( )   Curriculum Inventory complete (See data table spreadsheet under Curriculum Inventory tab)

( )   SLO Inventory complete (See data table spreadsheet under SLO Inventory tab)

( )   Both the Dean and IUA has completed the Dean and IUA Review section.

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Signatures, Individual Comments

No further review necessary

Department Chair: NC   Date: 4/29/13
Comments:

Division Dean: Date:
Comments:

I recommend this program for Program Vitality Review

Department Chair: Date:

Division Dean: Date:

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.
(x)   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.
( )
( )
( )
( )
( )

IUA Review: Name: Nina Chapman   Date: 4/29/13

Dean Review: Name: Date:

Appendices

A. Data Sets
B. Signed Comments
C. Classified Position Requests
D. Faculty Position Requests
E. General Fund One-Time Funds Requests
F. Curriculum Inventory
G. SLO Inventory
H. Mapping AA Degree Programs