

Program Review, Analysis, and Planning

Department Name: Social and Behavioral Sciences

Data Analysis

Based on data provided by ORPIE:

1. **Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)**

The Social and Behavioral (S&B) Sciences Department consists of 4 disciplines. Along with the Liberal and Cultural Department we form the Social Sciences Division. The Social Sciences Division has answered the GWC President's imperative to address the enrollment decline. Recent ORPIE statistics have indicated that the Social Science Division is one, perhaps the only Division that meets the college's current enrollment goals. We are proud of our contributions and efforts, both consist of the base for our self-evaluations and requests.

The S & B Sciences Department *per se* consists of four disciplines: Economics, Political Sciences, Psychology, and Sociology. The Department has taught over 9,100 students this academic year. Economics, Political Science and Sociology have only 1 full-time (f/time) faculty member. Psychology has 3. Psychology will become a separate department as of Fall 2019 and is addressed in this Program Review for our Department.

The data for this Program Review (PR) is disaggregated by discipline. We are providing an assessment of our whole Department, with mention of specific discipline(s) as needed.

Our Department and our entire Social Science Division meets and exceeds the college's target.

The S & B Department will continue to revise the class schedule by

- reducing course/section conflicts,
- rotating in/out lower enrolled electives, and by
- anticipating student demand based on historical data and degree/transfer imperatives.

The Department anticipates the FTES/FTEF and the average enrollment percentages to **modestly increase** over the next 3 years, as a result of the above mentioned interventions and other dynamics outside of the Department's or Division's control (e.g., availability of classrooms, on-line teaching proficiency by the faculty).

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

The Department's enrollment per section remains high (55, on-ground, hybrid, and on-line courses), **higher than the college average**. The Department's enrollment percentages (78%) are also **higher than the college average**.

Overall, the Department's enrollment numbers **do not show any significant trends**. Sociology and Political Science are up a bit, while Economics and Psychology are down slightly.

- ✓ As noted in question #1, the Department will continue to work on scheduling which best represents students' demand as well as one that helps maintain our department's disciplines and programs (AAT, AA, Certificate).

We expect the Department's numbers to stay **steady and/or increase** over the next 3 years.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

On average, three race/ethnic groups make up the department's student population: **Asian, Latinx and White**, with mixed race well behind as a fourth category. Regarding other factors, the most significant group is **socio-economically disadvantaged** students. Groups with few student numbers have percentages that are skewed—statistically insignificant.

- ✓ Our department has incorporated **OER** in many of our course sections to help bridge the gap between socio-economically disadvantaged/advantaged student population.
- ✓ Additionally, we are offering **more sections online** for students who must work or take care of family, fulltime.

The Department believes increasing enrollment for other groups needs to consider overall population data in our geographic area. Increasing inclusiveness needs to be a campus-wide discussion.

4. How does your program course success rate* compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

Our department has very **high student/faculty ratios**, averaging over 63 students per faculty member. Yet, **our success rates have either been close to or above the college average**.

In at least one discipline, success rates increased when student/faculty ratio went down.

- ✓ Reducing student/faculty ratios will help to improve student success rates.
- ✓ Continuing the Embedded Tutor Program may also address student persistency and success.

In Economics, which is heavily math based, success rates are slightly lower, but we suspect that the figure is on par or above the average in related disciplines (i.e. Math). Reduced cheating in online Economic courses has also lowered success rates.*

The Department offers, on average, 30 **online** sections teaching 3,000 students, and this number **continues to increase**. The Department leads the college in the number of online courses offered (personal communication, DE Department, April 2019).

- ✓ Our faculty have been the first to incorporate Respondus Monitor in our online classes. Reduced cheating has negatively affected our Department's success rates but has increased the integrity of our courses and is in alignment with federal and state guidelines.*
- ✓ Our Department believes that as our enrollment rates increase for our online students, faculty training in regular effective and substantive contact/interaction is essential.
- ✓ Our Department believes, furthermore, that current maximum class size caps for fully online courses are too large, and may deflate student success and teaching effectiveness.

Also, we believe additional activities related to our disciplines may well have a positive effect.

- ✓ Currently, our Department has one viable student Club, Psychology. A full-time faculty member advises the Psychology Club.
 - ✓ Club and/or campus-wide activities in single f/time faculty disciplines is either minimal or non-existent. Our petition for additional f/time faculty members is based on the desire for a sensible and effective work allocation across disciplines. In other words, the College may benefit from supporting our Department's request for additional **f/time faculty**.
- ❖ Note: The Department faculty is sensitive to the definition of "success rates" being solely based on students receiving a C grade or better. We suspect that a faculty/discipline or even an entire department could easily inflate grades to increase success rates. Hence, we rely best on SLOs and other measures of academic achievement.

5. **Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)**

Without a defined and empirically validated margin of error, and very little data in many of the categories, our Department only finds two student populations significantly affected. Both **LatinX and Socio-economically disadvantaged** students have **lower success rates** in our courses.

In order to bridge the gap there must be basic skills support.

- ✓ Our disciplines require multiple written assignments, critical analysis and research papers. Without a free and effective Writing Center for the Social Sciences, we may need to consider making English 100 a prerequisite for our courses.
- ✓ Economics and additional math related courses in our disciplines (i.e., Statistics) would also benefit from math support beyond the Tutoring Center or the Embedded Tutors. Hence, we support the creation of a Math Center.
- ✓ As we suspect many socio-economically disadvantaged students are enrolling in our online sections, we need mandatory instructor certification, AND a student services 24/7 support hub.

We believe these will help many of our impacted students who do not have college-level writing and/or math skills, and skills to help them succeed in online courses.

- ❖ There is no data on what effects there have been since switching from Supplemental Instructional Aids to Embedded Tutors. We suspect these will be negligible. Based on previous program reviews, our Department realizes that without increased and sustainable support, especially in large class factor courses, our success rates are likely to be negatively impacted.

6. **Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)**

Our Department has **five AAT/ADT** programs. We also offer **two discipline specific AA** degrees for students who wish to transfer to the UC and/or private university systems. And we offer **one Certificate** in Global Studies that is well-suited as a general education pathway. We are currently working on one additional interdisciplinary ADT – Social Justice and hope to help develop a Pre-Law AAT.

Many of our courses are included in three additional inter-departmental AA degrees:

- 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 requested data on these degrees but have none.

Our Department believes that **MANY of our students are deferring to these “fail safe” majors.**

- ✓ Our schedule of classes affords our students the opportunity to earn our degrees; however,
 - some of our key courses can only be offered once or twice in a two-year rotation due to the college’s low enrollment policy.
 - We do not have enough regular size sections of our core courses.
- ✓ We are in the process of **revising** and resubmitting our discipline specific **degrees** to allow students more flexibility.
- ✓ And we hope to offer at least one of our ADT programs fully **online in 2020.**

7. Are students transferring to four-year institutions from your program? What is your department’s plan to increase the number of students transferring to a four-year institution? (150 words limit)

Most of our students transfer using one of the generalized inter-departmental degrees mentioned above. Our department’s transfer rates data does NOT include this data.

Given the data we do have, Psychology transfer rates are very good and are higher than the other 3 disciplines combined. Again, Psychology has 3 full-time faculty members and will become its own Department Fall 2019.

Our Department recognizes some obstacles to increasing transfer rates in our other disciplines.

- ✓ Seven of our discipline specific programs are housed in a single f/time faculty discipline. Thus, self-promoting our programs has been problematic.
- ✓ Larger disciplines (Psychology) are assigned a primary counselor, while smaller disciplines are not. This practice establishes a self-fulfilling prophecy and does not support smaller disciplines.
- ✓ Three out of four of our disciplines are not well-known to either our Counselors or our students.
- ✓ Local universities are generally impacted in our disciplines.
- ✓ We have yet to have FULL articulation agreements for our degree programs with all UCs/Cal States.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

N/A

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

With the data we have, our assessment trends have been trending down.

- ✓ We were told to assess each course each semester, which we started to do. However, this is well beyond the requirements and well beyond our capacity to do so.

- ✓ Some of our questions about assessments have never been answered. There is no data, therefore, for our interdisciplinary Global Studies ADT.
- ✓ Two of our disciplines had ample data/assessments that were not showing in TracDat.
- ✓ Once assessments are completed, there is some discussion and collaboration between f/time faculty, especially in Psychology. Obviously there is no one else to confer with in single f/time faculty disciplines.
- ✓ Our Department and each discipline have many part-time faculty members. With full-time faculty workloads and the difficulty in scheduling meetings with so many part-time faculty who also work at different colleges, collaboration among ALL faculty discipline is rare. When it happens, however, it represents unified voices about student success and its relationship to class size and support.
- ✓ We expect this problem to be amplified as our Department continues to add new interdisciplinary programs.

We previously requested one new f/time hire in Political Science and are now **requesting one new f/time hire in Sociology (see attached job description)**. Both positions are requested in this program review cycle.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not? A great deal of work has been done on CORs for all disciplines campus-wide due to Accreditation issues.

- ✓ In S & B, many non-significant changes to CORs (SLO changes e.g.) as well as significant changes in CORS have been made and processed through CCI. Our CORs are up-to-date.
- ✓ Additional S & B courses have also been created and approved. Two of our disciplines have, thus, made significant changes to their degree programs.
- ✓ Both of our two additional disciplines are in the process of creating new courses and making significant changes to existing CORs. Once completed, changes to degree programs will also be made.

Updating curriculum is an on-going process and is being performed by relevant f/time faculty in a timely manner. This puts an undue burden on disciplines with only one f/time faculty member.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

We noted these “immediate needs” in the last cycle:

1. Division Integrity with a Dean strictly devoted to the Social Sciences Division is imperative
2. Additional Full Time faculty; specifically, Political Science and Sociology, are needed within the next program cycle.
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 allocation of human and material resources to departments that produce FTEs.
 - ✓ #7 – Our Department’s faculty teaching workloads continue to be 2-4 times higher than our colleagues.
 - ✓ #6 – Our Division has not received any Measure M money. Our classrooms are antiquated and in disrepair.
 - ✓ #5 – There have been no significant increases in LCF support, and the Embedded Tutor Program is new.
 - ✓ #2 - We received one new hire in Psychology but as a retiree replacement; we are currently in the process of hiring one new f/time Political Science faculty member and are requesting one new f/time hire in Sociology (form attached);
 - ✓ #3/#4 - We have addressed the limited number and diversity of non-LCF classes offered in our disciplines. We hope to be able to offer additional non-LCF **core** courses.
 - ✓ #1 - We have some increased division integrity and leadership. Dr. Alex Miranda is still a Dean of several additional disciplines/services, yet has devoted a good deal of his time and effort to our Division. Our Division generates a significant amount of the FTES and would further benefit from Dr. Miranda’s full attention and dedicated administrative support. In addition, our Department Chair position is split between two senior faculty members both of whom have held the sole position of Department Chair in the past. We have also greatly improved our role as campus leaders:
 - One of our full-time faculty members is the CCI Chair
 - One of our full-time faculty members is VP of the Academic Senate.
 - One of our full-time faculty members is the Distance Education Coordinator.

- ❖ These additional campus leadership roles may become too overwhelming given the sheer number of students we are expected to enroll, teach, retain and succeed and transfer in our department.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

- ✓ Hire a new f/time Political Science and a new f/time Sociology faculty member to help promote Political Science and Sociology, and in the case of the Sociologist, to help create a new Social Justice ADT.
- ✓ Offer additional core disciplinary courses in a non-LCF modality.
- ✓ Improve our Distance Education courses and begin offering fully online programs.
- ✓ Collaborate with faculty within our Division and create a more effective divisional schedule.
- ✓ Provide adequate support to our students (LCF, disproportionate success gaps).
- ✓ Create a Social Science building/complex/hub and make our classrooms conducive to learning, including better technology.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p><u>Goal 1:</u> Increase enrollments and completion rates in our degree programs.</p>	<ul style="list-style-type: none"> Utilize data from the Research Department 	<ul style="list-style-type: none"> Collaborate with Counseling and Promotions to help publicize and better promote our programs Work on a more effective <u>division-wide</u> schedule of classes Improve the on campus learning environment Develop and provide fully online programs 	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<ul style="list-style-type: none"> Hire f/time Sociology and Political Science faculty members Additional classified support Increased Division budget Utilize Measure M money) to improve the Social Science building/classrooms
<p><u>Goal 2:</u> Improve Distance Education in our Department</p>	<ul style="list-style-type: none"> All of our department's online faculty trained by 2021 Offer at least one of our department's degree programs fully online Increased success/retention/transfer rates for our online students 	<ul style="list-style-type: none"> Discuss Departmental "Best Practices" for our online courses/programs Ensure all online faculty are aware of and receive Distance Education training prior to an online teaching assignment Utilize online faculty evaluations effectively 	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<p><u>GWC Distance Education training programs.</u></p>

<p><u>Goal 3: Breakdown "silos"</u></p>	<ul style="list-style-type: none"> • Offer interdisciplinary, multi-level degree(s) and certificates 	<ul style="list-style-type: none"> • Develop and gain approval for interdisciplinary degree(s) • Look for ways to incorporate our courses in Dual Enrollment, GED and Citizenship programs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization 	<ul style="list-style-type: none"> • New f/time Sociologist • New f/time Political Scientist
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