

ACADEMIC PROGRAM REVIEW

BEHAVIORAL SCIENCES DEPARTMENT

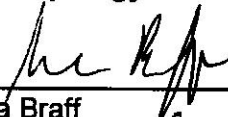
2018

G R O S S M O N T
C O L L E G E



This Grossmont College Academic Program Review Document for 2018 is respectfully submitted by the full-time faculty of the Department of Behavioral Sciences at Grossmont College.

Anthropology



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Bonnie Yoshida-Levine

Psychology



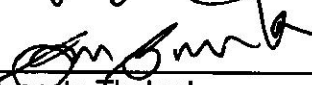
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TABLE OF CONTENTS

Sections

1. Overview, Department History and Previous Recommendations.....	5
2. Curriculum Development and Academic Standards.....	9
3. Student Learning Outcomes.....	17
4. Facilities and Scheduling.....	19
5. Student Equity and Success.....	23
6. Student Support and Campus Resources.....	30
7. On Campus/Off Campus Involvement.....	32
8. Fiscal & Human Resources.....	43
9. Summary and Recommendations.....	52

Appendices

Appendix 1.....	54
Appendix 2.....	57
Appendix 3.....	63
Appendix 4.....	73
Appendix 5.....	86

SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

1.1 Brief department history, including changes in staffing, curriculum, facilities, etc.

The Behavioral Sciences Department originated with the founding of Grossmont College in 1961. During the 1960s, two full-time faculty members supervised a curriculum in anthropology, psychology and sociology serving transfer major preparation and general education functions. In the 1970's the department expanded, adding faculty and class offerings. In the 1980s and 1990s, course offerings, faculty, and resources were reduced due to Proposition 13. From 2000 to 2012, the breadth and depth of the curriculum in all three disciplines has increased substantially: New courses in all three disciplines, a laboratory course, distance education opportunities and new Associate Degrees for Transfer were developed. During the latter portion of that period, the financial crisis in the state of California greatly reduced funding. This resulted in a reduction in the number of sections, and the curtailing of new course offerings and special programs such as honors sections and Project Success linked courses. Hiring was also severely curtailed. No full time faculty members were hired between 2008 and 2015 despite the retirement of four faculty members.

Since the time of the last program review in 2012, state funding has gradually recovered, and the department was able to hire four new full-time faculty. The department currently employs 10 full-time faculty and 33 adjunct instructors. Despite these gains, we continue to fall short of the recommended AB 1725 ratio of 75% full-time instructors to 25% part-time instructors in all three disciplines.

Anthropology:

During the 1970s, anthropology had three full-time instructors. During the 1990's and early 2000's this decreased to one, and then zero full-time faculty. In 2005 a full-time instructor specializing in physical anthropology was hired, and in 2016 the department added a second full-time faculty member specializing in cultural anthropology. Currently, the anthropology faculty consist of two full-time instructors and 9 adjunct faculty. In 2008 a physical anthropology laboratory course was added.

Since the previous program review, enrollments and section offerings have increased. The Anthropology Associate Degree for Transfer (ADT) was approved in 2017. In 2017 two new cultural anthropology courses—Anthropology of Magic, Witchcraft and Religion, and Cultures of Latin America were approved by the Curriculum Committee and will be offered starting Fall semester 2018.

The program offers the Anthropology Associate Degree for Transfer (ADT). The Anthropology course with the highest enrollment is ANTH 130, in which students typically enroll in order to fulfill GE requirement in Biological Sciences (Area B).

The most compelling facilities need for anthropology is a dedicated space for the Anthropology 131 laboratory course.

Psychology:

Between 2005 and 2012, the psychology program added new courses in Research Methods (PSY 205) and Careers in Psychology (PSY 201) in addition to the development of a new AA in Psychology for Transfer degree. During this time period the program experienced three retirements, and two new full-time faculty members were hired. Since 2012 one faculty member retired and one new full-time instructor was added.

Currently, the department employs four full-time psychology faculty and 17 adjunct instructors of psychology. Full-time faculty members teach less than 50% of the sections offered by the department.

The program offers the Psychology Associate Degree for Transfer (ADT). Since its inception in 2012, 279 degrees have been awarded. PSY 120 (Introduction to Psychology) is the highest-enrolled course in the program as well as the Behavioral Sciences department.

The most compelling facilities need for psychology is a dedicated computer lab facility to house Statistics for the Behavioral Sciences course and the Research Methods course.

Sociology:

During the expansion of the 1960s and 1970s, the department employed four full-time sociology instructors. By 2008, the number of full-time faculty had decreased to two. The most recent additions to the sociology curriculum were a course on gender and the development of a new AA in Sociology for Transfer degree. In 2016 two new full-time sociology instructors were hired. Currently, the department employs 4 full-time sociology faculty and 9 adjunct instructors of sociology.

The program offers the Sociology Associate Degree for Transfer (ADT). Since the degree was instituted in 2013, 121 Sociology degrees have been awarded. Sociology 120 (Introduction to Sociology) is the highest enrolled course in the program.

1.2 Responses to recommendations from most recent Program Review

This section provides responses to the 11 program recommendations (in italics) from the Academic Program Review Committee for the previous review cycle.

1. Continue with brown bag lunch and other professional activities to improve communication among faculty.

While the brown bag lunch series is not currently active, the department has made several changes to fostering communication among faculty. At the start of each semester, the full-time faculty meets separately to discuss issues such as curriculum, staffing, grading and Student

Learning Outcomes, and special projects. This leaves more time in the general department meeting (which includes both full and part-time faculty) for discussions related to teaching strategies and participation in larger initiatives such as community service learning or OER. During the meeting, faculty from each discipline meet separately to discuss course and discipline-specific issues, such as grading standards and SLO's. These changes have succeeded in improving communication and collegiality between full and part-time faculty and encouraging part-time faculty to participate in department and campus initiatives beyond their individual teaching duties.

2. Develop a plan for fostering communication among the department members with regard to grading standards, consistency of grades, and grade distributions.

The changes to the meeting structure described above have facilitated discussions about grading standards and consistency. In addition, the department utilizes the faculty evaluation process, with peer evaluators closely examining instructor syllabi in order to evaluate course content and grading policies.

3. Continue to participate in the development of an AA-T degree in Anthropology.

The AA-T Anthropology degree was submitted to and approved by the college Curriculum Committee in 2014. The degree was approved by the state in 2017 and is now available to students.

4. Evaluate the full-time/part-time faculty ratios in each discipline in order to determine the proper number of full-time faculty that should be hired when the budget improves.

Staffing requests for full-time positions in all three programs were submitted yearly since the previous program review. These resulted in one faculty hire in Anthropology, one in Psychology and two hires for Sociology. The department is currently requesting an additional hire in Psychology.

5. Pursue shared facility options for computer lab access for SPSS software by working within your division, academic affairs and facilities processes.

There have been numerous conversations at multiple levels regarding shared and dedicated computer lab facilities for the Statistics in the Behavioral Sciences course. Several potential solutions are currently being discussed with campus facilities, including a shared anthropology lab/statistics computer lab space in a building to be determined. Space needs are discussed more fully in Section 4.

6. Continue to work with SDSU to pursue acceptance of the AA-T degree in Psychology.

The AA-T degree in Psychology is now articulated with the Applied Psychology major at SDSU.

7. Add a laboratory experience to the Research Methods for Psychology class (PSY 205).

Development of the component will proceed once appropriate laboratory classroom space is procured. Space needs are discussed more fully in Section 4.

8. Develop a new course in research methods tailored for the needs of sociology and anthropology students.

The development of this course has been placed on hold, as the department re-evaluates its priorities for new courses.

9. Finalize the development of program SLO's for each of the new AA-T degrees.

These have been completed and appear in the college catalog.

10. Submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

According to Instructional Operations, all course outlines were up-to-date as of Spring semester 2018 (see Appendix 4). The department reviews curriculum yearly and submits course modifications and deletions in a timely manner.

11. Use student-learning outcome data for continued course and program improvement.

The department is continuing to use data generated from SLO assessment to initiate discussions among faculty about the teaching of particular concepts. In other courses, completing the assessments has resulted in discussions about changing the way data is collected or possibly revising particular SLO's.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Changes in Course Offerings

Anthropology:

Since 2012 anthropology has made the following curricular changes:

1. Anthropology AA-T degree offered since 2017.
2. Addition to two new anthropology courses—Anthropology of Magic, Witchcraft and Religion (ANTH 122), and Cultures of Latin America (ANTH 127) will be offered starting fall semester 2018.
3. Introduction to Archaeology (ANTH 140) (previously on hiatus due to budget cuts) is now taught every semester.

Psychology:

Since 2012, psychology has made the following curricular changes:

1. Added PSY 170 to be taught online.

Sociology:

Since 2012, sociology has made the following curricular changes:

1. Deleted Sociology 160 (Sociology of Aging). The course was deleted because of consistent low enrollment and the difficulty of finding qualified adjunct faculty specializing in this field. The course was not required for the AA- Transfer degree. Very few other community colleges in the state offer this course.

2.2. Department practices for evaluating course outlines

Discipline faculty members have periodic discussions about potential new course offerings as well as course modifications and deletions. All course outlines are thoroughly examined at least once during the five year curriculum cycle to ensure that they reflect currency in the field, relevance to student needs and current teaching practices. When a course outline is updated, all parts of the outline are scrutinized and then modified as necessary to meet the above criteria.

More recently, the department has modified course outlines in response to comments from C-ID (Course Identification) reviewers.

2.3 Student engagement strategies in the classroom

Societal, ethical, political, technological and environmental issues are at the heart of the Behavioral Studies curriculum. Indeed, it would be impossible to teach our classes without reference to current issues. Behavioral Science faculty regularly attend professional meetings in their respective disciplines in order to maintain currency in their field and learn about recent research and methodological innovations. Some faculty members also maintain active research programs on the aforementioned issues. Below are some specific examples of how Behavioral Sciences instructors promote student engagement by including current issues in course content:

- *In my Introductory Psychology class, students were asked to apply their understanding of the Big 5 personality traits to the Cambridge Analytica scandal, in which Facebook users' personality profiles were used to target specific voters.*
- *I chose a recent edition text that focuses on global issues, and pair the chapters with readings and discussions on current issues.*
- *I check in with current events such as climate change, healthcare, and racism in various parts of the course as examples of how cultural and scientific views on these topics interact with each other.*
- *In Introductory Sociology and Social Problems classes we focus on economic, gender, ethnicity, and age inequalities. I have students do both library and field research exploring these issues. I offer them extra credit for attending social and political activities on campus and in the community.*
- *In my Introduction to Physical Anthropology course, students are assigned supplementary readings and have extended discussions about current issues such as the bioethics of genetic data and the ongoing biodiversity crisis.*

2.4. Department practices concerning academic standards, and curricular expectations

Owing to the lack of any full-time hiring between 2007 and 2016, the department does not have in place a formal orientation process for tenure-track faculty. The four faculty members hired in 2016 received information about academic standards through department meetings, individual meetings with the department chair, and their tenure review committee, as well as the semester-length new faculty orientation provided by the college. Additionally, there continual and substantial dialogue between new faculty and senior discipline faculty in shared offices and numerous other informal settings.

Newly hired part-time faculty members meet with the division dean, the department chair and with at least one full-time faculty member of their discipline. They are provided with course outlines and sample syllabi, and assessment, grading and SLO's are reviewed. Curricular expectations and are discussed, along with general college information on areas such as

Admissions and Records, Student Services, and essentials such as adding and dropping students, teaching assistants, faculty resources and payroll.

During department meetings at the start of each semester, full and part time faculty from each discipline meet separately to discuss course and discipline-specific issues, such as grading standards and SLO's. In addition, the department utilizes the faculty evaluation process, with peer evaluators closely examining instructor syllabi in order to evaluate course content and grading policies.

2.5 Grade Distribution and Student Success

Anthropology

Grade distribution in anthropology as a whole is relatively stable over the five year period and is similar to college and statewide data.

In examining trends in individual anthropology courses, it is important to note that the three lecture courses—ANTH 120, 130 and 140 are not sequential, but that each covers a separate subfield of the discipline. The one-unit lab course (ANTH 131) is taken either concurrently with or after successful completion of ANTH 130 (Introduction to Physical Anthropology). Several factors may be responsible for the relatively high grades and elevated rate of student success in ANTH 131. First, since the course content emphasizes in-class activities rather than independent study and exams, students must attend regularly and are thus more likely to succeed. The attributes of the student population also encourage success: students have either successfully completed ANTH 130 or they must be concurrently enrolled (providing solid reinforcement of core concepts). The course with the highest withdrawal and lowest student success is ANTH 140, which also has the lowest enrollment (typically one section with 15-35 students). One reason for the relatively higher success in ANTH 130 compared to ANTH 120 and 140 may be that ANTH 130 satisfies the Area B1 requirement for GE (Biological Sciences). As students have fewer courses from which to choose in that area, they may consequently have greater incentive to succeed.

Psychology

The data suggest that in general, students with more experience and more preparation are more likely to earn As, and students with less experience and less preparation are more likely to receive Fs. Psy 205, Research Methods, is typically taken during the last semester before transfer, has two prerequisites (Psy 120 and Psy 215) and would only be taken by students who have successfully completed most of the coursework required for transferring to a four year institution to major in Psychology. Conversely, Psy 134, Human Sexuality, does not have a prerequisite, and is not required for the AA-T in Psychology. Because of the subject matter, it attracts a more diverse population of students, who may or may not be prepared for the rigors of the empirically based approach to the topic that is used in Psychology. Note that pattern seems to hold for the other psychology courses as well: Psy 120, Psy 134, Psy 138, and Psy 170, the courses without prerequisites have higher percentages of Fs, while the courses with

prerequisites (Psy 140, Psy 150, Psy 205, Psy 215, and Psy 220) have higher success rates and tend to have higher percentages of As.

Sociology

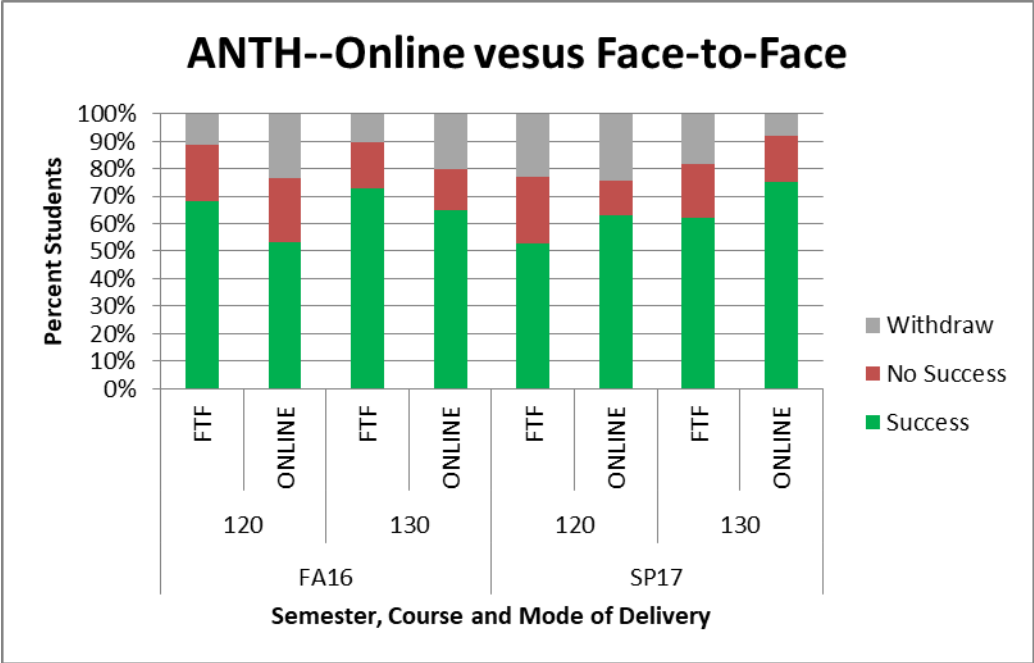
The data shows a stable grade distribution in sociology over the five-year period. Change in grade distribution year to year is relatively small and can happen randomly. The withdraw rate is comparable to that of the division, college and state with very small year variations. The grade distribution by course is also consistent across courses. SOC 138 and SOC 140 had a smaller number of As and larger number of Fs and withdraws than SOC 120, 125 and 130. It is difficult to speculate reasons for the differences as the courses do have great variations in overall enrollment. SOC 120 is the highest enrolled course in the department with more than 20 sections offered each semester. SOC 125, 130, 138 and 140 have smaller enrollment with very few sections offered each semester, ranging from 6 to one per semester. In addition, SOC 138 is a cross-listed course with PSY.

2.6 Variation in Course Delivery Platform

Anthropology

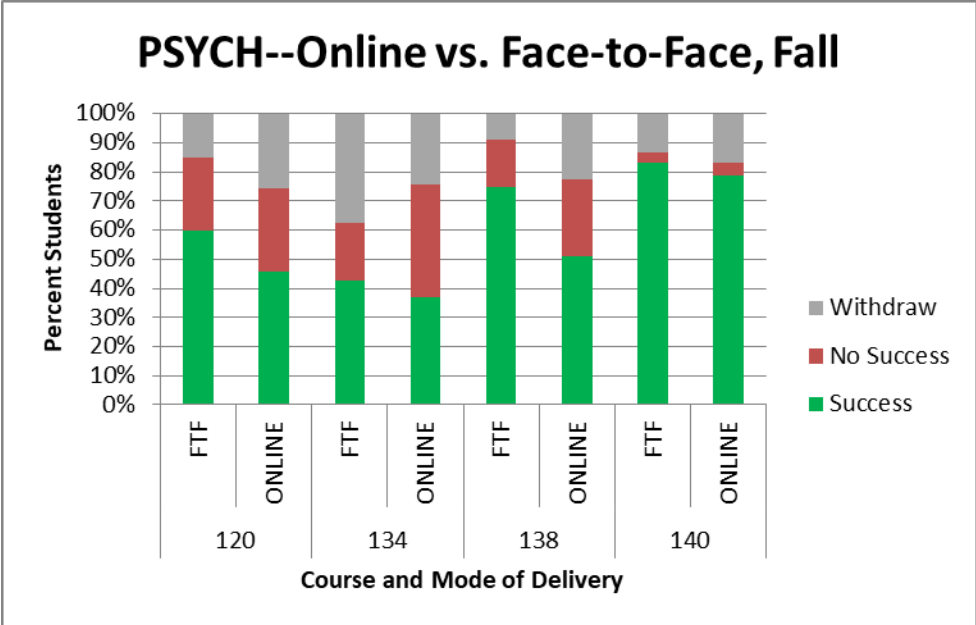
For anthropology, the data provided comparing of face-to-face vs. online sections do not yield any consistent patterning. In Fall 2016, face-to-face sections of both ANTH 120 and 130 had higher retention and success rates than online sections. For Spring 2017, this trend was reversed, with the online sections having an elevated success rates.

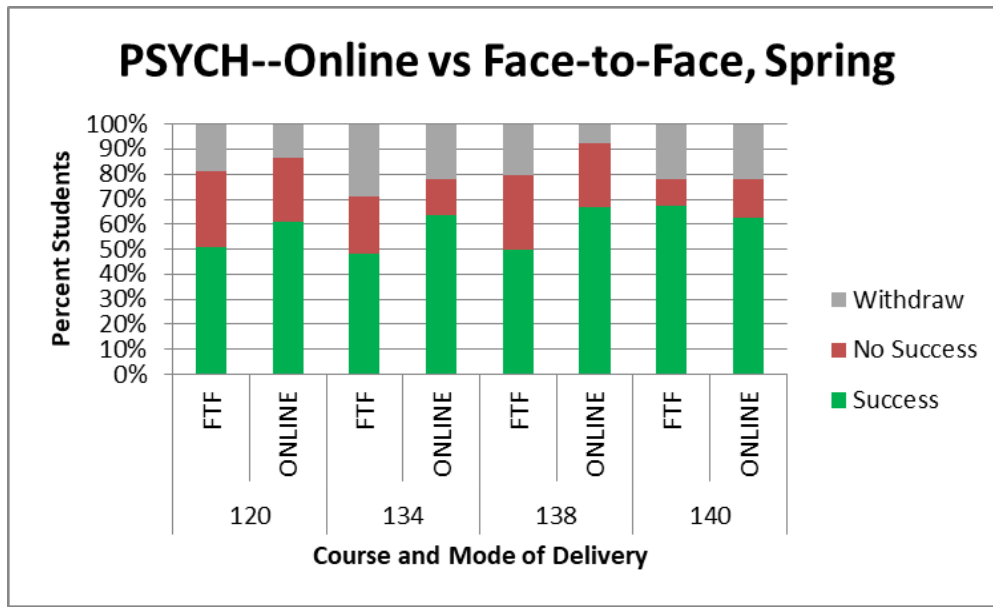
Online courses have been offered in anthropology for 10 years. Three years ago the department began offering hybrid sections of ANTH 130 during typically low-enrollment times on Fridays and Saturdays. Although students reported positive experiences with the hybrid courses, the courses did not enroll enough students and are no longer offered.



Psychology

Psychology also shows a trend of elevated success with face-to-face courses compared to online in the fall, and then the reversal of that trend during spring semester.

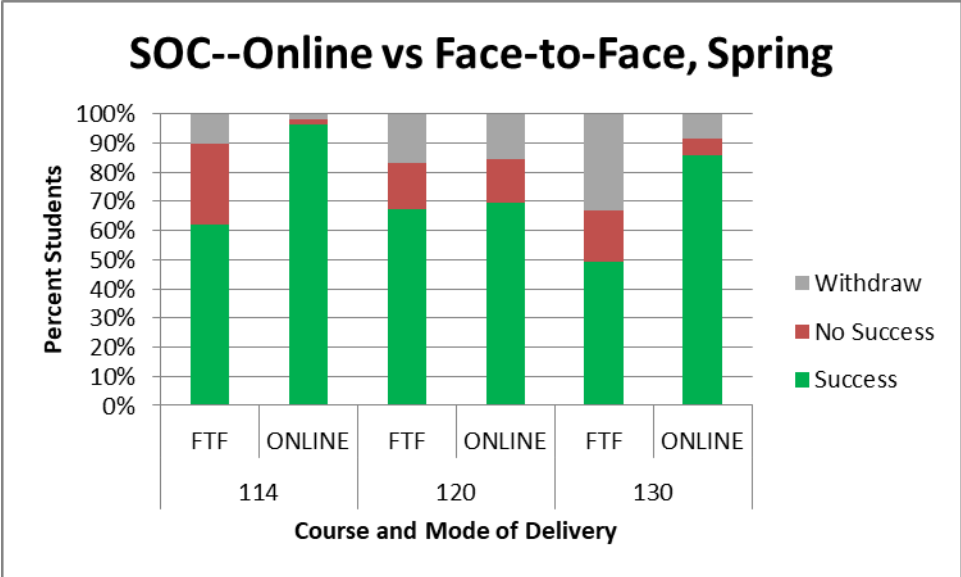
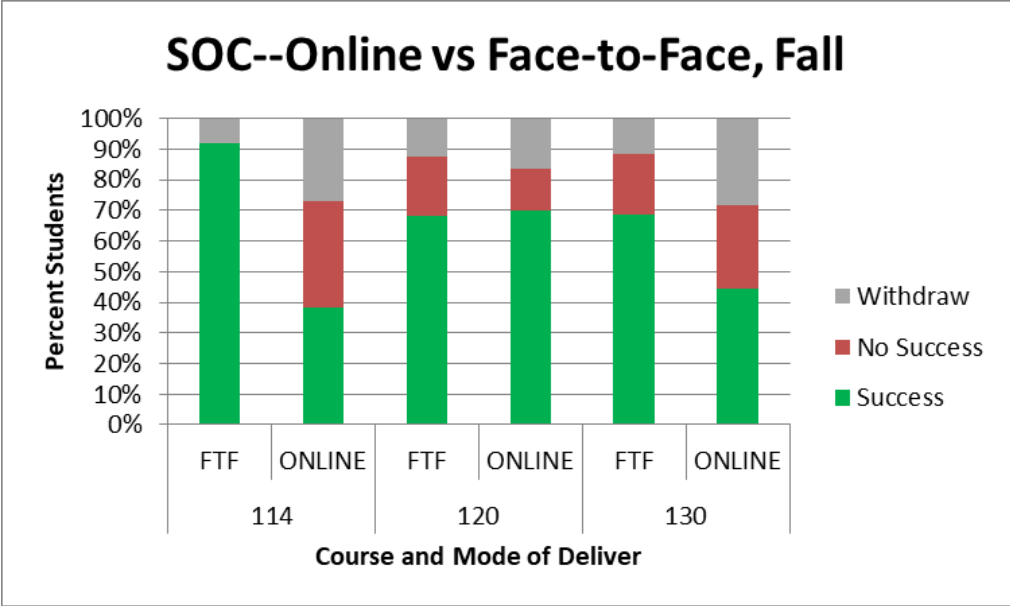




Sociology

Sociology does not show consistent patterning between face-to-face and online delivery. The Introduction to Sociology course (SOC 120) shows very similar rates of success for traditional and online sections for both fall and spring semesters. Other courses show more variance between platforms. For example during fall semester, face-to-face SOC 114 had a success rate of over 90% compared with only 40% online. However, this pattern was reversed during spring semester with an online success rate of over 90% compared with a face-to-face rate of slightly over 60%. While striking, these differences could be explained by the small sample (single section) with individual instructor policies having a disproportionate effect. In addition, SOC 114 is across-listed course with the Cross-cultural Studies department. The planning, implementation and evaluation of this course is done by the cross-cultural department.

What seems to be a slight higher success rate of online vs face-to-face courses could have something to do at this point with our recent transition from Blackboard to Canvas. Students enrolling in fall semester course are more often recent high school graduates, with greater familiarity with Canvas as a Learning Management System.



Summary Comments

Compared with the college as a whole, Behavioral Sciences courses do not show a significant disparity between online and traditional sections in success and retention.

The difference by platform between fall and spring semesters was the most surprising aspect of this data set, and not easily explained.

Although the data reflect positively on the department's success and retention for online courses, they do serve as a reminder to reflect how retention and success can be improved

across all platforms. For example, with regard to online courses, Canvas provides instructors with easy-to-use tools to monitor student performance.

2.7 K-12 Articulations

Not applicable to Behavioral Sciences.

2.8 Articulation with Four-year Institutions.

The program has successfully relied on communication (both through email and at Curriculum Committee meetings) with the college Articulation Officer to ensure currency of articulation agreements.

See Appendix 4 for memo from Articulation Officer M. Denise Aceves regarding articulation status for Anthropology, Psychology and Sociology.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1 *Changes to the SLO Assessment Cycle*

For Anthropology, each course has been assessed at least once. Assessment ANTH 120 (Introduction to Cultural Anthropology) was postponed until the hiring of the second full-time instructor (Braff), and was conducted this year.

Since conducting the assessments, we are currently evaluating the efficacy of the assessment process, as well as critically examining the current SLO's. During the first assessments, multiple choice questions embedded in the final exam was the assessment instrument. This posed a problem for some instructors who did not administer this type of exam. To account for different instructor evaluation formats, we are creating standardized rubric for instructors to use in their assessments. We are also re-examining the current SLO's and evaluating whether they can be feasibly assessed in their current form. Solutions include deleting or revising particular SLO's or generating a different assessment instrument.

For Psychology, SLO assessment is proceeding on schedule, with each course on a 6-year assessment cycle. Typically, one faculty member takes the lead in contacting the instructors of other sections of the same course. This same faculty member is responsible for data analysis and compilation. In courses that do not have a full time faculty to anchor the assessment, such as in PSY 220, this can place an undue burden on an adjunct faculty member.

For Sociology, SLO assessment has proceeded on schedule, which each course on a 6-year assessment cycle. Periodically, sociology faculty met and engaged in a dialogue regarding the outcome assessment results. After conducting the assessments, we are evaluating the efficacy of the assessment process.

3.2 *Department Use of SLO Assessment Results*

SLO assessment has been used in PSY 120 as a discussion starter for faculty to engage in a best practices discussion. For example, one concept that is often confusing for students is that of negative reinforcement. Given poor performance on this concept on the most recent assessment, faculty gathered to discuss how operant conditioning can be better taught. Ideas and activities were exchanged.

Meeting to dialogue about outcome assessment has resulted in faculty sharing their teaching techniques, classroom learning exercises, syllabus and exams bring greater standardization to the course offerings.

3.3 *Departmental Resources used in Assessments*

Individual faculty time was used to generate the SLO's and assessments. Faculty meeting time was used to discuss SLO assessment. Adjunct faculty used unpaid time to compile and report data.

3.4 *Evidence Collected to Assess SLO Improvements*

In courses where SLO's and the corresponding assessment instruments appear satisfactory, the assessment process will be conducted the same way in order to evaluate whether the improvements were successful. In other courses, changes to the SLO's and the assessments are in progress.

3.5 *Use of Data*

This evidence will be a component of larger ongoing formal and informal processes of course evaluation, including department meetings, professional development, curriculum updates (to individual courses, course sequences and course additions), articulation agreements, faculty evaluations, and newer initiatives such as the 12 Gateway Courses effort.

SECTION 4 - FACILITIES AND SCHEDULING

4.1 Types of facility spaces used for instruction

The Behavioral Sciences department currently uses the following facility spaces:

Facility Space	Courses
Standard classrooms	Lecture courses in ANTH, PSY and SOC
Standard classroom with cabinets for physical anthropology and archaeology teaching materials (52-544A)	ANTH 130 and ANTH 140 lecture courses
Laboratory classroom or standard classroom equipped with tables and storage for anthropology lab materials	ANTH 131 laboratory course
Computer lab classroom seating about 30 with SPSS software installed	ANTH/PSY/SOC 215 –Statistics in the Behavioral Sciences course
Off-campus (pilot program at Las Colinas detention facility)	SOC courses

4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?

Yes ___ No X

If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

The Behavioral Sciences department has two pressing facility needs that are not currently being met: dedicated laboratory space for the Laboratory in Physical Anthropology (ANTH 131) and dedicated computer lab space for Statistics in the Behavioral Sciences (ANTH/PSY/SOC 215). Behavioral Sciences differs from other departments in the English, Social and Behavioral Sciences division in that a proportion of its courses actually fall under the domains of life sciences and mathematics, and thus require commensurate teaching strategies and facilities.

Physical Anthropology Lab

Since the inception of ANTH 131 in 2008, the course has been scheduled in the Earth Sciences laboratory classroom (30-208). This worked out satisfactorily in the first three to four years, as the relatively small number of sections presented minimal scheduling conflicts with Earth Sciences. From 2013 to the present, enrollment in ANTH 131 increased and more sections were offered. This change along with increased use of 30-208 by Earth Sciences for non-laboratory courses has resulted in greater scheduling difficulties. There is also currently a shortage of space for anthropology materials. When the course began in 2008, a portable cabinet was purchased for anthropology equipment and supplies. As additional materials were acquired over the years, they no longer could all be contained in the cabinet, and the department has had to borrow space in several cabinets from Earth Sciences.

In light of the ongoing scheduling and space problems, Dean Agustin Albarran secured college funding in 2016 for the purchase of anthropology materials in order to hold the ANTH 131 class in a second classroom space (31-371). This room was used as the second lab classroom for three semesters until it was moved to temporary room 100-120A when renovation began on Building 31. During Spring semester 2018, the 7 lab sections were taught in no fewer than four different classrooms including two different biology lab classrooms (30-112 and 108), to which lab equipment needed to be carted downstairs every class from the upstairs storage area.

Securing dedicated lab classroom space is a priority for the following reasons:

- Use of Room 30-208 is now limited as Earth Sciences schedules more non-laboratory classes in the space and there is no more storage space for materials.
- Scheduling in the second lab space (formerly 31-371) has been problematic, as other departments including Child Development use the space. There have not been more than two sections of ANTH 131 able to be held in the room during any semester.
- Scheduling in the Biology lab classrooms this semester has caused disruption to both Biology and Earth Sciences personnel and has required anthropology adjunct instructors to perform additional work that may be outside the scope of their contract.
- Dedicated space will enable the department to schedule lab sections in accordance with student demand, as opposed to when the above rooms happen to be vacant.

Computer Lab for Statistics Course

Our department shares computer lab space with the Computer Science and Information Systems Department (CSIS) when scheduling sections of Statistics for the Behavioral Sciences (PSY/SOC/ANTH 215). The demand for these courses has increased with the new AA degrees because this course is required for both psychology and sociology transfer majors.

Laboratory Space for Psychology Classes

Currently, we have no laboratory space for Physiological Psychology (PSY 140) and Research Methods (PSY 205). A course in physiological psychology is required for psychology majors and it is one of the most difficult for the students. Adding a wet lab space will enhance the student learning experience.

In order to articulate the new psychology course on research methods (PSY 205) with CSU-San Marcos, a lab component is required. Although the option of offering a research methods course without a lab is indicated by TMC at the state level, and a general statistics course is acceptable in lieu of a discipline-focused one, research methods with a lab is preferred, as is a discipline-based statistics course. We currently do not offer a lab due to the lack of laboratory space on campus. However, it is in our best interest to also include a lab with our research methods course. In fact, the majority of community colleges in San Diego County offer research methods with a lab. Thus, we will lose students to neighboring institutions. With a research methods lab students will learn most of the general skills needed to succeed in academic psychology. For example, students will learn methods and statistics by applying their knowledge in their own research with a lab component. Laboratory topics include: bi-level experiment, multi-level experiment, factorial experiment, individual meeting for student experimental projects, pilot studies for student experiments, student experiments, and poster sessions tailored for students. Furthermore, students will learn how to write research reports in APA style, conduct a critical review of the literature relevant to a research question, and will present their own research in both oral and poster session formats. Laboratory space for research methods should include full access to computers that have statistical software (e.g., SPSS) and are located in smart rooms. The course should be offered as a 4 unit course that includes additional lab hours per week.

While a dedicated lab facility for each individual course would obviously be ideal, a viable alternative would be to procure appropriate lab classroom space, equipped as a dual use dry lab/computer lab, where all three courses could be held.

4.3 Department Practices Concerning Scheduling and Use of Facilities

The department recognizes the importance of adequate space and facilities so that students can access the classes they need and accomplish their educational goals. Behavioral Sciences has been efficient in scheduling class sections during a variety of times and modes of delivery in order to benefit the greatest number of students. We have proactively anticipated and advocated for the space needs described above for the past 10 years. Israel Cardona, the department chair and other faculty have participated in various building task forces and meetings with Facilities and administration over the years in search of a solution, including the most recent Building 36 task force.

In recent weeks, discussions have commenced around securing departmental classroom space in the soon to-be-remodeled Building 36. This space would be configured as a multi-use

anthropology laboratory classroom and computer lab. This will be a satisfactory solution, should it come to fruition. In the meantime, this remains a pressing need for the department.

4.4 Other technology and equipment needs

Equipping the laboratory space for anthropology, statistics and research methods and/or physiological psychology would constitute the highest priority. One suggestion for technology for the future computer lab is to have student computers equipped to project onto the projector screen.

Additionally, while Grossmont College has built new state-of –the art- facilities for the library, sciences, health professions, art, student services and administration, the English and Behavioral/Social Sciences is the forgotten division, with classrooms in need of upkeep, removal of clutter, and simple equipment upgrades. For example, Room 53-544A has a capacity of 52, but contains 60 desks and 7 chairs, some of which are pushed into a corner of the room behind the projector screen in order to clear space. Most classrooms still have the screen in the middle of the board making it impossible to use the board and screen simultaneously.

4.5 Are students trying to access your program impacted by the facility spaces listed in 4.1?

Yes X No

If you checked ‘yes’, please explain how students are being negatively impacted by unmet facility needs experienced in your department/program.

The difficulties described above in scheduling anthropology lab and statistics sections, as well as the lack of a psychology research methods lab component directly affect students. The following are some examples of negative effects to students:

- Section offerings are currently constrained by room availability. For example, evening Anthropology lab sections could not be scheduled in 30-208 during semesters when Earth Sciences field classes were held. With control over scheduling, sections could be scheduled at optimal times for students (such as evening and early afternoon). Providing more options for sections will increase enrollments in those courses.
- As described above in Section 4.2, psychology students are disadvantaged by lack of access to laboratory methods. Adding a lab component to Physiological Psychology and Research Methods in Psychology would enhance student learning and draw students to the program.

4.6 Not applicable.

SECTION 5 – STUDENT EQUITY AND SUCCESS

NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

5.1 General Trends in Enrollment

Behavioral Sciences as an aggregate showed a trend of increased student enrollment between 2012 and 2017 for all semesters (see earned enrollment in Section 8 Table). This pattern contrasts with that of the college as a whole, which experienced a decline in enrollment during this period.

Anthropology: There is clear evidence of growth in anthropology, particularly between 2012 and 2015. Earned enrollment grew quite dramatically from 867 in Fall 2012 to 1,144 in Fall 2015. Since 2015, enrollments have stabilized or declined slightly.

Psychology: Psychology experienced consistently robust growth between 2012 and 2017. Earned enrollment increased from 1,806 in Fall 2012 to a high of 2,497 in Spring 2017.

Sociology: Sociology enrollment also increased during this five-year period. While there were some fluctuations in enrollment, earned enrollment numbers increased from 1,247 in Fall 2012 to 1,478 in Spring 2017.

Much of the department growth in enrollment, especially early in the cycle, is attributable to pent-up student demand as classes and sections eliminated by the budget cuts of the recession were gradually reinstated. As is apparent from the over 100% fill percentages, Behavioral Sciences class sections were extremely over-subscribed and students had to be turned away. Reinstatement of courses and sections enabled students to be confident of finding available courses that fit their needs.

New full-time faculty hires and the Psychology and Sociology ADT degrees are positively affecting enrollment. For example, the hiring of a full-time cultural anthropologist resulted in increased student interest and more course sections offered in ANTH 120 (Introduction to Cultural Anthropology).

The following are examples of actions Behavioral Sciences is taking in order to continue this trend of robust enrollment:

- Publicizing individual course offerings and majors through flyers and brochures. This is particularly important with regard to the new anthropology ADT major, as it was very recently approved and students may not yet be aware of its existence.
- Secure dedicated space for the Physical Anthropology Lab and the Statistics for the Behavioral Sciences courses in order to increase the number of sections offered, at times that meet the needs of students.

- Continue efforts to provide access to currently underserved populations. For example, sociology is currently participating in a pilot degree program at the Las Colinas Women's Detention Facility; this is expected to expand to additional courses and areas.

Enrollment by Gender, Age and Ethnicity

Enrollment, disaggregated by gender, age and ethnicity, is examined for each discipline here.

Anthropology

For anthropology, enrollment trends are broadly similar to the college as a whole and relatively stable. One data point of interest is an increase in the percentage of female students during the most recent semester of the data provided (Fall 2016). It isn't known whether this is an anomaly, or the start of a continuing trend. There are no obvious explanations for that change. One possibility is that the increase in female enrollment may be related to increased student interest in Cultural Anthropology (ANTH 120); more fine-grained analysis by course would be needed to systematically evaluate this. The Program Review Data Liaison also noted an increase in Black student enrollment since Fall 2014. Since the raw counts in this category are probably small, this seems less likely to be a significant trend, and we can find no obvious explanation for it.

Psychology

Recruitment of students is not a departmental priority since we typically do not have problems with enrollment. The higher proportion of female students is consistent with national data for the discipline. There are several possible explanations that have been proposed for the nationwide trend. A 1995 report by the APA suggests that salary declines for careers in Psychology in the 1980s caused many men to seek jobs in other disciplines, while more women entered the field to fill the gap in demand. <http://www.apa.org/monitor/jun07/changing.aspx>

The higher proportion of younger students may reflect the popularity of Introductory Psychology as a first year general education course, perhaps because of the perception that this is a self-help course rather than an introduction to a scientific discipline. This is an area of concern for the department, since many of our Introductory Psychology students are underprepared for rigor of the course. We have discussed this issue with our colleagues in counseling, and are working on recommendations for educational plans that more accurately reflect the demands of the course.

Thus, the disproportionate representation is more likely to be due to possibly undeserved popularity of the discipline among females and younger students than with barriers that might prevent men and older students from enrolling in the courses.

Sociology

The Program Review Data Liaison noted that sociology has higher proportions of female, young, Hispanic and Black students than the college in general.

Our department has made substantial efforts to incorporate the lived experiences of historically marginalized student populations in our curriculum. Once students experience courses and instructors with critical pedagogy that relates to their everyday lives, there could be a tendency to recommend our courses to others of similar background. We should also keep in mind the political moment we live in. Students come to our classrooms eager to make sense of what is a fact and to determine if there is such thing as “alternative facts”. Their sense of urgency is palpable and I believe they are holding faculty to higher standards, enabling us to tackle current events and their relationship with our discipline. Sociology provides theory and vocabulary for students to make sense of gender inequality, racism and other urgent matters they experience as part of their lives. As we incorporate well-supported sociological research that speaks to these and other social issues, students are much more able to see the relationship between what they learn in our classrooms and their experiences in our society.

5.2 Trends in Student Success and Retention

Trends in student success and retention (first overall, and then for particular demographic categories) are presented for each discipline below. Strategies for improving retention and success will then be discussed collectively for all disciplines.

Anthropology

The 6-year trend of success and retention for anthropology is broadly similar to the college as a whole. While there has been a slight decline for both measures in Fall semesters, it is uncertain as to whether this constitutes a real trend, especially since this pattern is not replicated in Spring semesters. If the changes represent actual student behavior, rather than sampling variation, it could be due to course offerings with historically lower success rates, such as ANTH 140, which began to be taught regularly beginning in 2013 (see Section 2 regarding retention and grade distribution).

When the data are disaggregated according to gender, age and ethnicity, several trends are noteworthy. First, male students have slightly higher success rates in anthropology courses than female students, which is a reversal of the college-wide pattern. We can find no obvious explanation for this pattern. Outcome by age for anthropology does not deviate significantly from college-wide trends. While we have no reason to suspect that teaching strategies or assessment methods favor a particular gender, we will in future reflect on ensuring that our methods are equitable with regard to gender and age.

Psychology

Absent information about the statistical significance of the differences, it is difficult to interpret the data on any apparent variation in gender and age. Without further analysis, remediation is not recommended based on these data.

Sociology

The retention and success data show stability in the sociology program. In the fall 2010 the retention was 86.2 and in Fall 2016 it was 85.1. Success rate in Fall 2010 was 66.4 and in fall 2016 it was 66.3 The spring numbers show a larger improvement in success and retention. Success rate increased from 60.5 in 2011 to 68.4 in 2017. Retention increased from 80.6 in 2011 to 84.2. Absent information about the statistical significance of the differences and noting stability in the fall but improvement in the spring, specific changes cannot be recommended.

Improving Student Success and Retention

While ethnicity-based disparities in student success and retention in Behavioral Sciences courses mirror the pattern at the college as a whole, the department is committed to improving success rates for all students and decreasing these gaps. The following are examples of strategies (either ongoing or planned) aimed at achieving this goal.

Department processes

As a part of faculty evaluations, departmental peer reviewers more closely review individual course syllabi to make sure that course content, assessment methods and texts are congruent with course outlines and department standards. If written recommendations are issued, full-time faculty work individually with adjunct instructors on revising their syllabi.

Changes made to the department meeting structure discussed in Section 2 allow for a greater focus on teaching strategies and collaborations between full and part-time faculty.

Faculty members have participated in initiatives such as “We’re All In” that promote student engagement strategies in the classroom. The department will be participating in the new initiative designed to improve student success focusing on the 12 Gateway courses. The department welcomes the opportunity to contribute to new and ongoing college-wide initiatives and learn about solutions we can implement.

Textbook costs

High textbook costs are a barrier to student success and retention. In the past two years, several department faculty members have begun adoption of OER (Open Educational Resources), with several Behavioral Sciences courses now classified as ZTC (Zero Textbook Cost). A pathway to a zero textbook cost degree may soon be feasible for Sociology.

Tutoring Access and Quality

All three programs are working on ways to improve the quality of and access to tutoring for individual subjects. For Anthropology, the challenge has been to increase access to tutoring by recruiting students for tutoring.

For Psychology, the department works closely with the college tutoring center to identify and recruit tutors, and to make sure there is adequate tutoring for all of the various Psychology

courses. Through the 14th week of this semester, approximately 220 student appointments for tutoring were held at the college tutoring center. Additionally, 20-30 Psy 120 students per semester participate in a peer tutoring program where they meet weekly with a peer tutor to review course material and learn study skills.

For Sociology, the department also works closely with the college tutoring center to identify and recruit tutors, and to make sure there is adequate tutoring for all of the various sociology courses.

Academic Planning

As noted in the discussion of age trends in psychology enrollment, there is a higher proportion of younger, potentially underprepared students enrolling in Psychology courses. This is an area of concern for the department, and we have discussed this issue with our colleagues in counseling, and are working on recommendations for educational plans and counseling workshops that provide students with a better understanding of the academic expectations for the discipline.

Mental Health

An important component of student success is student mental health, and the department addresses this need on an ongoing basis. The department organizes an annual Mental Health Awareness event aimed at reducing stigma and creating an informed dialogue around various aspects of mental health issues. The event also focuses on connecting student to mental health resources while educating them from an interdisciplinary perspective about strategies for maintaining psychological well-being while in college. On a regular basis, full time faculty attend to student mental health needs and crises during office hours, and refer students to mental health services both on and off campus.

5.3 Student Engagement in the Classroom

Below are specific examples of how faculty promote student engagement in the classroom:

- *Active learning requires students to participate in class as well as outside of the classroom, as opposed to sitting and listening quietly. Learning strategies include: brief question-and-answer sessions, discussion integrated into the lecture, impromptu writing assignments, hands-on activities and experiential learning events.*
- *To account for their diverse learning styles, every week I incorporate opportunities for students to collaborate with each other by sharing their weekly reflections with a partner or in groups.*
- *Collaboration with each other in the form of group work. They design a research project, collect primary data, and present finding in a community forum open to the public.*
- *I have assignments that encourage students to think about their own place in their community and culture, with optional field experiences that they can reflect on in a way that relates to the class.*

- *Students work in small groups in the classroom and then educate the larger class on their work; they attend a zoo field trip to observe primates, other trips to museums are encouraged as extra credit, they make a large timeline outdoors to actively recognize the large scale time periods we are investigating, etc.*

5.4 Student Engagement Outside the Classroom

Below are specific examples of how faculty promote student engagement outside of class time and in collaboration with other departments to enhance student learning:

- *I have students attend events in the community that relate to sociological issues (e.g. the recent presentation on Islam). I also have invited them to participate in survey research that I conduct. I have them engage in a field research project that focuses on poverty, I have an economist from here on campus (Scott McGann) regularly come to my Social Problems classes as a guest speaker. I give students extra credit for attending a debate that I participate in during Political Economy Week that focuses on healthcare.*
- *I facilitated the Mental Health Awareness event on campus in Spring 2018 to increase student awareness on mental health issues, interdisciplinary perspectives on mental health issues. Students were exposed and introduced to a variety of guest speakers from psychiatry, social work, psychology, sociology, counseling, medicine to give them a breadth of perspectives and also to give them a sense of clinical research and professions in psychology.*
- *In my social psychology class, I have students participate in two campus events. One is the Month of Service, in which students "volunteer" (for extra credit) to help the campus or community in various activities. I then ask students to apply what they learned about altruism -- does getting something for helping somebody else undermine the act of helping itself?*
- Several Behavioral Sciences instructors have taught or currently teach linked courses as part of Project Success learning communities.
- Many faculty members include Community Service Learning as a formal component, or a supplementary part of their course curricula.

5.5 Section 5.5 is not applicable.

5.6 Degrees and Certificates

Behavioral Sciences offers Associate Degrees for Transfer (ADT) in Anthropology, Psychology and Sociology. The table below shows the number of Psychology and Sociology degrees earned by students since their approval in 2012 and 2013. As indicated by the table, the number of degrees awarded has increased each year. Anthropology is not included here, as the major was only approved in 2017.

Degrees	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	Total
Psychology for Transfer	--	--	2	16	47	66	72	76	279
Sociology for Transfer	--	--	--	16	22	27	27	29	121

5.5 Apart from anecdotal information, no data exists to provide any information on the lives of students majoring in Behavioral Sciences disciplines after leaving Grossmont College.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 *Comments on Student Support Services*

Tutoring: The current format for tutoring at the college tutoring center works well to meet the general drop-in tutoring needs of Introductory Psychology students. However, it is often difficult to find tutors for some of the classes in Psychology (Psy 140, Psy 220, Psy 215, Psy 205). These classes require tutors with specific skills or knowledge, and we struggle to recruit and retain tutors for these classes. For example, Psy 215, Statistics for Behavioral Sciences, requires a tutor with knowledge of SPSS (Statistical Package for the Social Sciences) software, as well as the ability to explain how to apply statistical formulae, and solve problems using these formulae. Tutors for these classes are typically in their last year at Grossmont, or have already transferred to SDSU or UCSD and often have limited times that they are available to tutor. To fill the gap, the department supplements campus tutoring services with study groups and review sessions led by teaching assistants.

Tutoring for anthropology courses has been hampered by difficulty in finding reliable and qualified tutors. Since anthropology is a smaller program, there is less demand for tutoring, which makes the assignment less attractive for potential tutors. Frequent turnover of tutors and delays in the tutor hiring process have resulted in periods without any tutors.

Another area where the department supplements the services of the college tutoring center, involves tutoring for students who may be underprepared for the Introductory level course and require more sustained support and follow through over the course of the semester. These students benefit from weekly meetings with peer tutors, through a CSL (Community Service Learning) program offered in the Psy 150 (Developmental Psychology) class. These peer tutors provide help with study skills as well as review of course content for small groups of Intro Psych students.

The current format for tutoring at the college tutoring center works well to meet the general drop-in tutoring needs of sociology students. Each semester we are able to offer tutoring for all sociology courses.

Mental Health/Health: Mental health challenges are increasing steadily in the college student population (especially between 18 and 25yrs of age) and the growing complexity of these challenges pose a critical challenge to student success. For example, according to research compiled by the California Community College Student Mental Health Program (CCC SMHP), 64% of former college students report that they dropped out of college due to a mental health issue. 50% did not access mental health services. Suicide is the second leading cause of death on college campuses. Half of community college students have some type of mental health problems. Our students encounter a wide range of conditions including trauma, drug/alcohol addiction, violence, psychosocial stressors, difficulties with gender and sexual orientation issues, financial and family caregiving burdens. These issues significantly interfere with student learning, attendance and completion of courses. Majority of the students are not aware of services on campus or elsewhere. Although we have a few mental health professionals on

campus, those services cannot adequately meet the needs of our student population. This is a campus wide problem but we as a department often experience a disproportionate number of students coming to the Psychology faculty for help with these issues because of the nature of the discipline. We have therefore made this a top priority in our department.

Counseling: The two most common issues that involve counseling are: students enrolled in PSY 120 that are underprepared and students trying to complete the transfer major and finding difficulty in navigating the sequence of courses in a timely manner.

6.2 *Student Use of Services*

Our students use tutoring services extensively in order to supplement their educational needs both through individual and group tutoring sessions. Student feedback suggest that students feel more empowered and equipped with study skills, time management and mastery over content due to the their consistent utilization of these services.

As mentioned elsewhere in this document, the Psychology department faculty have very frequent contact with students in crisis and we refer them to the Mental Health Department on campus on an ongoing basis. Without breaching student confidentiality we are not able to document the effects of these interventions on student success but our sense is that these services and support is critical to students' ability to persist in their efforts during the semester.

With both of these areas (tutoring and mental health) the outcomes we are highlighting are consistent with national data on education.

6.3 *Adequacy of Other College Support Services*

College support services provide adequate support to faculty at present.

SECTION 7—ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

Faculty	Activity/Committee and Year(s)	Value
Marketing On and Off-Campus		
Full-time faculty members	Produce and distribute flyers advertising courses and majors (2012-present)	Outreach: publicize new and under-enrolled courses and ADT majors
Psychology faculty	Produce and advertise Mental Health Awareness Week (2012-present)	Promotes outreach, engagement and retention
Sky Chafin	Maintain Department Website	Provide accurate, up-to-date information for students
Julio Soto	Interview for The Summit, Grossmont College student newsletter, on advising undocumented student organizations (2017)	Outreach and student engagement and retention
Janette Diaz	Created brochure for the Sociology Department (2018)	Outreach and student engagement and retention. Publicize the sociology program on and off-campus.
Discipline Specific Activities		
Lara Braff	Manuscript reviewer (Qualitative Health Research, Journal of Latin American & Caribbean Anthropology) (2016, 2017)	Enhance professional status in field
Lara Braff	Editor Physical Anthropology OER textbook to be published 2020	Lowering textbook costs (engagement and retention)
Israel Cardona	California Sociological Association Meeting (2011 - 2017)	Enhance professional status in field
Israel Cardona	Pacific Sociological Association Meetings (2011 – 2017)	Enhance professional status in field

Sky Chafin	Organized and hosted the Southern California Teaching of Psychology Conference (2014).	Share discipline-specific ideas and initiatives in teaching.
Sky Chafin	Attended the Society of Personality and Social Psychology Conference (2016).	Enhance professional status in field
Keith Chan	OER physical anthropology textbook chapter, (Summer to Fall 2018)	Contributes to student retention by lowering textbook costs
Keith Chan	Attended American Association of Physical Anthropologists annual meeting (2018)	Enhance professional status in field
Janette Diaz	<p>Conference Presentations:</p> <p>"Just Ignore the Expiration Date": Organizations, Profits, and the Exploitation of Low-Wage Workers. <u>Pacific Sociological Association (PSA)</u>, Long Beach, CA (2018)</p> <p>"Latina Department Store Workers and Subjective Mobility." <u>Pacific Sociological Association (PSA)</u>, Long Beach, CA. (2015)</p> <p>"Allure of Department Store Work: Latina Women and Perceptions of Occupational Mobility." <u>California Sociological Association (CSA)</u>, Riverside, CA. (2014)</p> <p>"We Don't Want that Type of Help": Gender and Co-Worker Relations in Retail Work.' Annual Meeting of the <u>Pacific Sociological Association (PSA)</u>, San Diego, CA. (2012)</p>	Enhance professional status in field
Janette Diaz	Editorial Board Member. Regeneracion Tlacuilolli: UCLA Raza Studies Journal (2013-present)	Enhance professional status in field
Cheryl Hinton	Serves on grant panels for the National Endowment for the Humanities and the Institute of Museum and Library Services (2012 to present)	Enhance professional status in field

Amy Ramos	Attended Western Psychological Conference	Learn about research opportunities for students
Gregg Robinson	<p>Journal Articles and Conference Presentations:</p> <p>2018: The White Working Class: Lost, Strayed, or Stolen; to be presented at the annual meeting of the American Sociological Association meeting in Philadelphia in August.</p> <p>2018: The White Working Class, Authoritarianism, and Unions. <i>Journal of Political and Military Sociology</i></p> <p>2017: The White Working Class and Authoritarianism paper presented at the annual meeting of the American Sociological Association meeting Montreal.</p> <p>2016: Waiting for the Other Shoe to Drop: Teachers and the Friedrichs Case: Presented at the Annual meeting of the Society for the Study of Social Problems in Denver 2016</p> <p>2016: Political Cynicism and the Foreclosure Crisis: <i>Journal: Social Justice.</i></p> <p>Sociology 2015: The Foreclosure Crisis and the Left <i>Journal: Critical Sociology.</i></p> <p>2014: The Foreclosure Crisis and Political Attitudes. Paper presented at the annual meetings of the American Sociological Association.</p> <p>2012: The White Working Class and the Foreclosure Crisis: <i>Journal: Sociological Perspectives</i></p>	Enhance professional status in field
James Weinrich	Editor of the <i>Journal of Bisexuality</i>	Contribute to research in the discipline
Bonnie Yoshida-Levine	Attended California Community College Teaching in Anthropology Conference, Paso Robles, CA (2017)	Share discipline-specific ideas and initiatives in teaching.

Campus Volunteerism		
Lara Braff	Participant in OpenStax Institutional Partnership program; Grossmont College was awarded partnership (2017-2018)	Contributes to student engagement and retention by lowering textbook costs
Israel Cardona	5 study groups sessions for SOC 120, outside of class time.	Student engagement and retention
Lara Braff, Israel Cardona, Gregg Robinson, Janette Diaz	Academic Senate	Service to the college
Janette Diaz	Member of the Student Disciplinary and Grievance Hearing Committee (2016-present)	Service to college
Sky Chafin	Member of the Technology for Teaching and Learning Committee.	Service to the college
Sky Chafin	Started a chapter of Psi Beta, the national honor society for psychology students at community colleges.	Student engagement and retention
Keith Chan	Volunteer at the Week of Welcome information tables (2015 to 2017)	Student outreach
Corinna Guenther, Margaret Rance, Bonnie Yoshida-Levine	Co-advisors to Anthropology Club 2013-2014	Student engagement and retention
Cheryl Hinton	Grossmont College World Arts and Culture Committee	Student engagement and retention
Maria Pak	Spring 2014 Student Pathways taskforce (worked on Title V grant)	Student retention
Maria Pak	Tutor coordinator for Psychology	Student retention
Maria Pak	Hire committee for Tutoring Center specialist (Fall 2017)	Student engagement and retention
Amy Ramos	Club Advisor for I Am	Student engagement

Gregg Robinson	Conducted focus groups on the Grossmont College campus focusing on the educational attitudes of vulnerable students (2013)	Academic research focused on student engagement and retention
Julio Soto	Faculty Advisor/Mentor for: Student Empowerment Organization (Black Student Union), 2013-2016 Dreamers Movement, undocumented student organization (2015-Present) Grossmont College Puente program mentor (2018)	Student engagement and retention
Julio Soto	Faculty Inquiry Group summer institute focused on race relations (2014)	Student engagement and retention
Julio Soto	Grossmont College Financial Aid (2011-2016) Undocumented student liaison Financial Aid Appeals committee Financial aid outreach program coordinator	Student engagement and retention
Julio Soto	Grossmont College part-time Academic Senate representative for Sociology (2014)	Service to the college
Julio Soto	Grossmont College Diversity Equity and Inclusion committee (tri-chair 2013-2015)	Service to the college
Julio Soto	Grossmont College Undocumented Students Taskforce (2015-2016)	Student engagement and retention
Julio Soto	Grossmont College speaker/moderator for: English and Communications departments on structural racism (2016-2018) Umoja/Puente Real Talk: Social Justice Lectures (Fall 2017 guest speaker on the history of policing communities of color) Mental Health Awareness presenter and panel moderator (2016-2018)	Student engagement and retention

	Asian American Pacific Islander celebration, presenter and panel moderator (2018) Un-DACAmented Leadership Conference keynote speaker (2018)	
Julio Soto	Organized Spoken Word events at Grossmont College with Movement BE founder, Nate Howard (2016 and 2017)	Student engagement and retention
Susmita Thukral	Spring 2018-Mental Health Awareness Event	Student engagement and retention
Susmita Thukral	Faculty Interest Group for Community Service Learning, (2014 – present)	Student engagement and retention
	Presentation on Mental Health Services in Whatsapp session (Spring 2018)	Student engagement and retention
Susmita Thukral	Presented on how to become a clinician and a day in a clinician's life for Career Center (Spring 2018)	Student engagement and retention
Richard Unis	Part-time Faculty Academic Senate Officer	Service to the college
Richard Unis	Government Organization Steering Committee	Service to the college
Richard Unis, Kyleb Wild	Working group for Part-time Faculty handbook	Service to the college
Bonnie Yoshida-Levine	Tutor coordinator for Anthropology	Student engagement and retention
	Community Involvement	
Christina Augsburger	Volunteer in the immigration department of the International Rescue Committee twice a week	
Christina Augsburger	Mentoring 5th graders on IB projects	
Corinna Guenther	Periodic presentations (bones, primates, evolution) in K-12 classrooms (2011-present)	
Erin Doherty	Community mentor in Big Brothers/Sisters of San Diego County (2012 to present)	

Cheryl Hinton	Director, Barona Cultural Center and Museum (retired 2015)	
Maria Pak	JULY 11-15, 2016 NSILC Conference (planning task force for Via Rapida)	
Amy Ramos	Presentations on Student Success at local Town Hall events	
Janette Diaz	Presented on issues of Racism in Education in a meeting for the Association of Raza Educators (2016)	
Gregg Robinson	Political Vice President AFT 1931 (2011-2018)	
Gregg Robinson	Helped organize a presentation of the privatization of education for the San Diego Democratic Party (2018)	
Gregg Robinson	2017 to Present: Parliamentarian for the San Diego Labor Democratic Club.	
Gregg Robinson	2017 - present: Member of the Point Loma/Ocean Beach Democratic Party Club	
Gregg Robinson	San Diego County Board of Education: Member (2012-2016) Vice President (2014-2015) President (2015-2016)	
Gregg Robinson	Community Boards and Coalitions Vice President of the Affordable Housing Coalition of San Diego County (2011-12) Vice President of the Peninsula Community Planning Board (2011-12) Co-Founder of the San Diego County Coalition of Progressive School Board members (2012 – 2018) Member of the Educational Reform Coalition, Educators for the Future (2012- 2018)	

Gregg Robinson	Conducted various survey research projects for AFT 1931 and the San Diego and Imperial Counties Labor Council. (2014 to present)	
Julio Soto	Member of the Association Of Raza Educators (2011-present)	Student engagement and retention
Julio Soto	San Diego County Office of Education College Connection Advisory Council (2011-2015)	Student engagement and retention
	Member of the San Diego Chicano/Chicana Concilio for Higher Education (2012-present)	Student engagement and retention
	UCSD Raza Graduation Committee (Keynote speaker for 2011 and 2012)	Student engagement and retention
	Collaborated with scholar Aviva Chomsky, to receive a donation of 50 copies of her book <i>Undocumented: How Immigration Became Illegal</i> for student research (Summer 2017)	Student engagement and retention
	College Avenue Compact Conference, Making College Possible presenter at Hoover High school (spring 2018)	Student engagement and retention
	HUBU, Black and Brown student support organization at San Diego City College (2018 graduation keynote speaker)	Student engagement and retention
	Interdisciplinary Collaboaration	
Christina Augsburger	Member of collaborative learning group with other adjuncts	Student engagement and retention
Lara Braff	Helped write grant for the CCC Chancellor's Office Zero Textbook Cost (ZTC) degree implementation grant; Grossmont awarded \$150,000 grant to implement ZTC degrees; currently working on implementation for the College (2018)	Contributes to student engagement and retention by lowering textbook costs
Maria Pak	Eng 110 link (Spring 2014-2017)	Student engagement and retention
Maria Pak	CSL Co-coordinator	Student engagement and retention

Amy Ramos	Wrote grants to fund Mental Health Awareness Week (2012 – 2017)	Student engagement and retention
Julio Soto	Volunteered to teach the first sociology course at Las Colinas women's detention center (winter, 2018)	Student outreach and engagement
Julio Soto	Grossmont College Foster Youth program and support services coordinator (2011-2016)	Student engagement and retention
Susmita Thukral	Collaboration with career services (2018)	Student engagement and retention
Susmita Thukral	Grant writer for Mental Health Awareness Week (2018)	Student engagement and retention
	Professional Development	
Christina Augsburger	Online classes through EdEx (biology, genetics)	Currency in the discipline
Lara Braff	Organized and presented at P.D. workshops for faculty interested in OER (2017-18)	Lowering textbook costs (engagement and retention)
Lara Braff	OER Co-coordinator for Grossmont College: help faculty find, adopt, adapt Open Educational Resources (2017-18)	Lowering textbook costs (engagement and retention)
Lara Braff	Attended IEPI Leadership Summit (Oct. 2017)	Service to the college
Israel Cardona	Distance Education Faculty Certification - SWC completed in November 2017.	Currency in teaching
Israel Cardona	Completed course on Adult Learning Theory - Summer 2017	Currency in teaching
Sky Chafin	Online Teaching Conference (2016)	Currency in teaching
Janette Diaz	Participated in Georgia Historical Society's NEH Summer Institute, <i>Recognizing an Imperfect Past: History, Memory, and the American Public</i> in Savannah, Georgia. (2017).	Currency in the discipline
Janette Diaz	Summer Teaching Institute. CSU San Marcos (Participant), 2016.	Currency in teaching

Janette Diaz	Quality Online Learning and Teaching (QOLT) Project. CSU San Marcos (Participant), 2015.	Currency in teaching
Janette Diaz	AB 540 Ally Training at Grossmont College (2017) AB 540 Ally Training at CSU San Marcos (2015)	Student engagement and retention
Janette Diaz	Took course on: Introduction to Teaching with Canvas (2017)	Currency in teaching
Janette Diaz	@ONE Introduction to Online learning certification course (2016)	Currency in teaching
Corinna Guenther	3 presentations as part of professional development week (2013, 2014, 2018)	Currency in teaching; College service
Maria Pak	AB 540 Ally Training (2017)	Student engagement and retention
Maria Pak	CLCC conference (2014, 2015, 2017)	Student engagement and retention
Maria Pak	Presented at SSS Conference Oct 8-10 2014	Student engagement and retention
Maria Pak	CSL FIG since Fall 2017	Student engagement and retention
Julio Soto	AB540 professional training to become a trainer for students and faculty on the challenges of undocumented students (2016)	Student engagement and retention
Julio Soto	Grossmont College Flex Week presenter (fall 2017)	Currency in teaching; College service
Julio Soto	Developed and presented curriculum on cultural competence for Grossmont College faculty (2014-2015)	Student engagement and retention
Julio Soto	Umoja Community Conference, Sacramento (fall 2017)	Student engagement and retention

Julio Soto	Ubuntu Anti recidivism Project and Research Study (presenter for formerly incarcerated participants, spring, 2017)	Student engagement and retention
Julio Soto	Association of Raza Educators 12th Annual Statewide Conference (spring 2018)	Student engagement and retention
Bonnie Yoshida-Levine	Attended National Science Teachers Association Conference, Los Angeles, CA (2017)	Student engagement and retention
Bonnie Yoshida-Levine	Wrote OER textbook for Physical Anthropology Lab course as part of Sabbatical project, Spring 2017.	Lowering textbook costs (engagement and retention)

7.1 Activities that Contribute to Student Success

Faculty activities that directly impact individual students include Mental Health Awareness Week (raise awareness about mental health issues and access to services), linked courses and Community Service Learning (promoting student motivation and cohorts), and adoption of OER (lower educational costs). Activities that contribute to student success through faculty professional development include Flex Week presentations to faculty on racism and cultural competency. Faculty members participating in local government, community organizations and union governance advocate for educational, economic and social policies that benefit students and their communities.

7.2 Overall Reflection on Departmental Activities

As is apparent from the table, Behavioral Sciences faculty members participate in activities promoting student success in outreach, engagement and retention at multiple levels. Behavioral Sciences faculty place a high value on scholarship in their respective disciplines, including conducting and publishing original research and participating in professional societies. Informing students about and referring them to services such as mental health counseling, tutoring and financial aid, both directly and in collaboration with Student Services helps students access needed services. Advising student organizations and working with vulnerable populations such as undocumented students promotes student engagement and equity. As anthropologists, psychologists and sociologists, our faculty is equipped to understand connections between the students in our classrooms and broader systemic issues such as structural racism and poverty.

7.3 Are your overall faculty professional development needs sufficient to ensure students are successful in your program?

Yes X No _____

Faculty professional development needs are largely being met for full-time faculty. Sabbatical leaves have been particularly important for faculty to undertake projects that directly affect student success. However, lack of resources (namely financial compensation for activities such as committee service and student advising) deprives part-time faculty of opportunities to serve the college.

SECTION 8 – FISCAL & HUMAN RESOURCES

Fiscal Resources

Refer to the Table provided that shows Enrollment, % Fill, Earned WSCH, FTEF and WSCH/FTEF to answer these questions. Data for Fall, Spring and Summer semesters are provided separately.

BEH SCI TOTAL					
	FA12	FA13	FA14	FA15	FA16
Earned Enroll	3,920	4,553	4,526	4,917	5,035
Max Enroll	3,813	4,816	5,084	5,796	6,050
% Fill	102.8	94.5	89.0	84.8	83.2
Earned WSCH	11806.0	13718.9	13938.4	14913.5	15350.5
Total FTEF	15.65	17.93	18.05	23.67	26.15
Earned WSCH/FTEF	754.38	765.01	772.21	630.15	587.02
	SP13	SP14	SP15	SP16	SP17
Earned Enroll	4,307	4,539	4,719	4,781	5,055
Max Enroll	4,545	4,942	5,743	5,814	7,311
% Fill	94.8	91.8	82.2	82.2	69.1
Earned WSCH	12987.2	13741.7	14171.3	14517.0	15535.1
Total FTEF	17.43	19.42	22.65	23.57	29.86
Earned WSCH/FTEF	744.98	707.75	625.66	616.00	520.30
	SU12	SU13	SU14	SU15	SU16
Earned Enroll	0	567	516	1,040	1,043
Max Enroll	0	670	640	1,498	1,350
% Fill	N/A	84.6	80.6	69.4	77.3
Earned WSCH	0	1704.1	1550.2	3058.7	3109.0
Total FTEF	0	2.20	2.00	6.47	5.40
Earned WSCH/FTEF	N/A	774.58	775.08	472.97	575.74

ANTH					
	FA12	FA13	FA14	FA15	FA16
Earned Enroll	867	1,012	1,046	1,144	1,029
Max Enroll	828	1,020	1,108	1,429	1,342
% Fill	104.7	99.2	94.4	80.1	76.7
Earned WSCH	2601.0	3036.0	3205.6	3432.0	3087.0
Total FTEF	3.40	4.00	4.20	6.00	5.90
Earned WSCH/FTEF	765.00	759.00	763.24	572.00	523.22
	SP13	SP14	SP15	SP16	SP17
Earned Enroll	898	1,051	1,107	1,079	1,080
Max Enroll	910	1,124	1,358	1,377	1,626
% Fill	98.7	93.5	81.5	78.4	66.4
Earned WSCH	2694.0	3153.0	3321.0	3237.0	3240.0
Total FTEF	3.65	4.35	5.60	5.40	6.50
Earned WSCH/FTEF	738.08	724.83	593.04	599.44	498.46
	SU12	SU13	SU14	SU15	SU16
Earned Enroll	0	94	96	179	175
Max Enroll	0	115	120	250	250
% Fill	N/A	81.7	80.0	71.6	70.0
Earned WSCH	0	283.0	288.8	531.6	519.3
Total FTEF	0	0.40	0.40	1.00	1.00
Earned WSCH/FTEF	N/A	707.45	722.00	531.64	519.34

PSYCH					
	FA12	FA13	FA14	FA15	FA16
Earned Enroll	1,806	2,141	2,064	2,469	2,488
Max Enroll	1,835	2,363	2,468	2,783	2,914
% Fill	98.4	90.6	83.6	88.7	85.4
Earned WSCH	5464.0	6492.5	6373.0	7577.0	7706.7
Total FTEF	7.45	8.73	8.65	11.47	12.45
Earned WSCH/FTEF	733.42	743.44	736.76	660.79	619.02
	SP13	SP14	SP15	SP16	SP17
Earned Enroll	2,059	2,129	2,294	2,441	2,497
Max Enroll	2,157	2,353	2,803	2,856	3,531
% Fill	95.5	90.5	81.8	85.5	70.7
Earned WSCH	6253.0	6511.7	6913.2	7503.0	7866.5
Total FTEF	8.58	9.67	11.05	11.57	14.96
Earned WSCH/FTEF	728.53	673.67	625.63	648.68	525.90
	SU12	SU13	SU14	SU15	SU16
Earned Enroll	0	256	198	547	521
Max Enroll	0	310	260	848	650
% Fill	N/A	82.6	76.2	64.5	80.2
Earned WSCH	0	769.1	594.5	1604.4	1556.7
Total FTEF	0	1.00	0.80	3.67	2.60
Earned WSCH/FTEF	N/A	769.07	743.16	437.52	598.71

SOC					
	FA12	FA13	FA14	FA15	FA16
Earned Enroll	1,247	1,400	1,416	1,304	1,518
Max Enroll	1,150	1,433	1,508	1,584	1,794
% Fill	108.4	97.7	93.9	82.3	84.6
Earned WSCH	3741.0	4190.4	4359.8	3904.5	4556.8
Total FTEF	4.80	5.20	5.20	6.20	7.80
Earned WSCH/FTEF	779.38	805.85	838.42	629.75	584.21
	SP13	SP14	SP15	SP16	SP17
Earned Enroll	1,350	1,359	1,318	1,261	1,478
Max Enroll	1,478	1,465	1,582	1,581	2,154
% Fill	91.3	92.8	83.3	79.8	68.6
Earned WSCH	4040.2	4077.0	3937.1	3777.0	4428.6
Total FTEF	5.20	5.40	6.00	6.60	8.40
Earned WSCH/FTEF	776.97	755.00	656.19	572.27	527.21
	SU12	SU13	SU14	SU15	SU16
Earned Enroll	0	217	222	314	347
Max Enroll	0	245	260	400	450
% Fill	N/A	88.6	85.4	78.5	77.1
Earned WSCH	0	652.0	666.8	922.7	1033.0
Total FTEF	0	0.80	0.80	1.80	1.80
Earned WSCH/FTEF	N/A	815.03	833.56	512.59	573.90

8.1 Enrollment, Maximum Enrollment and Fill

As previously discussed in Section 5.1, earned enrollment in Behavioral Sciences has increased in the five years of study. This pattern contrasts with that of the college as a whole, which experienced steady to slightly declining enrollment during this period.

Maximum enrollment for all three disciplines in Behavioral Sciences increased steadily during the five-year study period, as the state of California recovered from the recession and was able to restore community college funding.

The percent fill for pooled Behavioral Sciences classes was greater than, or comparable to the college for every semester between Fall 2012 and Fall 2016. During Spring semester 2017, it

was about 5% lower than the college average. This decline in percent fill is most likely attributable to the corresponding increase in maximum enrollment during that semester.

Behavioral Sciences lecture courses have a maximum size of 50, dictated by the collective bargaining agreement. The ANTH 131 lab course has a maximum size of 32.

8.2 Earned WSCH, FTEF and Earned WSCH/FTEF

Behavioral Sciences (pooled): During the 5-year study period (excluding Summer), Behavioral Sciences as a whole had Earned WSCH/FTEF ratios ranging from a high of 754.38 to a low of 520.30. Total FTEF increased during this period from a low of 15.65, and reached a high of 29.86.

Anthropology: During the 5-year period, Anthropology had Earned WSCH/FTEF ratios ranging from a high of 765 to a low of 498.46. Total FTEF increased during this period from 3.40 to 6.50.

Psychology: During the period of study, Psychology had Earned WSCH/FTEF ratios ranging from a high of 733.42 to a low of 525.90. Total FTEF increased during this period from 7.45 to 14.96.

Sociology: During the 5-year period, Sociology had Earned WSCH/FTEF ratios ranging from a high of 779.38 to a low of 527.21. Total FTEF increased during this period from 4.80 to 8.40.

As evaluated by the above metrics, the Behavioral Sciences department has a high rate of efficiency compared to the college as a whole. At the start of the study period in 2012-2013, sections ran over capacity, with percent fill exceeding 100%. As increased funding enabled the department to add sections and hire full-time faculty, overcrowding eased and courses could run at relatively sustainable levels. Even given the overall decline in college enrollment at the end of the study period, earned WSCH/FTEF ratios for Behavioral Sciences are right around the college target level of 525, and well above the actual college ratios.

Overall, enrollment in most courses and sections in Behavioral Sciences correspond to the above trends. The introductory courses (ANTH 130, PSY 120, SOC 120) are scheduled in modes (on-campus, hybrid and online), and at times that optimize access and convenience for students. While section times undoubtedly vary in popularity, we feel that it is important to make our courses accessible to as many students as possible—not just those who attend during “peak” times.

The relatively small number of courses with consistently low enrollment are those required for the major and thus offered every semester.

8.3 College funding for department expenses

Apart from the standard funds allocated from the college for supplies, guest speakers, professional development, meetings, and other incidentals, the department receives money for

supplies and equipment for the physical anthropology lab. These funds seem sufficient at present.

8.4 Other funding

Not applicable during this period.

Human Resources

BEH SCI TOTAL	FA12	FA13	FA14	FA15	FA16
FT Faculty Count	8	8	6	6	10
PT Faculty Count	28	32	30	34	33
Full-Time FTEF	5.78	6.13	5.783	5.3833	8.5833
X-Pay FTEF	0.40	0.40	0.8	1.2	1.2
Part-Time FTEF	9.47	11.40	11.467	17.0833	16.3666
Total FTEF	15.65	17.93	18.05	23.6666	26.1499
FT Percent	39.51%	36.43%	36.47%	27.82%	37.41%
Permanent RT	0.54	0.54	0.54	0.67	0.67
Temporary RT	0.30	0.30	0.40	0.40	0.85

ANTH	FA12	FA13	FA14	FA15	FA16
FT Faculty Count	2	2	2	2	2
PT Faculty Count	7	8	7	11	13
Full-Time FTEF	0.95	1.10	1.15	1.15	1.90
X-Pay FTEF	0.00	0.00	0.00	0.00	0.00
Part-Time FTEF	2.45	2.90	3.05	4.85	4.00
Total FTEF	3.40	4.00	4.20	6.00	5.90
FT Percent	27.94%	27.50%	27.38%	19.17%	32.20%

PSYCH	FA12	FA13	FA14	FA15	FA16
FT Faculty Count	3	3	3	3	4
PT Faculty Count	11	13	12	16	16
Full-Time FTEF	3.03	3.03	3.03	3.03	4.08
X-Pay FTEF	0.20	0.20	0.40	0.80	0.40
Part-Time FTEF	4.22	5.50	5.22	7.63	7.97
Total FTEF	7.45	8.73	8.65	11.47	12.45
FT Percent	43.40%	37.02%	39.69%	33.43%	36.01%

SOC	FA12	FA13	FA14	FA15	FA16
FT Faculty Count	4	4	2	2	4
PT Faculty Count	10	11	9	9	9
Full-Time FTEF	1.80	2.00	1.60	1.20	2.60
X-Pay FTEF	0.20	0.20	0.40	0.40	0.80
Part-Time FTEF	2.80	3.00	3.20	4.60	4.40
Total FTEF	4.80	5.20	5.20	6.20	7.80
FT Percent	41.67%	42.31%	38.46%	25.81%	43.59%

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the following questions.

8.5 Roles and Responsibilities of Full-time versus Part-time Faculty

Apart from teaching, office hours, and other duties dictated by the contract, responsibilities of full-time faculty include, but are not limited to the following:

- Serve on Academic Senate, and college committees, subcommittees and task forces.
- Organize Mental Health Awareness Week, the major event sponsored by Behavioral Sciences.
- Serve as peer-evaluators for part-time faculty, including reviewing faculty syllabi and working with instructors on plans for improvement.
- Orient new part-time faculty.
- Write SLO's and devise and schedule assessments, advise part-time faculty on SLO assessment, compile and submit data for SLO's.
- Coordinate the recruitment of tutors and publicize tutoring services for respective disciplines.

- Maintain inventory and order equipment and supplies for the anthropology lab.

For more detailed information, please see the table of faculty involvement in Section 7.

Many part-time faculty members in Behavioral Sciences take on (largely unpaid) responsibilities beyond those specified in the contract. These include leadership positions in Academic Senate and the AFT union, committee service, club advising, OER writing and adoption, involvement in planning Mental Health Awareness and Community Service Learning programs, and numerous other areas of involvement.

One area of responsibility for both full and part-time faculty requiring increased time commitment is the assessment of SLO's.

8.6 Staffing Levels

Ratios of part-time to full-time faculty have improved in Behavioral Sciences since the last program review in 2012. Still, staffing levels are not currently adequate, with the most compelling need being for an additional full-time faculty member in psychology. The percentage of full-time Behavioral Sciences faculty for Fall 2017 is 34.3%. The high ratio of part-time to full-time faculty means that full-time faculty members spend a greater percentage of their time orienting, advising and evaluating adjunct faculty.

In addition to the regular duties and responsibilities of full-time faculty members, several faculty members incur additional duties, overload and/or re-assigned time.

8.7 Justification for Full-time Faculty Hiring

Hiring an additional full-time psychology instructor is justified for the following reasons:

1. Psychology enrollment has increased in the past two years, measured by Earned Enrollment, Earned WSCH, and Total FTEF. The full-time percent for psychology is very low at 29.4%.
2. Two full-time psychology faculty members have retired since 2008. Since then, one full-time faculty member (Susmita Thrukhal) has been hired.
3. Recruiting and hiring qualified part-time faculty in needed areas such as statistics, research methods, cross-cultural psychology, and learning has proved difficult. This has a direct effect on student success by limiting the availability of psychology courses for students.
4. The demand for psychology courses continues to increase. Individual psychology courses are required in several high demand programs. Additionally, high levels of demand for the ADT Psychology degree suggest that students are excited about the field and highly motivated to transfer to 4-year institutions as psychology majors.

8.8 *Non-faculty Positions*

Not applicable.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1 Summarize program strengths in terms of:

Outreach

Engagement

Retention

Behavioral Sciences' most high profile campus outreach activity is the annual Mental Health Awareness Week. Other outreach efforts include faculty involvement in Community Service Learning, campus activities, clubs and organizations, and the community. Behavioral Sciences courses are scheduled to accommodate students at a variety of times of day, with robust online course offerings. Participation of sociology in the pilot program at Las Colinas detention facility is another example of the department extending its reach to underserved student populations.

The Behavioral Sciences department has a diverse faculty that prides itself on scholarship in the discipline, and successfully engaging students in and out of the classroom (see sections 5.3 and 5.4). As social scientists, our faculty are equipped to understand how broader systemic issues such as structural racism and poverty affect the students in our classrooms. This understanding underpins the content of our courses and pedagogical approaches, and we believe contributes positively to student retention. Early adoption by faculty of OER (Online Educational Resources) has contributed to retention by reducing textbook costs for students.

9.2 Summarize program weaknesses in terms of:

Outreach

Engagement

Retention

With regard to outreach, one area of potential improvement is to more actively promote course offerings, new courses and majors in Behavioral Sciences. This is particularly true in anthropology, in order to increase awareness of the recently approved transfer degree and new courses being offered in Fall 2018.

While ethnicity-based disparities in student success and retention in Behavioral Sciences courses mirror the pattern at the college as a whole, the department is committed to reducing those disparities and improving success rates for all students. Please see section 5.2 for more detailed discussion.

9.3 Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

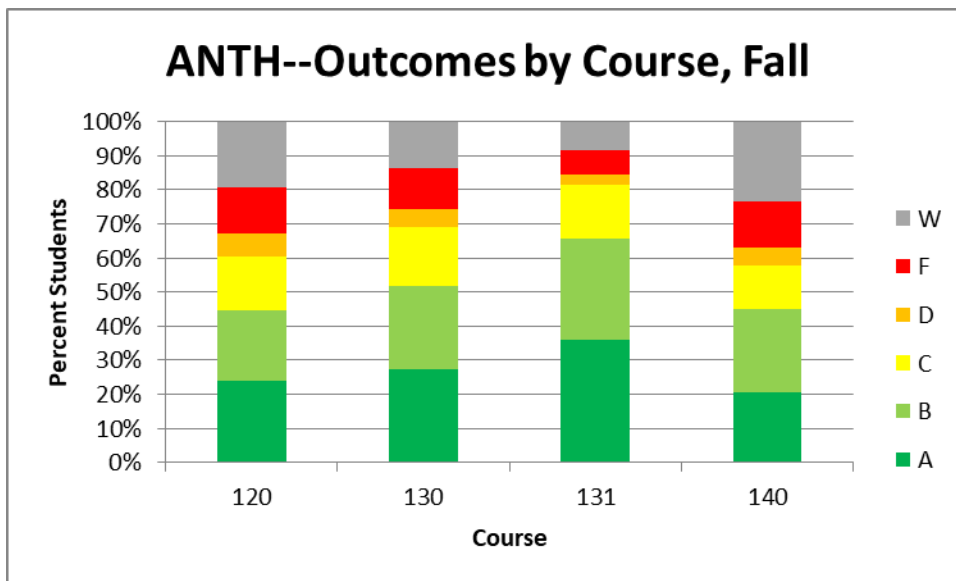
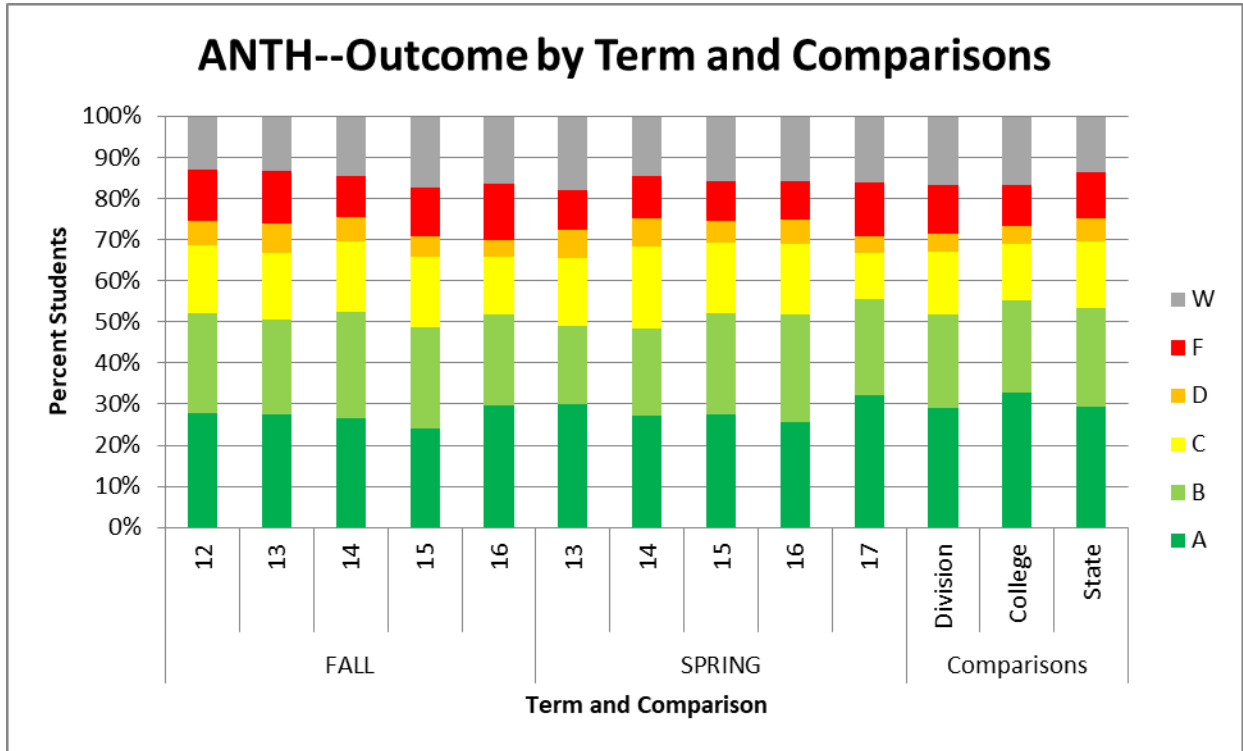
At this time, we have not identified any specific concerns regarding retirements, staffing levels or program changes.

9.4 Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

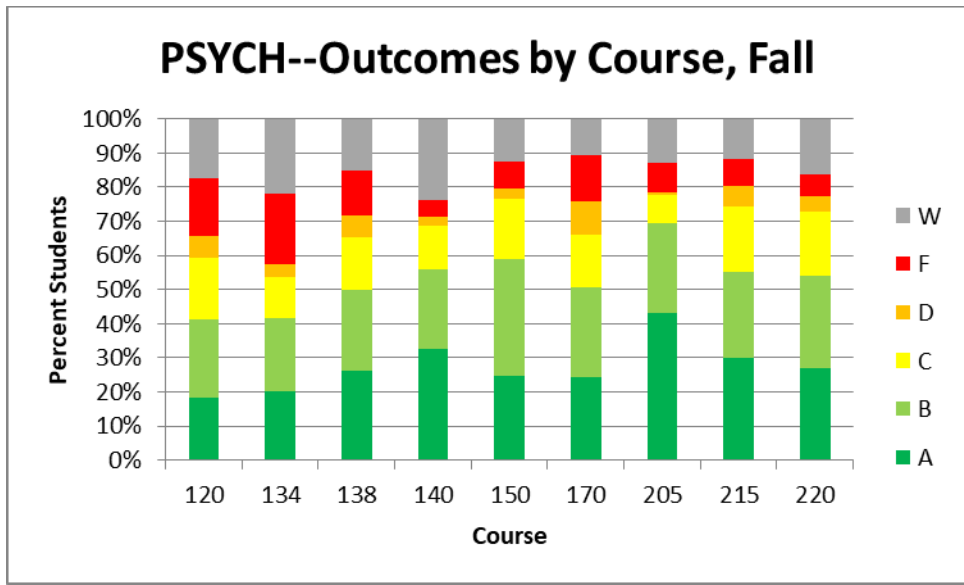
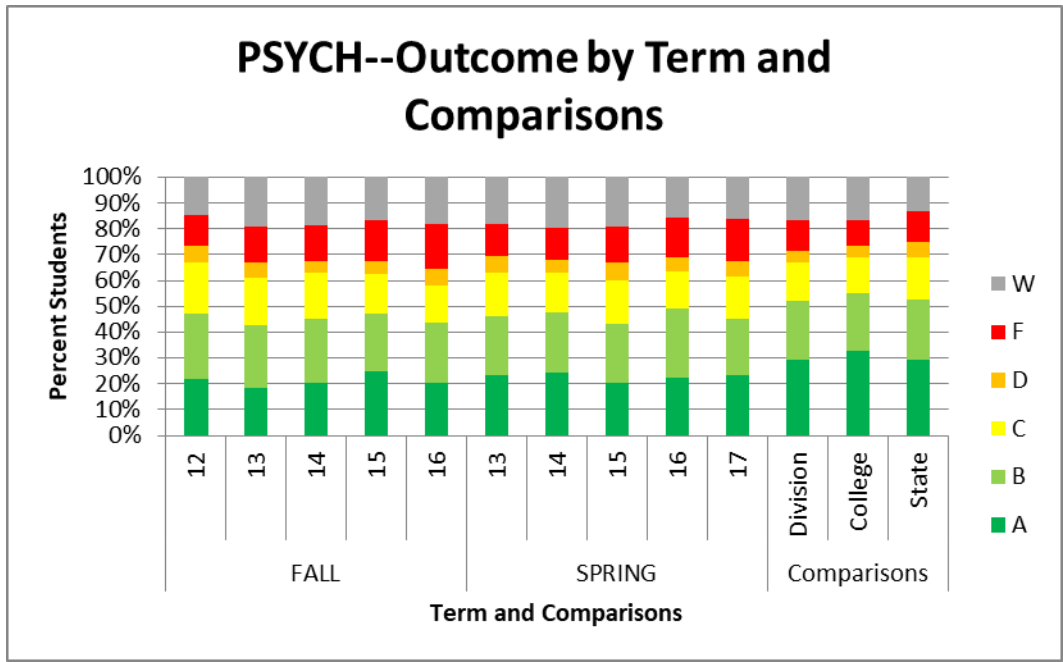
1. Increase outreach efforts by creating brochures and other advertising materials to increase awareness of new majors and courses.
2. Continue to work toward acquiring dedicated space for the Physical Anthropology Lab course.
3. Continue to work toward acquired dedicated space for the Statistics for the Behavioral Sciences and Research Methods courses.
4. Hire one full time Psychology faculty member.
5. Work towards decreasing the equity gap and improving success rates for all students by participating in professional development workshops, training, and discussions, at the level of the discipline, department and college.

Appendix 1. Grade Distribution Summaries

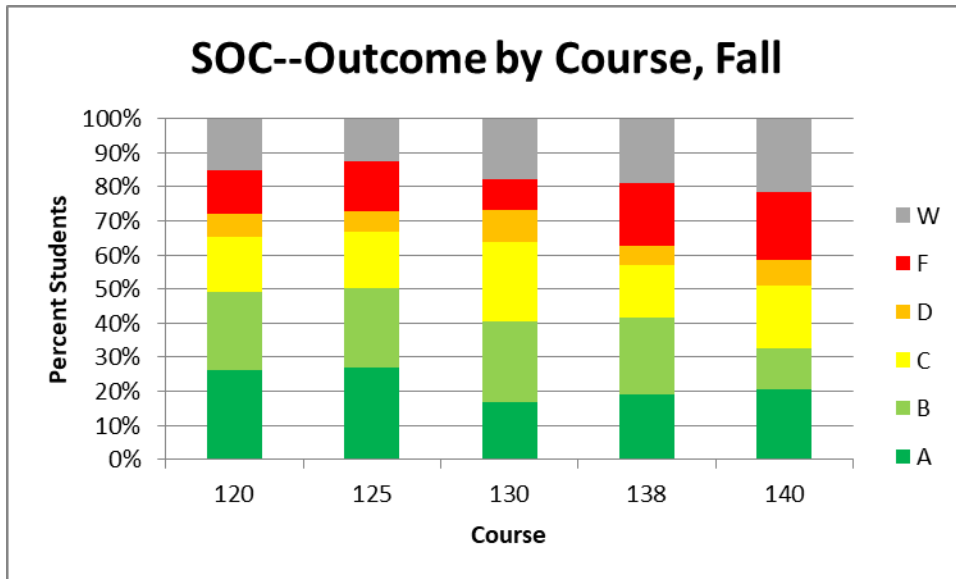
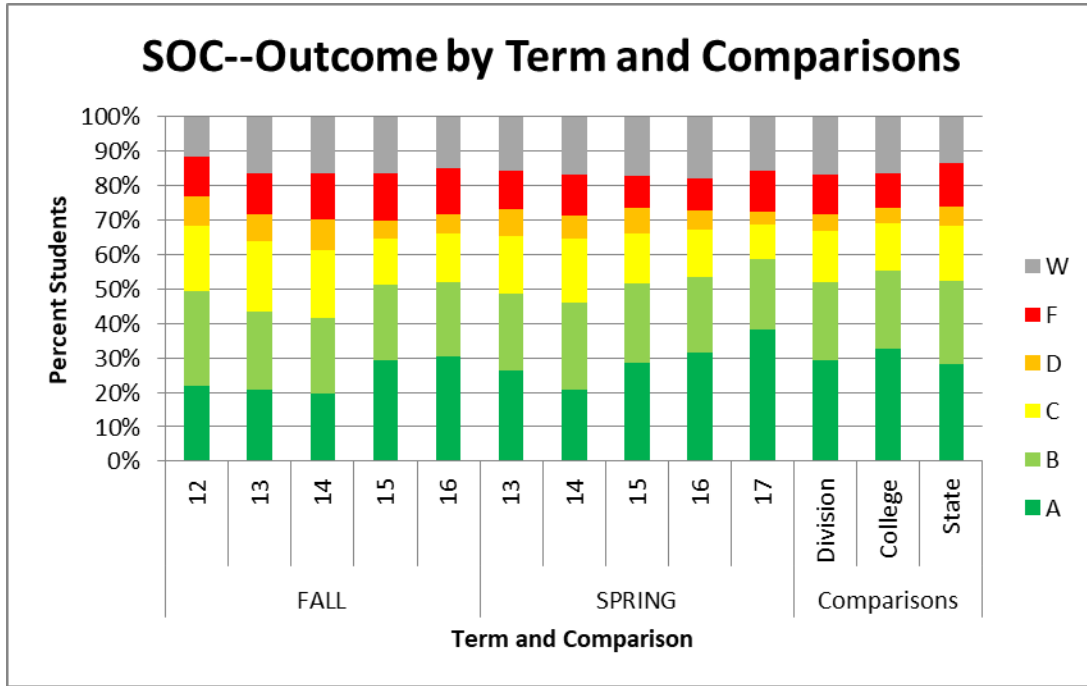
Anthropology



Psychology



Sociology

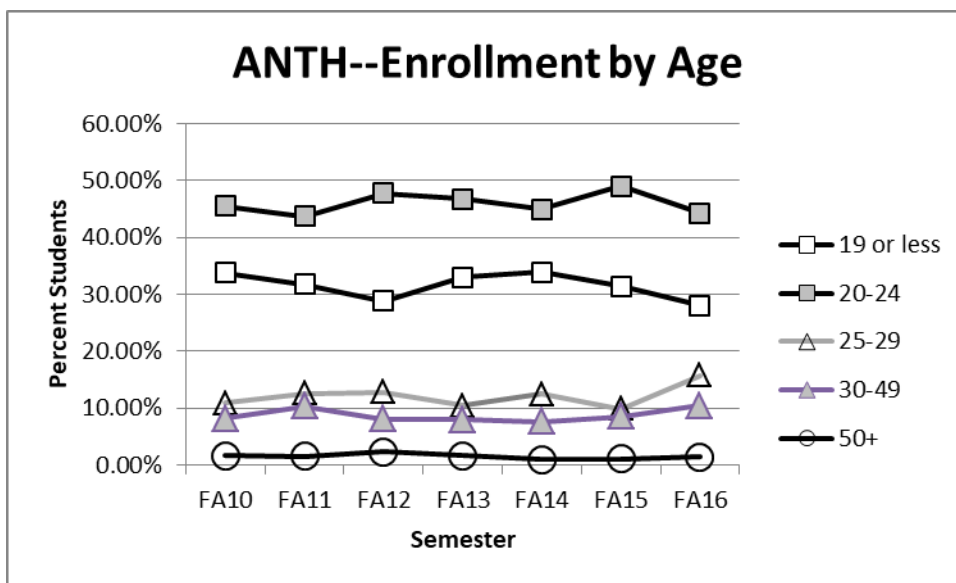
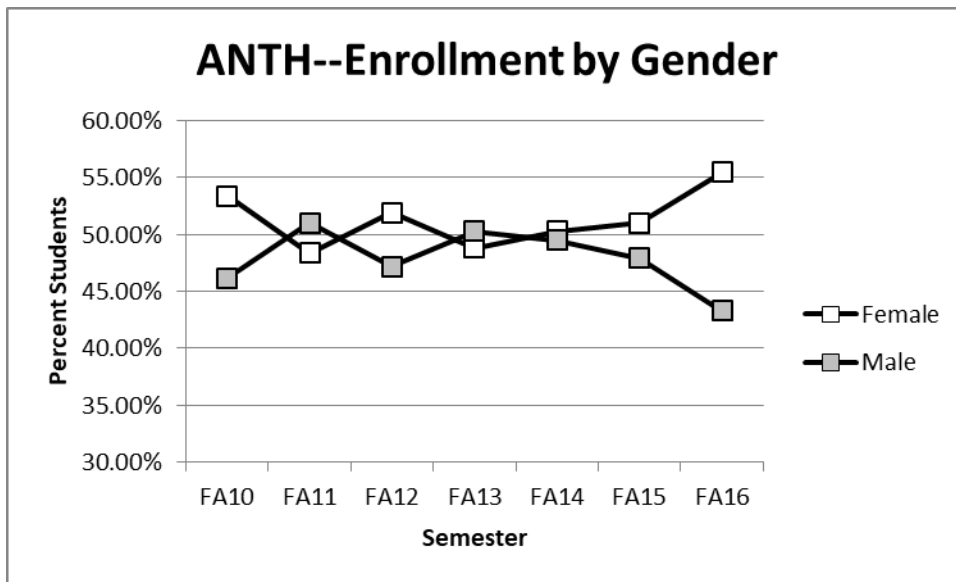


Appendix 2. Enrollment Data, Disaggregated

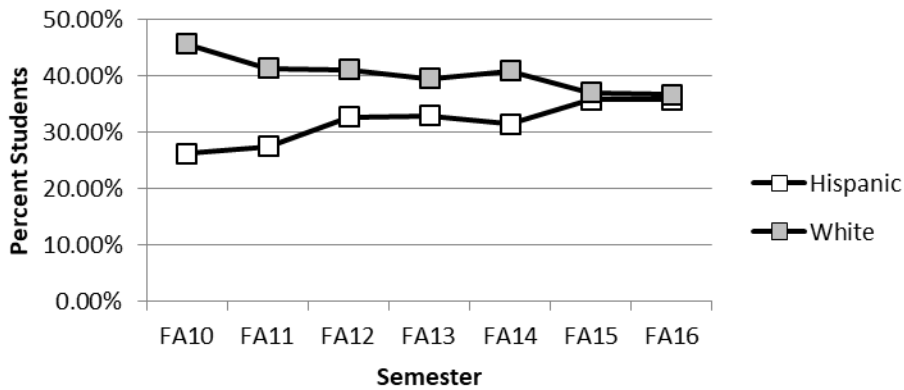
For total students enrolled over Fall, Spring and Summer terms, refer to the Efficiency tables in Section 8.

Only Fall semesters are shown since patterns in Spring are usually the same as the patterns in Fall. Please refer to the College Comparison Data file to see how your proportions compare to the college.

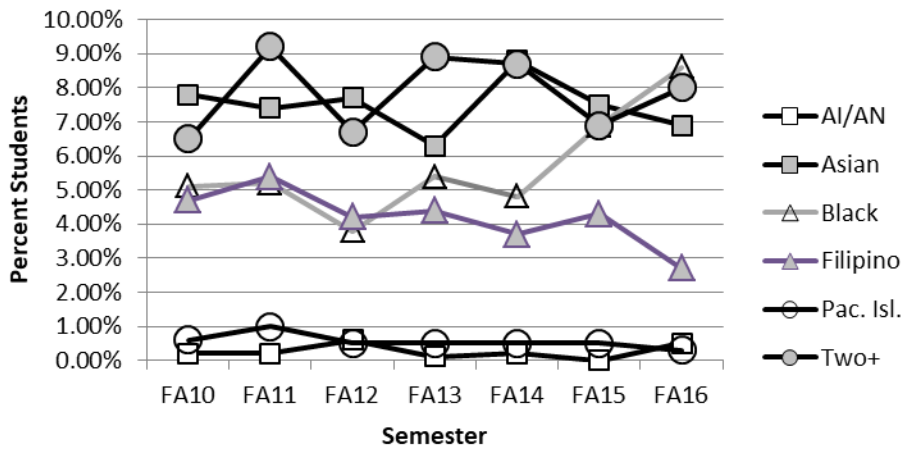
ANTHROPOLOGY



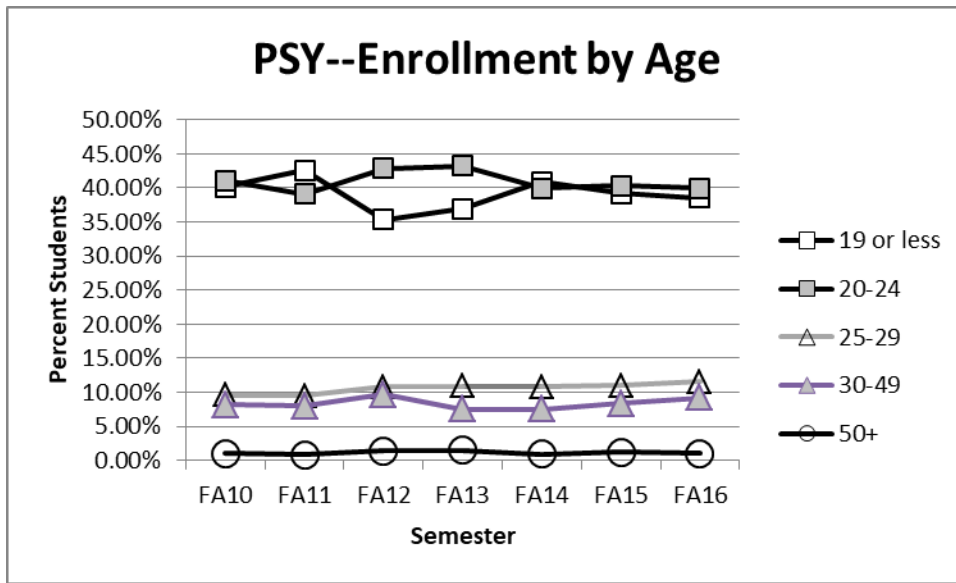
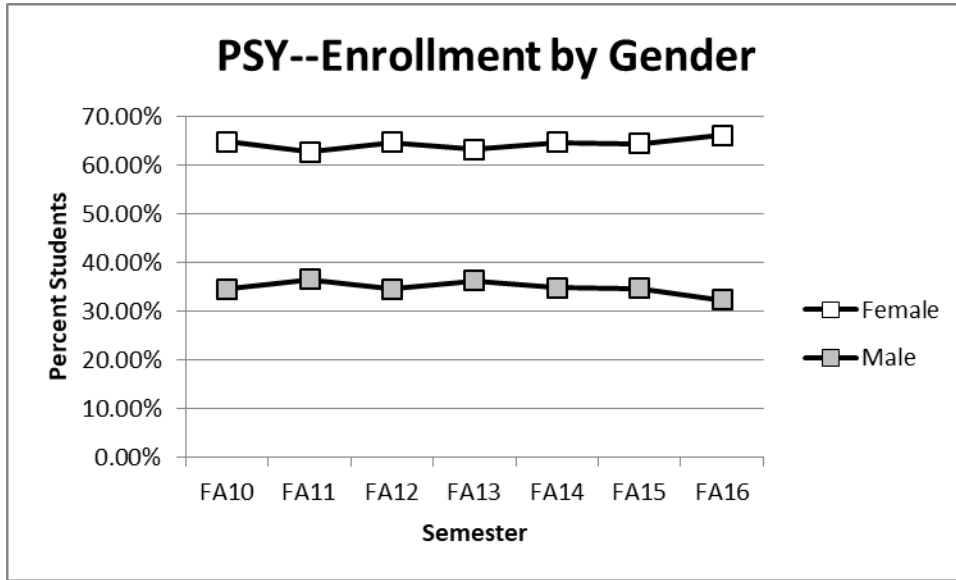
ANTH--Enrollment by Ethnicity, White & Hispanic



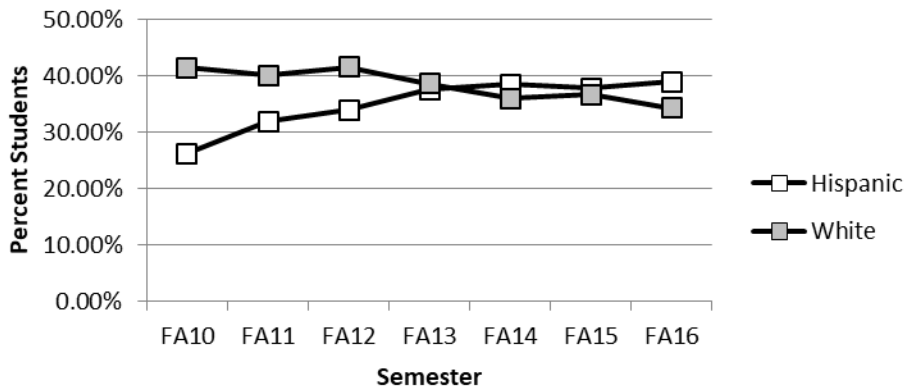
ANTH--Enrollment by Ethnicity, Other



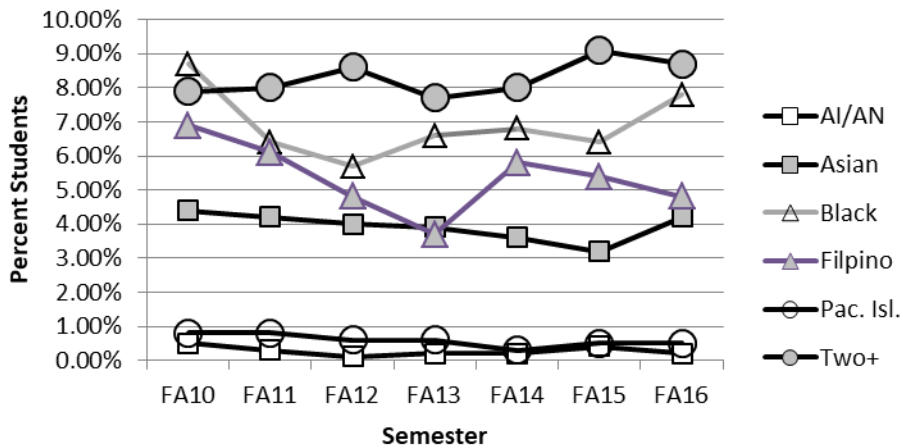
PSYCHOLOGY



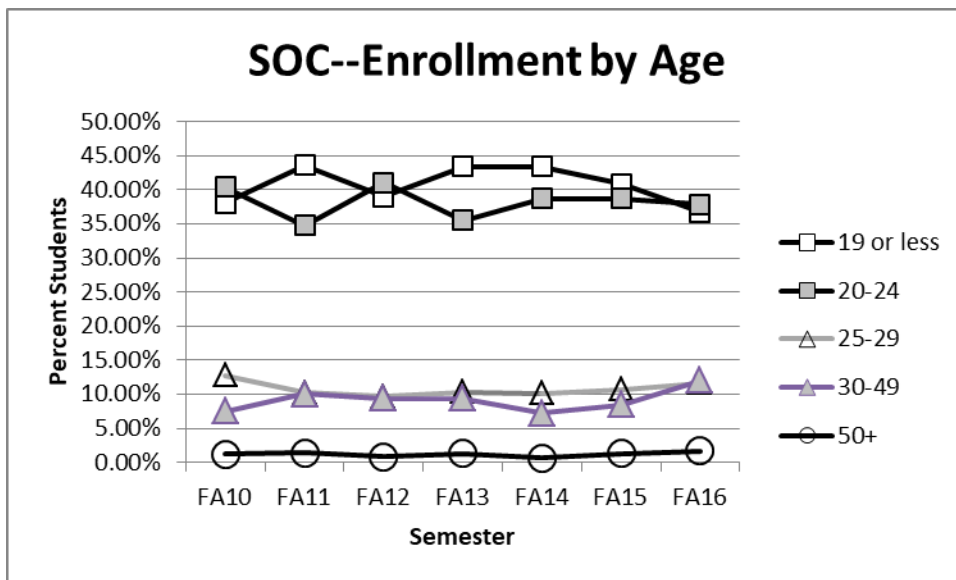
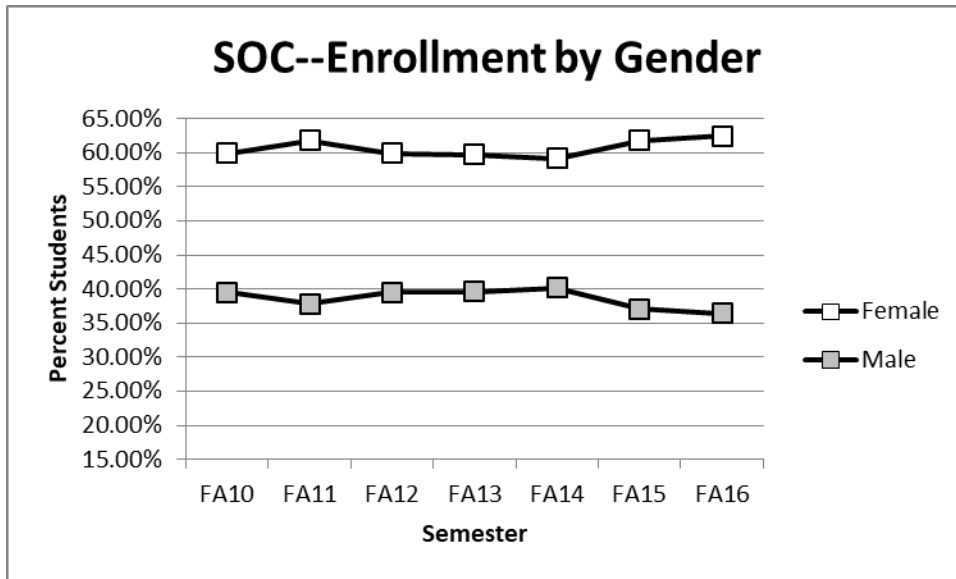
PSY--Enrollment by Ethnicity, White & Hispanic



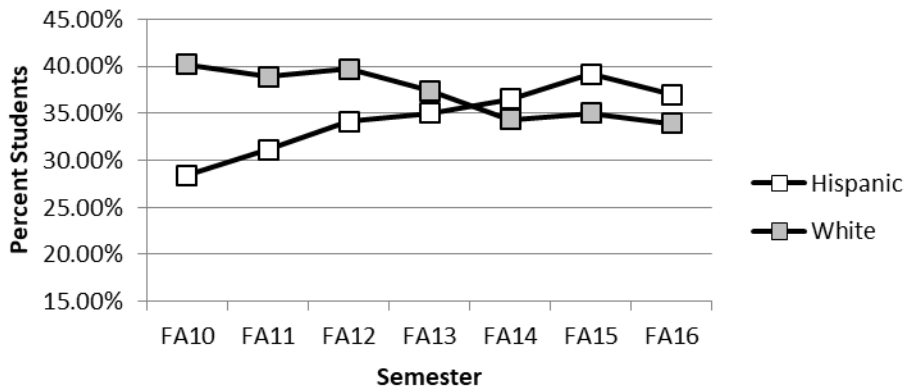
PSY--Enrollment by Ethnicity, Other



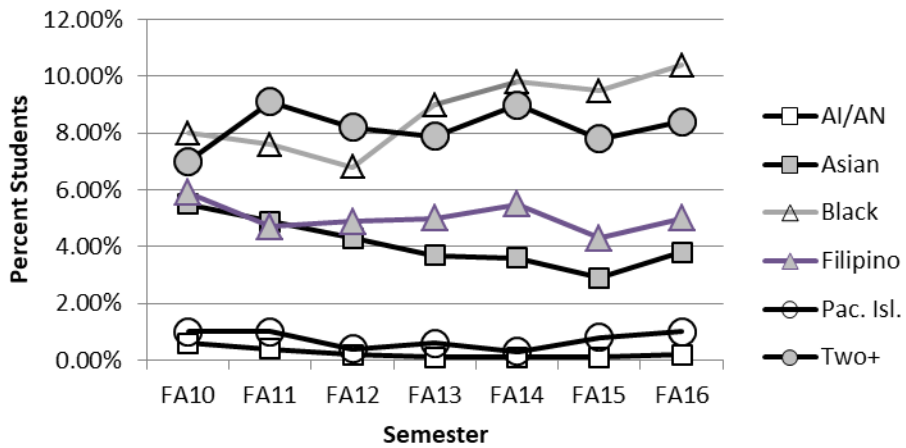
SOCIOLOGY



SOC--Enrollment by Ethnicity, White & Hispanic



SOC--Enrollment by Ethnicity, Other

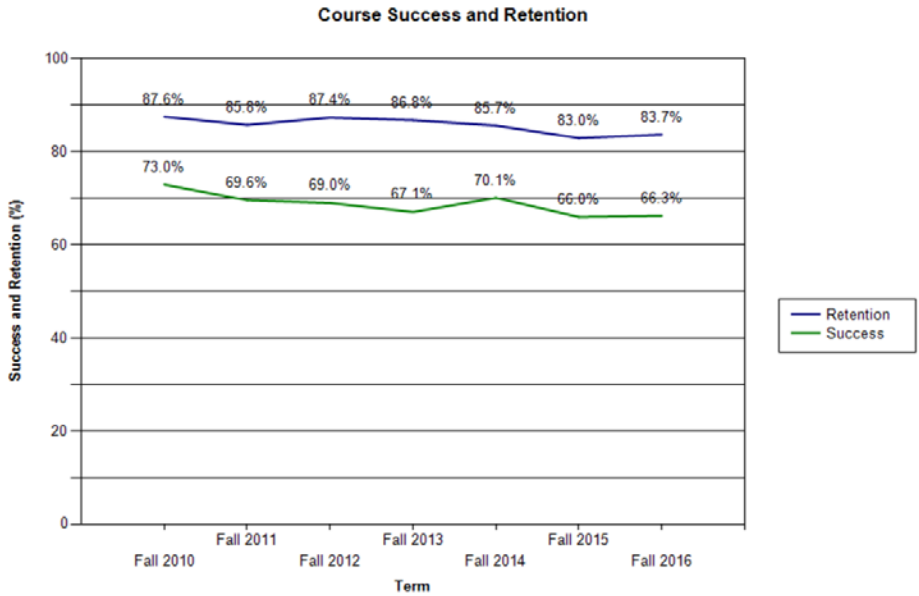


Appendix 3. Student Retention and Success Data

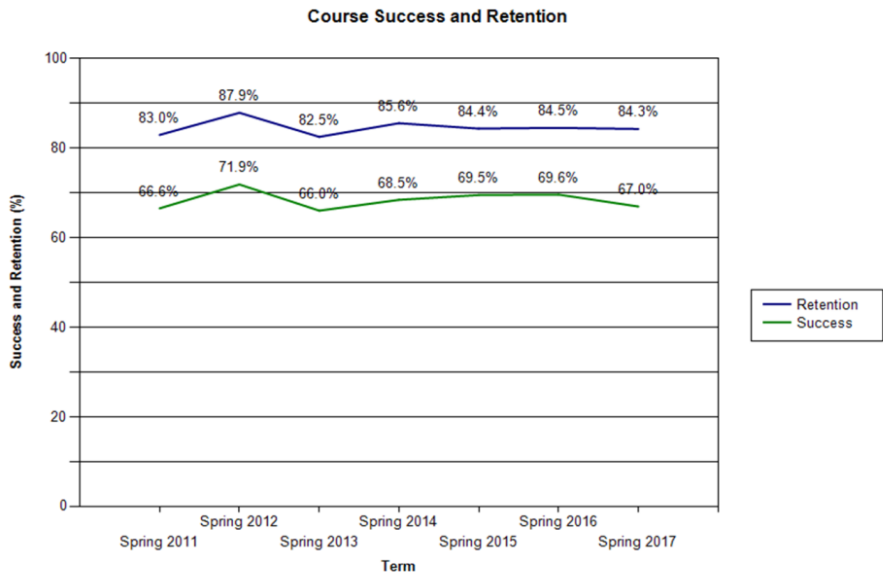
College 5-YR Averages: Success 69% and Retention 84%

College Targets: Success 75% and Retention 85%

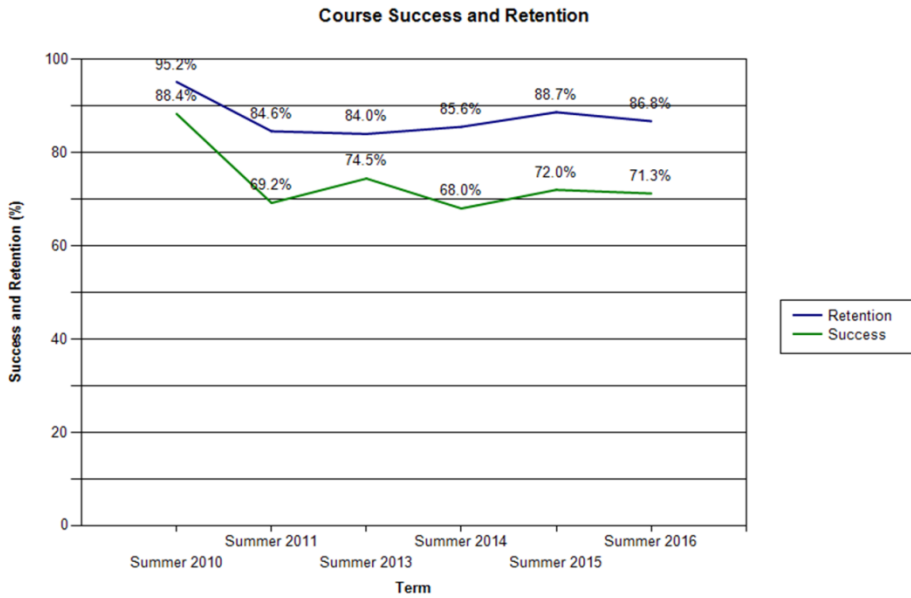
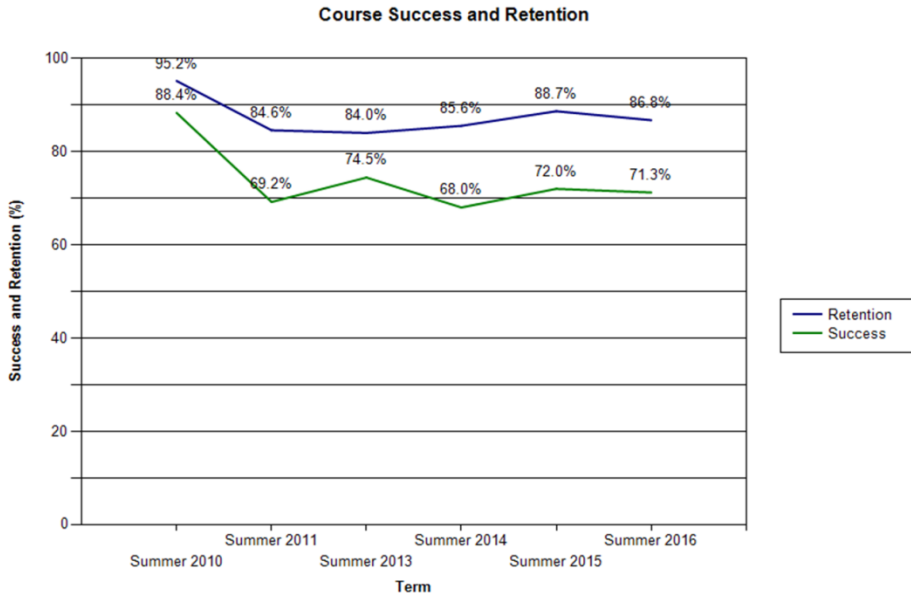
ANTHROPOLOGY



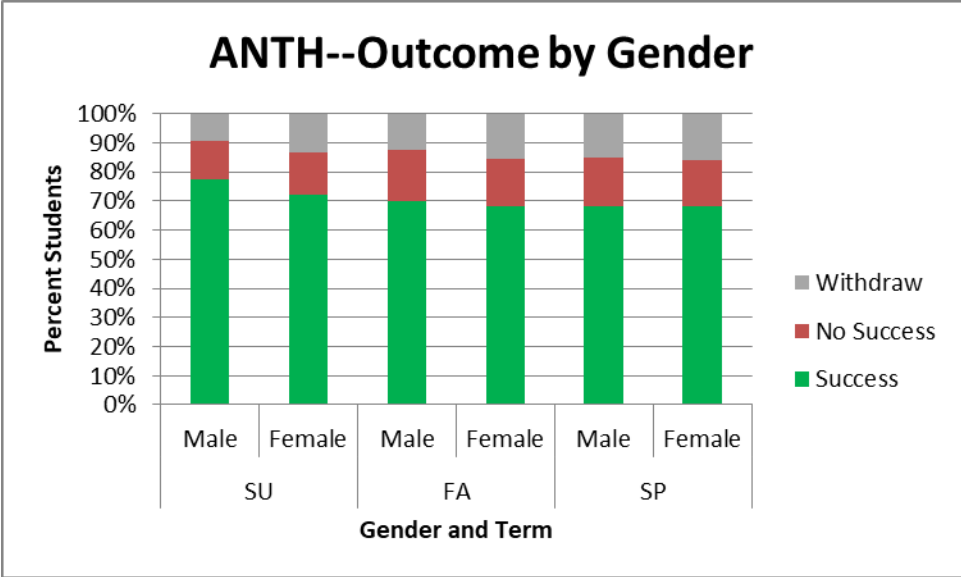
All Students, Spring



All Students, Summer

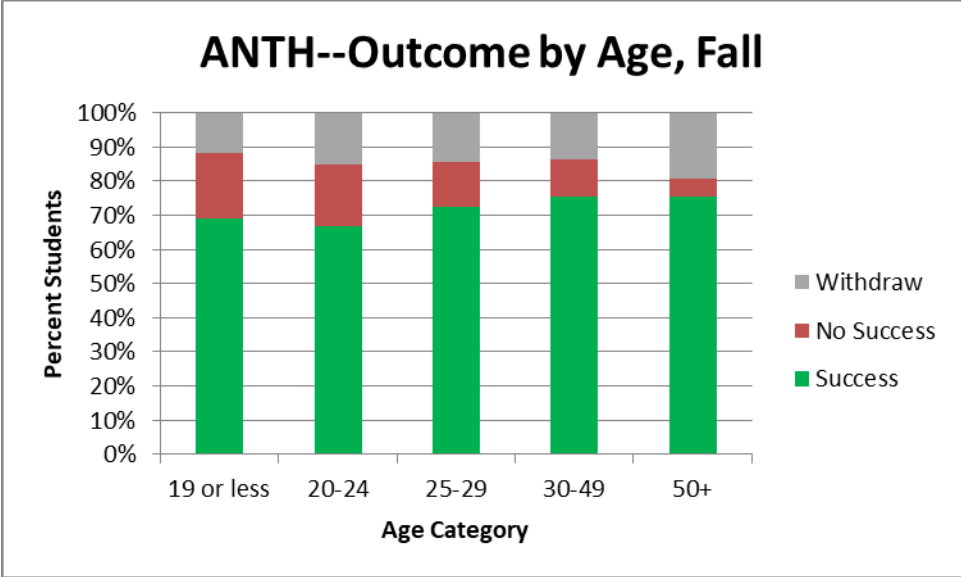


Student Success & Retention, Disaggregated (Pooled over years)



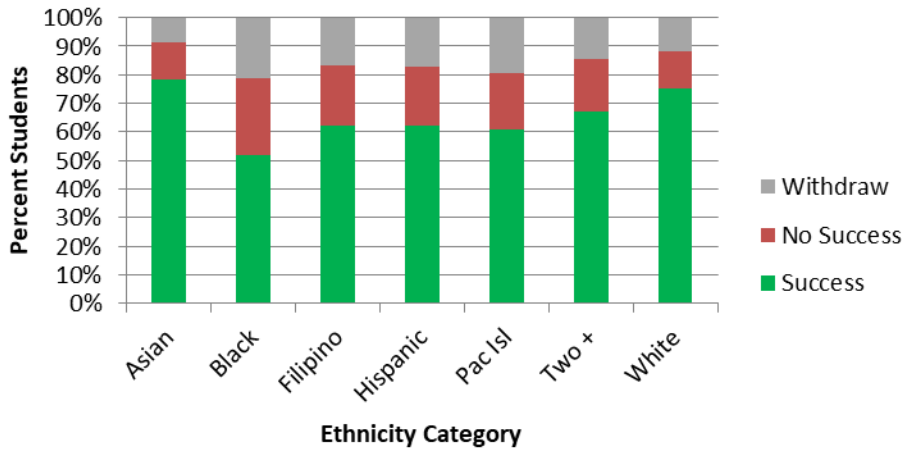
By Age

Only Fall data are not shown—usually the patterns are the same from Fall to Spring.



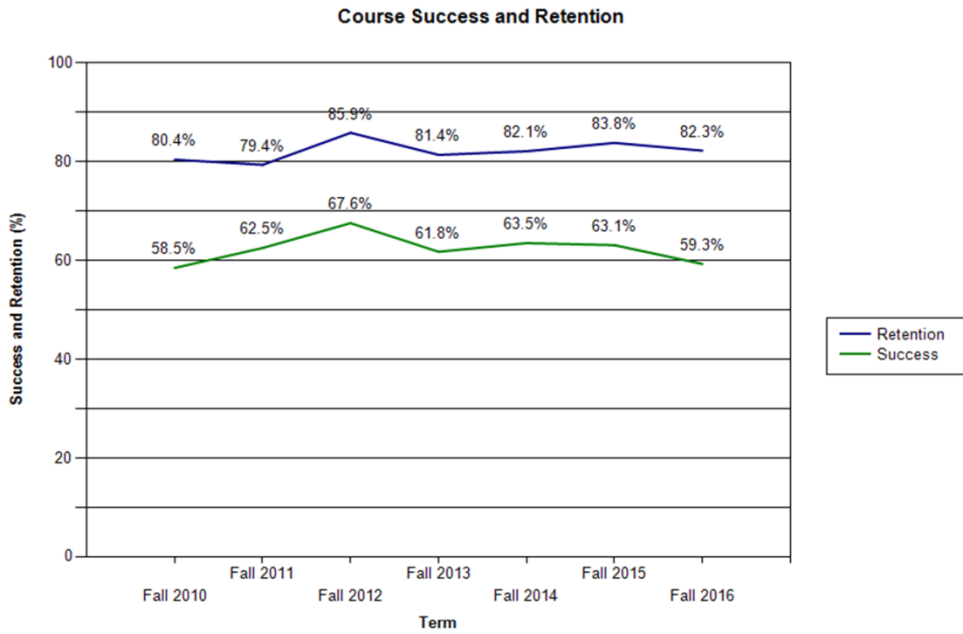
By Ethnicity

ANTH--Outcome by Ethnicity

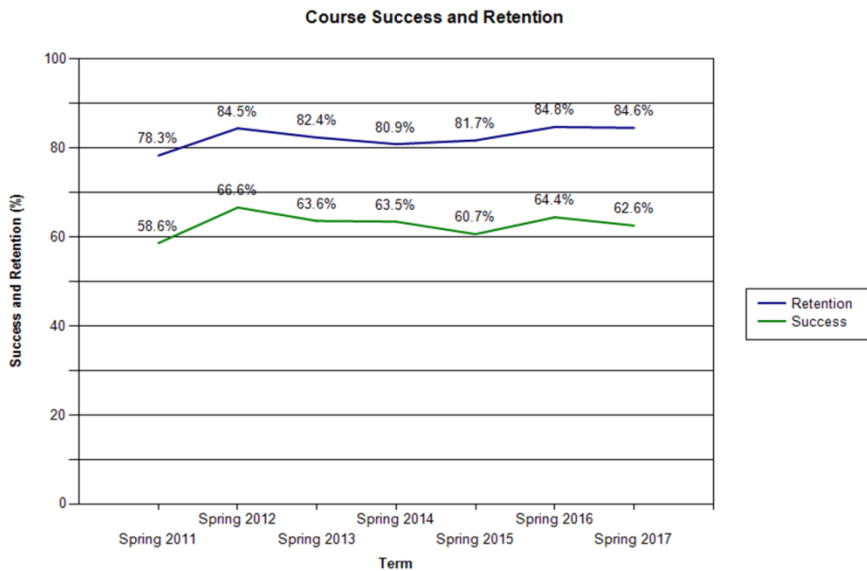


PSYCHOLOGY

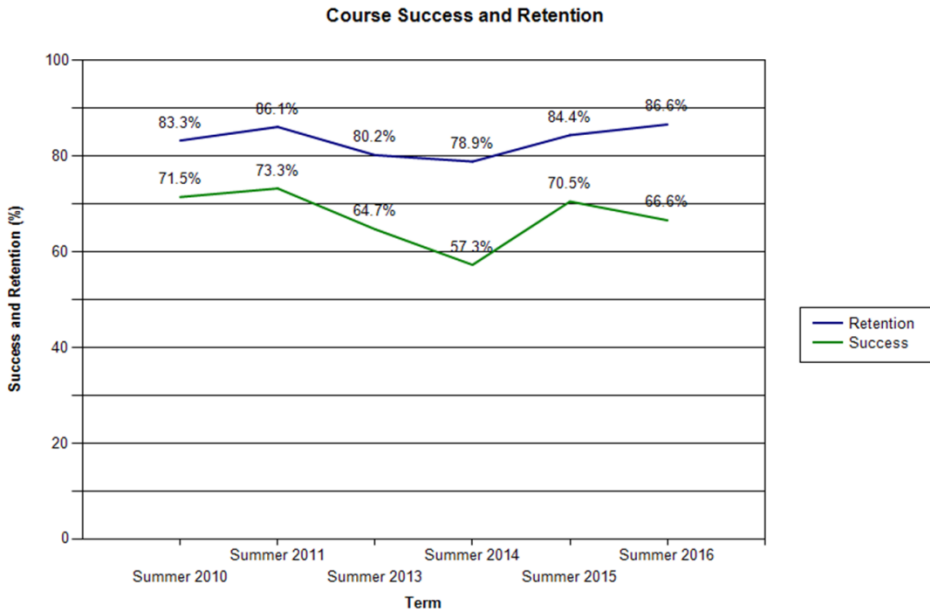
All Students, Fall



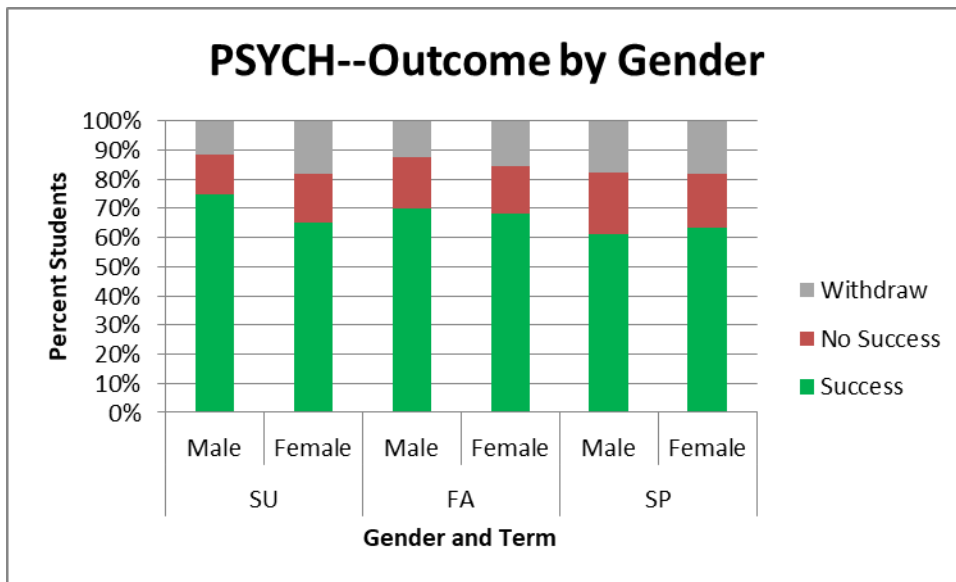
All Students, Spring



All Students, Summer

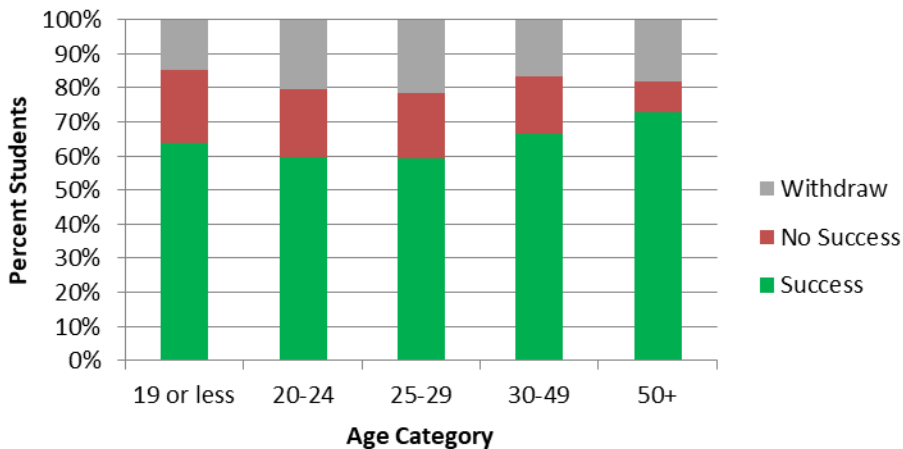


Student Success & Retention, Disaggregated

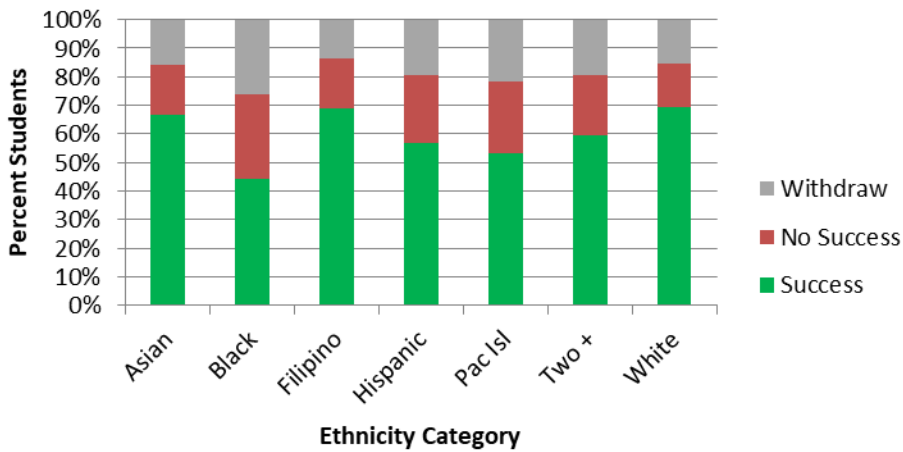


By Age

PSYCH--Outcome by Age

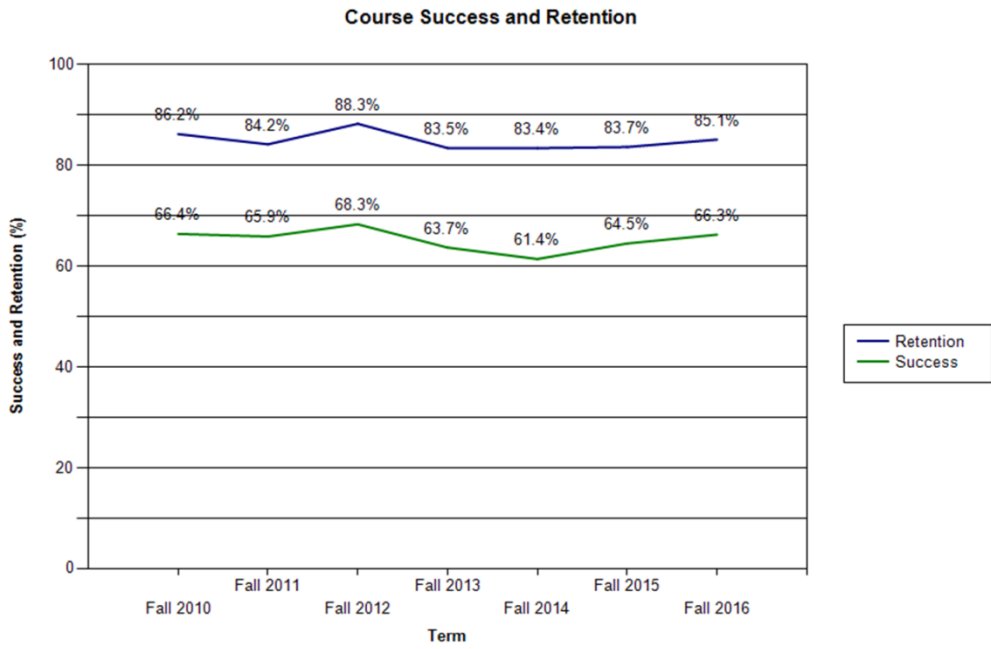


PSYCH--Outcome by Ethnicity

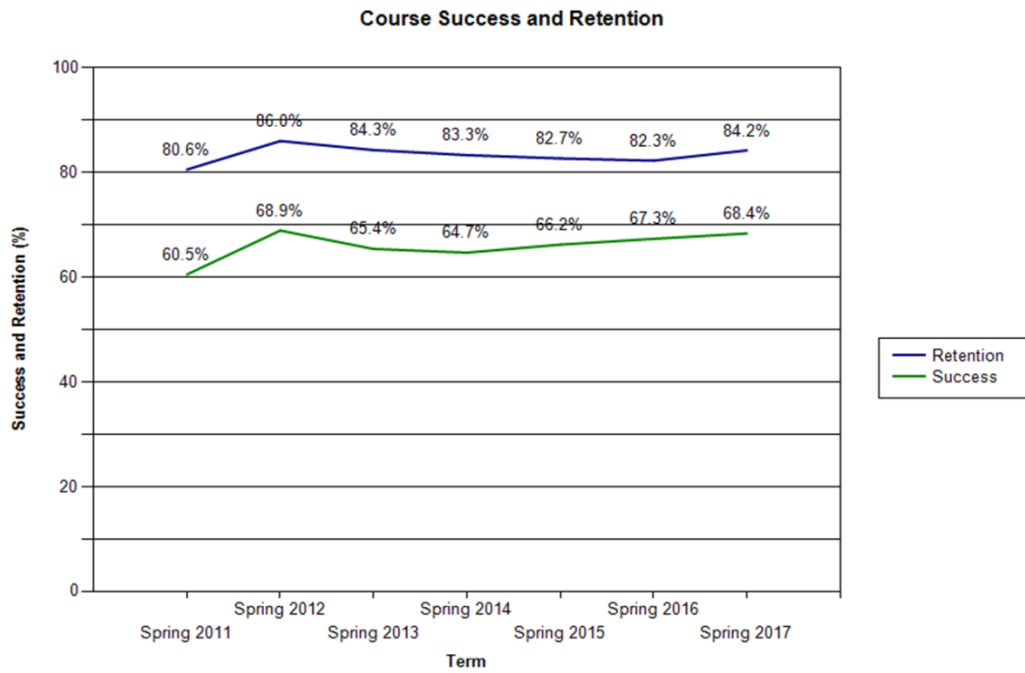


SOCIOLOGY

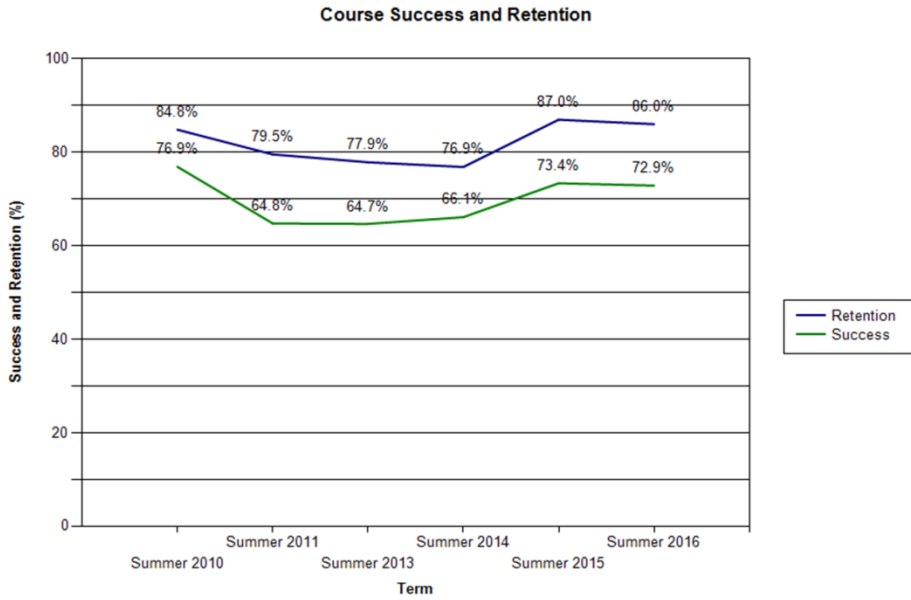
All Students, Fall



All Students, Spring

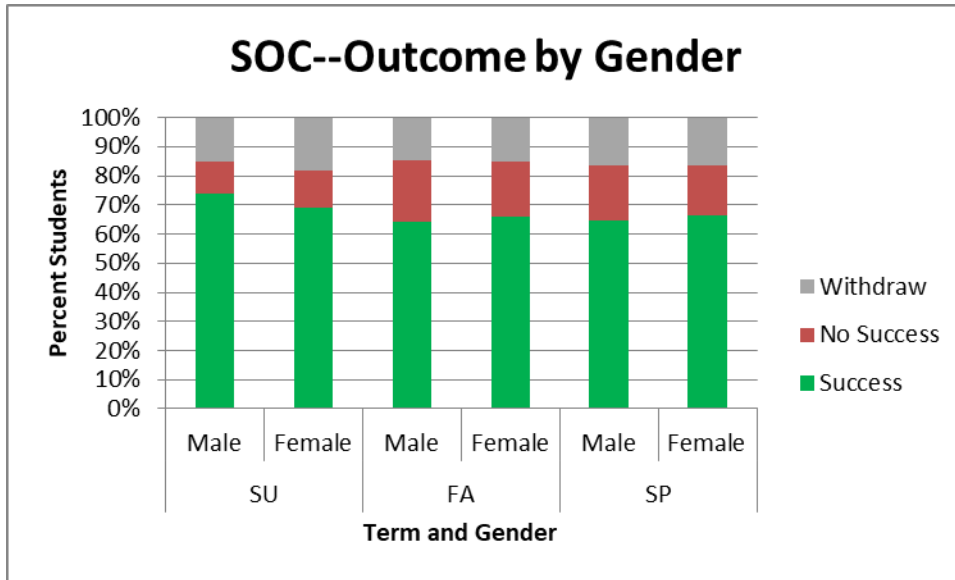


All Students, Summer

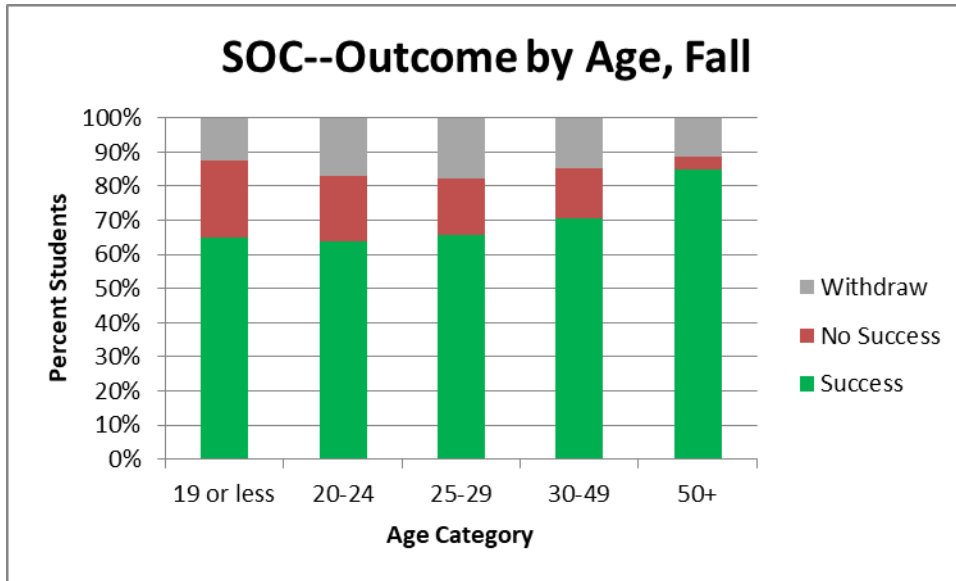


Student Success & Retention, Disaggregated

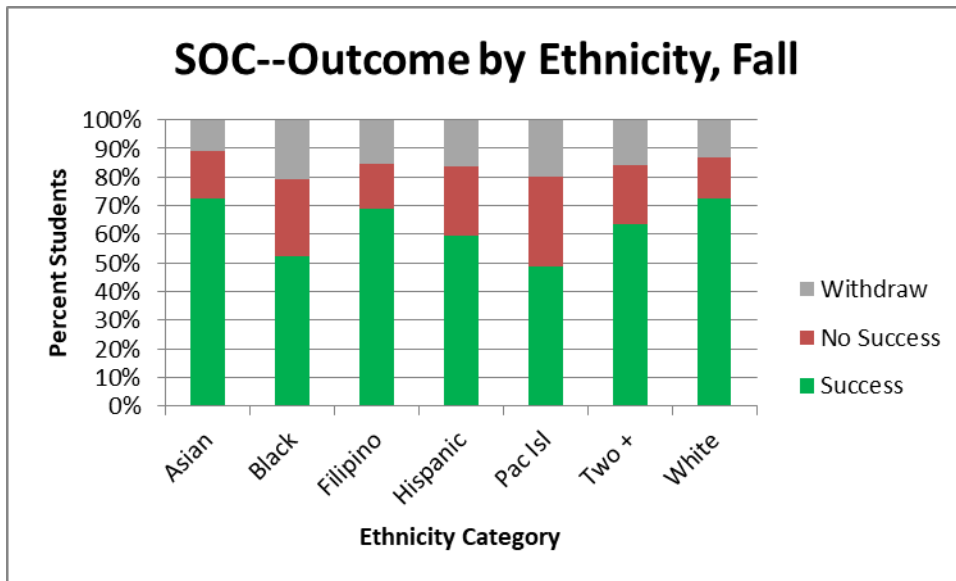
By Gender



By Age



By Ethnicity



Appendix 4. Checklist Documentation

Contained here are the following documents:

1. Email from Instructional Operations
2. Email from Articulation Officer
3. Email from SLO Coordinator
4. Email from Librarian



Bonnie Yoshida-Levine <byoshidalevine@gmail.com>

Currency of Behavioral Sciences outlines for Program Review

Marsha Raybourn <Marsha.Raybourn@gcccd.edu>
 To: Bonnie Yoshida <Bonnie.Yoshida@gcccd.edu>
 Cc: Israel Cardona <Israel.Cardona@gcccd.edu>

Thu, Mar 8, 2018 at 11:52 AM

Hi Bonnie –below are the items you requested. The date is the last time the course was approved by the Governing Board.

Marsha

619-644-7153

ANTH 120	December 2017
ANTH 122	December 2017
ANTH 127	December 2017
ANTH 130	December 2014
ANTH 131	December 2014
ANTH 140	May 2014
ANTH 215	December 2015

PSY 120	May 2014
PSY 125	May 2014
PSY 132	May 2014
PSY 134	December 2016
PSY 138	December 2015
PSY 140	December 2016
PSY 150	December 2015

PSY 170	December 2017
PSY 180	May 2014
PSY 201	May 2011
PSY 205	May 2011
PSY 215	December 2015
PSY 220	May 2014

SOC 114	December 2017
SOC 120	May 2014
SOC 125	December 2016
SOC 130	May 2014
SOC 138	December 2015
SOC 140	May 2014
SOC 215	December 2015

From: byoshidalevine@gmail.com [mailto:byoshidalevine@gmail.com] **On Behalf Of** Bonnie Yoshida-Levine

Sent: Tuesday, March 06, 2018 1:26 PM

To: Marsha Raybourn <Marsha.Raybourn@gcccd.edu>

Cc: Israel Cardona <Israel.Cardona@gcccd.edu>

Subject: Currency of Behavioral Sciences outlines for Program Review

[Quoted text hidden]

Date: March 26, 2018

To: Bonnie Yoshida-Levine, Behavioral Sciences

From: M. Denise Aceves, Articulation Officer-Interim

Re: Behavioral Sciences: Anthropology, Psychology & Sociology . Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a “sending” campus that are comparable or acceptable in lieu of specific course requirements at a “receiving” campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, Behavioral Science (Anthropology, Psychology and Sociology) courses at Grossmont College are well-articulated. All formal articulation with our 4-year public education partners can be found at ASSIST.org, which is the public articulation repository available to current and potential college students.

The large majority of courses in these disciplines are transferrable to both CSU and UC Systems, with the exception of a few courses (CSU only). Furthermore, all but 4 of the courses in these three disciplines have been evaluated by the CSU and UC systems to meet requirements for general education. As a result, Anthropology, Psychology and Sociology courses assist students in meeting CSU General Education Breadth and IGETC requirements. All courses that have received transferability and additional general education designations are notated as such at the end of each course description in the Grossmont College Catalog. The courses with course to course articulation by department with specific CSUs can be found on ASSIST.org.

Locally, our public 4-year educational partners include: San Diego State University (SDSU), California State University San Marcos (CSUSM) and the University of California, San Diego (UCSD). Articulation with SDSU is robust and Grossmont College courses have course to course articulations in each discipline. Grossmont College has complete course to course articulation for the SDSU major preparation in [Anthropology](#), [Psychology](#) and [Sociology](#) for the general transfer pathway. The Anthropology, Psychology and Sociology departments also have existing course to course articulation by department and major with UC San Diego and CSU San Marcos. The major preparation at UCSD and CSUSM in each discipline is well established. Please see page 3 for comprehensive information from ASSIST.org for departmental and major articulation information. The Behavioral Sciences' are encouraged to review their course to course articulations with the other CSUs and UCs on ASSIST.org.

The Behavioral Science Departments have also successfully offered the following Associate Degrees for Transfer: Anthropology AA-T, Psychology AA-T, and Sociology AA-T at Grossmont College in compliance with Senate Bill 1440. To this end, the individual Behavioral Science departments have worked collaboratively with the Curriculum Committee, Instructional Operations and the Articulation Officer to establish these three AA-Ts. Similarly, the departments have been responsive to the reviews from C-ID (Course Identification) for courses in these degrees. For example, in Fall 2018, the individual disciplines worked on Course Outlines of Record (COR) for ANTH 120, PSY 134, PSY 140, PSY 170 and SOC 125 in response to C-ID comments. They also completed the Grossmont College Curriculum process to modify the courses, allowing for resubmission of the COR.

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text books listed be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Students benefit from the many colleges and universities who have articulated our courses in the Behavioral Sciences. Below I have listed the link to *The Course Outline of Record: A Curriculum Reference Guide Revisited*, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

Curriculum Resources

- [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)
- [Guiding Notes for General Education Course Reviewers](#)
- [Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.8](#)

You are welcome to contact me directly at mariadenise.aceves@gcccd.edu with any questions regarding this report.

Articulation by Local 4-Year Educational Partner per *ASSIST.org*:

SDSU	Course to Course	Major Preparation
Anthropology	By Department	ANTH Major
Psychology	By Department	BA Industrial & Organizational
Sociology	By Department	SOC Major

UCSD	Course to Course	Major Preparation
Anthropology	By Department	Archaeology Biological Anthropology Sociocultural Anthropology
Psychology	By Department	BA/BS Clinical Psychology Cognitive Psychology Developmental Psychology Human Health Sensation & Perception Social Psychology C&B Neuroscience
Sociology	By Department	BA American Studies Culture & Communication Economy & Society International Studies Law & Society Science & Medicine Social Inequalities

CSUSM	Course to Course	Major Preparation
Anthropology	By Department	ANTH Major
Psychology	By Department	PSY Major
Sociology	By Department *3 "No Equivalent" Courses.	SOC Major

*Possibility of course to course articulation.

Review of SLO Assessment Reporting for Anthropology
Spring 2018 Program Review
By Joan Ahrens, SLO Coordinator
3/12/18

SLO Assessment Cycles to be Included in This Report:

- Fall 2009 – Spring 2015 (Trac Dat will only have assessment results from 2012 on)*
- Fall 2015 – Spring 2021 (All assessment results should be in Trac Dat up through at least Spring 2017)
- I realize that 199 and 299 courses are offered infrequently, so there may not be assessments recorded if the courses are not offered.

TD = Trac Dat

Anthropology Information

For program review, I check to make sure that the previous cycle’s results were recorded, and I check to make sure that the current cycle is up to date (see note above*).

Course	SLO #	Comments
ANTH 120	1 -3	No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Fall 2012. Next assessment is planned for Spring 2019. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Consider updating assessment plan.
ANTH 125	1	No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Fall 2012. Next assessment is planned for Spring 2019. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Consider updating assessment plan.
ANTH 130	1-3	No results posted. The six year plan for 2009-2015 indicated that the SLOs should

		<p>have been assessed in Fall 2010. Next assessment was planned for Spring 2017. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Consider updating assessment plan.</p>
ANTH 131	1 & 2	<p>No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Fall 2015. Next assessments were planned for Spring 2017. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Consider updating assessment plan.</p>
ANTH 140	1,2, & 3	<p>No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Fall 2011. Next assessment is planned for Spring 2018. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Conduct Spring 2018 assessment as planned.</p>
ANTH 199	1 - 3	<p>No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Fall 2013.</p>
ANTH 215	1	<p>This course was not included on the Fall 2009-15 nor the 2015-21 six-year plans. Is this course still being offered? If so, please set assessment dates.</p>
ANTH 298	1-3	<p>No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Fall 2013.</p>
ANTH 299	1-3	<p>No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Fall 2013.</p>

**Review of SLO Assessment Reporting for Psychology
Spring 2018 Program Review
By Joan Ahrens, SLO Coordinator
3/12/18**

SLO Assessment Cycles to be Included in This Report:

- Fall 2009 – Spring 2015 (Trac Dat will only have assessment results from 2012 on)*
- Fall 2015 – Spring 2021 (All assessment results should be in Trac Dat up through at least Spring 2017)
- I realize that 199 and 299 courses are offered infrequently, so there may not be assessments recorded if the courses are not offered.

TD = Trac Dat

Psychology Information

For program review, I check to make sure that the previous cycle's results were recorded, and I check to make sure that the current cycle is up to date (see note above*).

Course	SLO #	Comments
PSY 125	1 & 2	No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Fall 2013. Next assessment is planned for Spring 2020. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Consider updating assessment plan.
PSY 132	1 & 2	No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Spring 2015. Next assessment is planned for Spring 2020. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Consider updating assessment plan.
PSY 134	1 & 2	No results posted. The six year plan for 2009-2015 indicated that the SLOs should

		<p>have been assessed in Spring 2015. Next assessment was planned for Spring 2016. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Consider updating assessment plan.</p>
PSY 138	1, 2 & 3	<p>No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Spring 2010. Next assessments were planned for Spring & Fall 2016. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Consider updating assessment plan.</p>
PSY 140	1,2, & 3	<p>No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Spring 2014. Next assessment was planned for Spring & Fall 2016. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Consider updating assessment plan.</p>
PSY 150	1 - 4	<p>No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Spring 2010. Next assessments were planned for Spring & Fall 2016. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Consider updating assessment plan.</p>
PSY 170	1-4	<p>No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Spring 2012. Next assessment is planned for Fall 2018. Recommendation: meet this next assessment date.</p>
PSY 180	1 & 2	<p>No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Fall 2013. Next assessment is planned for Spring 2020.</p>

		Recommendation: meet this next assessment date. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Consider updating assessment plan.
PSY 199	1-3	No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Spring 2015.
PSY 201	1-3	This course was not included on the Fall 2009-15 nor the 2015-21 six-year plans. Is this course still being offered? If so, please set assessment dates.
PSY 215	1-5	This course was not included on the Fall 2009-15 nor the 2015-21 six-year plans. Is this course still being offered? If so, please set assessment dates.
PSY 298	1-3	No results posted
PSY 299	1-3	No results posted

**Review of SLO Assessment Reporting for Sociology
Spring 2018 Program Review
By Joan Ahrens, SLO Coordinator
3/12/18**

SLO Assessment Cycles to be Included in This Report:

- Fall 2009 – Spring 2015 (Trac Dat will only have assessment results from 2012 on)*
- Fall 2015 – Spring 2021 (All assessment results should be in Trac Dat up through at least Spring 2017)
- I realize that 199 and 299 courses are offered infrequently, so there may not be assessments recorded if the courses are not offered.

TD = Trac Dat

Sociology Information

For program review, I check to make sure that the previous cycle’s results were recorded, and I check to make sure that the current cycle is up to date (see note above*).

Course	SLO #	Comments
SOC 125	1	No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Spring 2012. Next assessment is planned for Spring 2019. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Be sure to assess as scheduled.
SOC 130	1-3	No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Fall 2011. Next assessment is planned for Spring 2018. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Be sure to assess as scheduled.
SOC 140	1-3	No results posted. The six year plan for 2009-2015 indicated that the SLOs should

		<p>have been assessed in Fall 2011. Next assessment was planned for Spring 2018. Based on Trac Dat info as well as past and current six year cycles, it will be some time since this course was last assessed. Recommendation: Be sure to assess as scheduled.</p>
SOC 199	1 - 3	No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Spring 2015.
SOC 298	1- 3	No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Spring 2015.
SOC 299	1 - 3	No results posted. The six year plan for 2009-2015 indicated that the SLOs should have been assessed in Spring 2015.

Grossmont College Library Collections in Anthropology, Psychology and Sociology
April 2018

The majority of the Grossmont College Library periodicals are available through subscription databases such as Ebsco Academic Search Complete and Psychology & Behavioral Science Collection. These databases are keyword searchable and provide direct access to articles on topics across the Social Sciences. Some of the articles in these databases are available full text, while others may only have abstracts and bibliographic information. In addition to our online databases, the library subscribes to print periodicals.

The following are the number of titles which we subscribe to or have access to via online databases by topic related to the Social Sciences.

<u>Subject</u>	<u>Number of periodicals</u>
Anthropology	183 periodicals
Psychology	912 periodicals
Sociology	1001 periodicals

The following are the number of books by subject in the library's collection.

<u>Subject</u>	<u>Call Number Range</u>	<u>Number of Books</u>
Anthropology	GF-GN	338 print books 463 ebooks
Psychology	BF, RC 321-571	2072 print books 2221 ebooks
Sociology	HM	346 print books 790 ebooks

The following depicts book spending totals for the last four years (July 2014-April 2018) and reflects both print and ebooks. Spending is based on an FTES formula.

<u>Subject</u>	<u>Call Number Range</u>	<u>Items</u>	<u>Spent</u>
Anthropology	GF-GN	30	\$1215.67
Psychology	BF	38	\$1570.43
Sociology	HM	43	\$2301.73

The library also has a substantial streaming video collection through databases such as Films on Demand and Swank which have videos related to the Social Science.

The following are the number of physical DVD and videos in the library's collection:

Anthropology	19 titles
Psychology	48 titles
Sociology	29 titles

Behavioral Sciences Department Program Review-Follow-up Questions

After reading each report the program review committee develops a list of follow-up questions. This allows us to get a deeper understanding of your department's operations and guides our commendations and recommendations for the next program review cycle (6 years). We have tried to make the questions clear and very specific to minimize the effort needed to answer them. Please have the answers to the questions below back to me by **email no later than Tuesday September 25th**.

Section/ Page	Question	Response
2.2	Course outlines from PSYCH 201 and 205 were last approved in 2011 according to Marsha's report. Have you submitted updates in the meantime?	<p>PSY 205 has been submitted to curriculum his semester fall 2018 to include Math 160 as a prerequisite and to offer as a hybrid.</p> <p>PSY 201 will be submitted next year. Currently, the psychology program is seriously understaffed, with many high enrolled required courses not taught by any full-time faculty. PSY 201 is one of these courses. Faculty has to enter a sub-field of the discipline in which they do not specialized or teach and revising the course outline requires more time and outside consultation.</p>
2.4	What are your plans for formalizing faculty orientation for each discipline (include professional development on use of Canvas)?	<p>None. We will continue with the current practice until additional faculty are added to the department. Currently, tenure-track faculty (1) meet with their tenure review committee each semester, (2) are required to attend all department meetings, (3) are evaluated by the dean and peers once a year for 4 years, (4) discuss their evaluation with the dean and the tenure review committee, (5) participate in the college-wide new faculty orientation, and (5) participate in the college-wide professional development activities.</p> <p>Currently, new part-time faculty: (1) meet with the department chair to review official course outlines and official SLO for the courses they teach, review sample syllabi, review professional development opportunities, and get a tour of the college facilities including library, printing, mail room, classroom, student services and the deans' office; (2) meet with the division dean to review academic policies, the evaluation process and expectations for their teaching; (3) participate in the college-wide orientation for new adjunct faculty and (4) participate in college-wide professional development activities.</p> <p>One suggestion has been to assign a faculty mentor for each new hire.</p> <p>The department does not require that all faculty use Canvas. Faculty who taught online prior to the adoption of Canvas were expected to take the Canvas training course and transition their courses.</p>
3.1	Course SLO reports in Trac Dat are incomplete	Psychology data are systematically tracked using an electronic databased maintained by full-time faculty members. Database contains aggregate percentages of for successful completion of SLOs

<p>p. 17</p>	<p>according the SLO Coordinator's report. Please explain why the data has not been entered?</p> <p>Have you created the "standardized rubric" for instructors to use in their assessments? If so, please share.</p>	<p>by course.</p> <p>Chair's comments: SLO report in Trac Dat are incomplete because the department chair is solely responsible for this action. The department chair receives only 67% reassigned time that is spent in numerous areas including (but not limited to) enrollment analysis, development and review of class schedules, recruiting, interviewing and orienting part time faculty candidates, approval of major, prerequisite requests, faculty evaluations, student complaints, and planning, assessment and follow-up. Yet, no additional time has been provided to the chair. The behavioral sciences department chair is still a faculty member that must teach classes, hold office hours, meet with students, keep currency in the academic discipline and perform all the duties of a regular faculty member.</p> <p>Editor's comments: We will work with the chair to get the SLO reports up to date by the end of the semester.</p> <p>For Anthropology, rubrics have not been completed. We are currently discussing how particular SLO's can be assessed in ways that conform to different instructors' test formats, and are also considering revising some SLO's.</p>
<p>3.4 p. 18</p>	<p>In what courses were SLO assessment results satisfactory? What improvements (specifically) in instruction/course content were made in response to the SLO assessments?</p>	<p>PSY/SOC 138 was assessed in the Spring of 2016. SLO results ranged from 72% to 91%. There were 4 sections taught across 3 instructors.</p> <p>PSY 120 was assessed in the Fall of 2014. SLO results ranged from 45% to 65%. There were 25 sections (only 18 reported results) taught across 12 instructors, of which only 3 were full-time faculty. Within our department, we had discussions of how best to make improvements, but with so many adjuncts it is hard to implement such changes. A regular meeting of the psychology faculty, such as an informal lunch bag, was a suggestion although again the availability and willingness of the adjunct faculty was of concern.</p>
<p>4.2</p>	<p>Are courses offered at different times (evening)? Would this help mitigate the issue of class/lab space? <i>*Online for non-lab related courses/sections?</i></p>	<p>The courses experiencing scheduling difficulties are the Physical Anthropology lab and the Statistics course, which require specially equipped rooms and are scheduled for 3-hour blocks. We currently offer statistics, research methods and physical anthropology lab during the evening, when possible. The difficulty is that we get the leftover times from other departments. We use their facilities at times where they are not using the lab rooms. Consequently, the high demand times (mid-morning and mid-afternoon Monday-Thursday) are seldom available for our lab classes.</p>

4.5 p. 22	How can you work with scheduling to meet your student's needs? How do you determine what the "optimal times" are?	Optimal scheduling would be to have sections available at a diversity of times in order to accommodate the maximum number of students. As indicated above, we schedule the lab classes when the rooms and instructors are available. We seldom schedule sections mid-morning (2 sections only) and midafternoon (2 sections only) because other departments have priority scheduling in their lab-rooms. Within the current limitation of lab facilities we cannot expand the schedule.
5.1	What courses are you offering at Las Colinas?	SOC 125 was offered at Las Colinas during the winter intersession 2018.
5.2	<p>Please tell us more about students being "underprepared"? How can you use this to inform curricular changes?</p> <p>Even though your success and retention rates are comparable to the college trends what specific improvements do you plan to make in each discipline?</p>	<p>Students arrive to courses with a myriad of "underprepared" barriers to learning. Persistent race and class-based inequalities of wealth, health and healthcare, and access to quality early childhood and K-12 education are some of the reasons for students arriving in our classes unprepared. Once in college, many students face overwhelming challenges such as work and family-related time commitments, homelessness, food insecurity, lack of childcare and many other difficulties. Understanding the barriers to learning helps faculty directly address these issues.</p> <p>Anthropology:</p> <ul style="list-style-type: none"> • We are encouraging the adoption of OER with the goal of making our highest enrollment courses zero textbook cost. By 2020, ANTH 120, 130 and 131 will have high quality OER textbook options. This will affect student success by giving free textbook access to students who were previously unable to afford required texts. • Anthropology is participating in the 12 Gateway Courses initiative (as the 13th course), aimed at fostering student success in targeted, high-enrollment courses. <p>Psychology:</p> <ul style="list-style-type: none"> • For example, most students in Psy 205 have limited experience writing formal American Psychological Association (APA) style manuscripts. Therefore, to mitigate issues associated with under-preparedness to succeed in this writing competent, I have students develop drafts, seek writing support outside of class, and conduct a peer-review before an assignment is submitted. • As a discipline, we are cultivating a new approach to teaching research methods that will help increase student success. <p>Sociology:</p> <ul style="list-style-type: none"> • We will continue our participation in the Project Success, and dialogue with the English department the possibility of increasing the number of linked sections.

		<ul style="list-style-type: none"> We are currently developing new courses in the areas of sociology of race, Latino/a experience in the USA, sociology of immigration, global sociology and the sociology of sports. We expect to submit outlines to the curriculum committee during the Fall 2019. Several faculty are undertaking a review of the research-based literature on student success among underprepared and underrepresented student populations. A department-wide dialogue is set to be initiated during the Spring 2019.
5.3	How are these engagement strategies different than what would normally occur in classes? How do you ensure that every student is participating in group activities equally?	<p>They are not different. This is what our department offers to all of our students. We focus in (1) class content that is relevant to students' lives, (2) class content that is relevant within the disciplines we teach, (3) classroom strategies that promote collaboration, (4) classroom practices that monitor student progress throughout the semester, and (5) classroom practices that addresses the affective and emotional context of learning.</p> <p>It is the responsibility of individual instructors to structure group activities and evaluate participation.</p>
5.4	What specific community service learning projects do your students participate in? Please provide examples.	<p>Some examples include:</p> <ul style="list-style-type: none"> Coastal Cleanup Attending volunteer fairs to learn about social and environmental-justice nonprofit and community organizations. Serving lunch/dinner to the hungry at Father Joe's village. In PSY 150 (Instructor: Maria Pak), students get a semester long opportunity to tutor and mentor youth at YALLA (organization that serves immigrant and refugee youth). Through this project they learn how various developmental theories apply to teaching and learning. Campus beautification project. Community art at Chicano park. Dodgeball tournament to benefit Gizmo's kitchen (college food pantry).
5.7	Please share some anecdotes with us if you have any. What do students who major in your departments go on to do? What kinds of jobs do they get? How successful are	<p>Anthropology: From Bonnie Yoshida: Major has only existed since 2017. I have been acquainted with students who transferred as anthropology majors to San Diego State and other CSU, UC San Diego and other UC schools, as well as out-of-state institutions. I have written letters of recommendation for students applying for scholarships, museum jobs, and graduate study.</p> <p>Psychology: From Amy Ramos: Many students who major in psychology transfer to a university and graduate</p>

<p>Grossmont graduates?</p>	<p>with a psychology degree. Several of our psychology students pursue graduate education in multiple psychology subfields. Many students work in non-profits in psychology related positions (e.g., peer counselor, research assistant).</p> <p>We don't have formal data on success. I would say they are extremely successful 😊</p> <p>Below are some notes from Sky Chafin's students:</p> <p><i>It's Danielle Torgeson-Parra from your fall social psych and statistics class. I just wanted to let you know that I'm currently taking an advanced statistics class at UC Irvine, and so far I'm way ahead of the course curriculum because of your class. I actually use the notes from your statistics class more often to study, than those I take in class now! Thanks again for being an amazing teacher, it really put me ahead of the curve in this program and gave me a lot of confidence in statistics!</i></p> <p><i>Hi Sky, it would be asking a lot for you to remember a student from several years ago, but I was one of your (much) older students in your 2015 behavioral stats class at Grossmont. I transferred to SDSU that fall, and I just wanted to let you know that I graduated last May with a degree in psychology. I've attached a photo of me with one of my granddaughters and my three sons (all grads/postgrads before me), in case maybe you might recognize a face more than a name. (I'm bad at both!)</i></p> <p><i>I wanted to thank you once more for your invaluable stats class. It was truly one of the most difficult courses I've ever taken, because math really isn't my strong suit at all - but it would have been impossible for me without your gifted teaching. You made stats interesting, you were warm and approachable and impeccably and logically prepared for every class, and I just want to know how much I appreciated you then, and how much I appreciate you still.</i></p> <p><i>I hope you're doing well in every way, and still making stats intelligible for the numbers-impaired (and fun for those fortunate who find it easy). I never found it easy and never will, but I did what I had to do at the time powered by your inspired direction, and rolled from there right through the stats course at State while it was all still fresh in my mind (we were required to take it again).</i></p> <p><i>With fond appreciation,</i></p> <p><i>Leslie Watters</i></p> <p>Sociology:</p> <p>From Janette Diaz: Many students who take Soc 140 or Soc 120 have gone on to transfer to a 4-year university. From my experience, most of the students stay in the local area. One student taking my Soc 140 course in the spring '17 semester transferred to UC San Diego. She mentioned she wanted to be a counselor.</p> <p>Another student who took my Soc 140 course in the spring '17 semester transferred to San Diego</p>
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		<p>State University. Now that she is getting close to finishing her degree, she is considering pursuing a master's degree in social work. I recently met with her and we talked about her experiences as an undergraduate at San Diego State and what graduate school is like. I will write a letter of recommendation for her application to a master's program.</p>
<p>6.1 p.30 -31</p>	<p>How do you measure the effectiveness of your tutoring services? p. 30 Why is the same model (PSY) not used in Anthropology? p.30 Mental health; if this is your department's top priority what strategies are you employing to address it (provide specific examples)? p.31 Counseling; What evidence do you have that shows students are having difficulty navigating the sequence of courses in a timely manner? p. 31</p>	<p>Tutoring: There is no formal process of measuring tutoring effectiveness, although our tutoring hours regularly fill up throughout the week, suggesting that students do think it useful. Such measures also tend to be confounded, as tutoring is a self-selected activity; students who are already struggling are most likely to use the tutoring center.</p> <p>Unlike Psychology and Sociology, Anthropology does not have a pool of student majors from which to draw tutors; thus, it has proved difficult to recruit qualified and motivated tutors. Additionally, the attrition rate for tutors has been high because they don't get enough paid tutoring appointments to make it worthwhile. Bonnie Yoshida is currently in communication with Tutoring Center staff to search for ways to more effectively recruit tutors. The Tutoring Center has changed its pay policy to pay tutors a minimum, which may make it more appealing to future student tutors.</p> <p>Mental Health: 1. <u>Organizing and planning an annual Mental Health Awareness week</u> on campus: For the last 5-6 years the Psychology department has been hosting an annual mental health awareness week on campus. This event is geared towards creating a safe space for students to share and educate each other on how they manage their mental health in a college setting while achieving their academic goals. The long-term objective is to institutionalize this approach to increasing awareness, reducing stigma and promoting overall well-being of students and faculty. Our approach ensures that students feel empowered by engaging in conversations around "lived experiences" of mental health issues, advocating for themselves and inspiring others with their own experiences. Here are the learning outcomes of this event: Measurable Outcome (s): 1. To increase students' understanding of their own mental health issues and how it affects their academic goals. 2. Students will have knowledge of campus, local, state and national resources for mental health. 3. Students will gain an understanding of what promotes psychological well-being in order to achieve academic success. 4. Students will gain an understanding of different modalities of understanding, expressing and relieving psychological suffering. 5. The department will continue to build a partnership with departments on campus, guest speakers, local organizations to create lasting networks on campus and within the larger community that our</p>

		<p>students and faculty can benefit from in the future.</p> <p>6. Grossmont faculty/staff will have a better understanding of the psychological needs of students experiencing psychological distress and how to address them to support their educational needs.</p> <p>2. <u>Collaborating with Student Mental Health services on campus:</u> Psychology faculty advise and refer at risk students on a regular basis to student mental health services on campus and additional resources in the community to support student mental health. In addition, our department members attend trainings (e.g. Question, Persuade, Refer (QPR), Ally trainings) on a regular basis to be current in their own skills for supporting students who might be going through mental health crises. Faculty also invite therapists/staff from Student Mental Health to their classes to give in class presentations to students to educate them about mental health resources on campus.</p>
<p>7.2</p> <p><i>Can you please provide an example of how “broader systemic issues” are addressed in the classroom in order to improve student success? p.42</i></p>		<p>It was not clear whether this question referred to specific classroom content or to the perspective of faculty. In the context of the report, “broader systemic issues” is meant to refer to the latter—how our academic training as social scientists shapes the teaching strategies we use in our classrooms. In order to increase student success and retention, particularly for underperforming populations, our department strives to implement teaching strategies that are inclusive, culturally-responsive and promote equitable learning.</p> <p>If the question was in regard to the teaching of such, an example from Sociology can be found on p. 25 of the report: <i>“Sociology provides theory and vocabulary for students to make sense of gender inequality, racism and other urgent matters they experience as part of their lives. As we incorporate well-supported sociological research that speaks to these and other social issues, students are much more able to see the relationship between what they learn in our classrooms and their experience in our society.”</i></p>
<p>8.1</p> <p><i>Why do you offer more course sections in Spring than in Fall? p.47</i></p> <p><i>Although enrollments have increased, % fill and WSCH/FTEF have decreased. What strategy do you pursue to manage course offerings to maximize fill and WSCH/FTEF? Do you consider 100% fill “overcrowded” and unsustainable?</i></p>		<p>Mostly as a result of the college need and request by administrators. In years when fall enrollment was down in the college we received request by the administration to add more late start sections, spring sections and summer sections. The result was mixed. Some sections filled, others had lower enrollment resulting in a lower fill rate in the spring.</p> <p>% fill for Psychology and Sociology is above 80%. These two programs are growing. The plan is to increase offering but keeping the %fill above 80%. Anthropology enrollment has been declining. We will be cutting some sections and looking for strategies to promote the program within and outside</p>

<i>If so, why? p.47</i>	the college.
8.2 <i>How does the department manage course offerings in the different disciplines? p. 48 Are course offerings managed by discipline faculty or department chair?</i>	The department chair manages the course offering in consultation with faculty. The chair analyses enrollment trends. Consult with department faculty when adding or cutting sections.

**PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

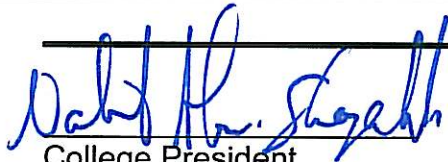
The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:

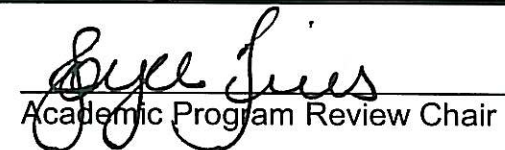
1. Increase in number of degrees with the offering of an ADT in all three disciplines
2. Commitment to student participation in community service learning projects including coastal clean-up, youth mentoring, and community art at Chicano Park
3. Active involvement in professional organizations, conferences, and publications
4. Contributing to lower textbook costs by early adoption and advocacy (grant writing and reception of multiple grants-ZTC) of OER
5. Having increasing enrollment at a time that the college is experiencing declining enrollment

The Committee recommends the following:

1. Improve SLO processes:
 - a. Consistently enter SLO data into Trak Dat
 - b. Analyze available SLO data more deeply to make informed decisions on how to improve teaching and learning
 - c. Look at models of departments that are successful in SLO data utilization and adopt one that matches your program structure
2. Consider discontinuing cross listing PSY/SOC/ANT 215 to reduce student confusion ("Statistics for Beh. Sciences" perhaps)
3. Work with tutoring (within LTRC) to evaluate the efficacy of dept. tutoring
4. Increase % fill and WSCH/FTEF


College President


Program or Department Chair


Academic Program Review Chair

BEHAVIORAL SCIENCE

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2016-17	83.2	587.0	69.1	520.3
2015-16	84.8	630.1	82.2	616.0
2014-15	89.0	772.2	82.2	625.7
2013-14	94.5	765.0	91.8	707.7
2012-13	102.8	754.4	94.8	745.0