Instructional Program Review Update 2012/13
(fields will expand as you type)

Section 1 - Program Information

1.0 Name of Program: Behavioral and Social Science (BSS)  Date: January 18, 2013

1.1 Program Review Authors: Dana Maher, Ryan Emenaker, George Potamianos, Justine Shaw, and Mark Winter

1.2 Dean's Signature: Date:

1.3 Individual Program Information

<table>
<thead>
<tr>
<th># of Degrees</th>
<th># of Certificates</th>
<th># of Courses</th>
<th># of GE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>48</td>
<td>Psych 4, PoliSci 4, History 7, Soc 7, NAS 2, Anth 4</td>
</tr>
</tbody>
</table>

The shaded cells below are to be populated by the Program Review Committee as needed.

<table>
<thead>
<tr>
<th># of Full Time Faculty</th>
<th># of Part Time Faculty</th>
<th># of Staff FTE</th>
<th>Personnel Budget</th>
<th>Discretionary Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>2011-12</td>
<td>2010-2011</td>
<td>2011-12</td>
<td>2010-2011</td>
</tr>
</tbody>
</table>

1.3.1 State briefly how the program functions support the college mission:

The Behavioral and Social Science disciplines provide a platform of transfer level coursework to support student success. Additionally, courses prepare students for technical programs (such as health occupations) and to enter the workforce with additional job skills. The behavioral and social science faculty participate actively in the ongoing assessment of student learning at the course and degree levels.

1.3.2 Program highlights/accomplishments:

Since the last program review cycle, Sociology has submitted curriculum updates for Soc 1, 2, 3, 5, 9, 10 and 33. All of these courses involve CLO updates to further enable assessments for these classes. Additionally, Sociology has developed new curriculum and offered Soc 13 (Environment, Culture, and Society). Sociology is also up to date with its CLO assessment calendar, and faculty are using the new online assessment reporting & loop closing platform.

Since the last program review cycle, Political Science has updated curriculum for POLSC 10, 30, and 12 and created a new course, POLSC 13: Environmental Politics and Policy. This is the first program review cycle in several years when all Political Science course outlines are up-to-date.
All courses taught in the last year have assessed CLOs.

History and Cinema, maintains currency in curriculum outlines, and all of the course-level outcomes are constructed so that every course that is regularly taught can be completely assessed in three semesters, well within the two-year window required by the institution. All of the course-level outcomes have been mapped into the degrees into which the courses fit, and the courses have been used for various program-level assessments. All of the History courses have met the recent, more stringent IGETC standards and have been accepted for transfer.

Anthropology has updated the course outlines for ANTH 1 and ANTH 4 this fall, also inactivating ANTH 99. ANTH 100 will also be inactivated this spring. The updates have been done in response to outcomes assessment, as well as with the expectation of meeting more stringent IGETC standards for transfer, to include more extensive writing requirements. Work has also begun to make ANTH 5 an online course by its next regular offering in spring 2014. Anthropology is up-to-date on the assessment of outcomes.

NAS courses have not been offered this past year on the Eureka campus, but one NAS course is being offered this spring in Eureka. The NAS course outlines all need to be updated, since they date to 2007; this has been a challenge in the absence of full-time faculty in the discipline or even regular offerings by associate faculty. Plans have been made to update NAS 1 and 21 this spring, as well as to inactivate NAS 13, which has not been offered in many years.

Since the last program review cycle, Psychology has updated course outlines for PSYCH 2, PSYCH 3, and PSYCH 38. PSYCH 10 was inactivated. These curriculum revisions bring the psychology discipline curriculum into full compliance with curriculum standards. Psychology meets assessment requirements with all PSYCH 1, 11, 30, and 33 CLOs assessed. During the Spring semester 2012 Psych 2, 3, 11, 20, 30, and 33 were assessed. Psych 33 was assessed in Summer of 2012. Psych 38 and Psych 1 were assessed in Fall of 2012. In addition, selected General Education PLOs have been assessed for PSYCH 1 and PSYCH 11. The Associate of Arts for Transfer (AA-T) in Psychology degree has been approved by the Chancellor’s Office and included in the College catalog.

### Section 2 - Data Analysis

| 2.1 Enrollment & Fill Rate | Review and interpret data by [clicking here](http://www.redwoods.edu/District/IR/Program_Select.asp) or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Enrollments & fill rates |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment:</td>
<td>Behavioral and Social Science had a 6% enrollment decrease from the 2010-11 to the 2011-12 academic year compared to the District enrollment reduction of 10%. This is likely due to the program’s relatively small (1%) section reduction compared to the District’s 6% reduction. Disciplines within BSS varied with Anthropology having the greatest enrollment drop of 22% and History the greatest percentage decrease in section numbers at 8%. BSS location had marked changes in enrollment. Del Norte and Online sections increased enrollment (5% and 30% respectively) while the Eureka and Mendocino Coast enrollment decreased by 15% and 26% respectively. These changes were directly related to the changes in section numbers with DN and</td>
</tr>
</tbody>
</table>
the Virtual Campus increasing section numbers while Eureka and MC offered fewer sections.

Anthropology's enrollment has decreased by 22%; although the fill rates exceeded the district average. It is likely that enrollments have been negatively impacted when sections have been repeatedly scheduled and then canceled; students are hesitant to take courses with a history of cancellation, resulting in cyclical low enrollments for some courses. Additionally, Anthropology courses are now offered at fewer locations, while they used to be offered at locations along the 101 corridor. Another factor may be that ANTH 6 was removed from its former status as a GE course. Finally, in an effort to schedule more sections of popular courses likely to fill to capacity, less variety has been offered than in the past. This decreased variety likely decreasing demand for courses when students interested in taking multiple anthropology courses found their options reduced.

**Fill Rate**

Comment: Fill rates dropped within BSS at twice the rate (6%) compared to the District’s 3%, yet was 4% above the District’s average. Within BSS, History had the highest fill rate at 86% with Political Science lowest at 78%. Fill rates by locations were stable or dropped modestly, except online. Reversing the trend of recent years, online section fill rates have dropped significantly to its current level of 71%, well below the Program and District averages. The 10% reduction in fill rates is likely due to the increase in section numbers.

**2.2 Success & Retention**

Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Success & Retention

Comment: The District’s success rate is 68%. The BSS program success rate is 64%. The following disciplines were below the District’s 68% success criterion: Anthropology (62%), History (64%), NAS (66%), Political Science (56%), and Sociology (61%). The District’s online success rate is 63%. The BSS program success rate is N/A. The following disciplines were below the District’s 63% online success criterion: History (58%) and Political Science (61%).

In the aggregate, History success rates fell from 67% in 2010-11 to 64% in 2011-12. However, if we examine the “by site” data, we can see that at Del Norte and Humboldt locations, success rates were 68% and 67% respectively, for 2011-12, which puts those rates in line with district averages. If we include the online offerings, which have lower success rates, then History, aggregated district wide in all delivery modes, has a success rate that falls below the district’s rate of 68%. It is unclear why the success rates are so much lower for History courses on-line than in the face-to-face classes at Humboldt and Del Norte.

Anthropology success rates have traditionally been lower in its more scientifically-oriented courses (those within the subdisciplines of physical anthropology and archaeology). Although course descriptions have been modified to more accurately represent the course content, many students continue to enroll in these with the perception that they are a social science/“soft science” and are not always interested in, or prepared for, this scientific content. Success rates in ANTH 3 and ANTH 4, more traditional social science offerings, are higher. Course descriptions and the initial course introductions given to students will continue to be modified to try to make the varied nature of the discipline more evident to students.
Political Science had relatively low success rates for 2011-2012 at 56%. The overall success rate was driven by offerings on the Humboldt campuses which was only 52%. The majority of students taking political science classes are enrolled in POLSC 10: US Government and Politics. POLSC 10 is a transfer-level course that requires college-level reading and writing. Several political science instructors noted that students struggled with reading and writing in 2011-2012. Additionally, since all students hoping to obtain a degree must take POLSC 10, advisors might be tempted to enroll less-prepared students in the course simply because all students need to eventually pass the course. There also seems to be a lack of understanding among some students and advisors that POLSC 10 is a rigorous course. Some students enter POLSC 10 assuming the class will be less rigorous than their math, biology, or science classes; when they realize that the 3-unit transfer-level course will require just as much effort as math, science, or biology they are often surprised and frustrated. Perhaps English 150 needs to be a required pre-requisite for POLSC 10 rather than only making it a recommended preparation.

Sociology demonstrates a decline is success rate from 64% in 2010-2011 to 61% in 2011-2012. The success rate for sociology, across our campuses and online offerings is now 7% below the district average. Between these two years, success rates decreased 2% at the Eureka campus; 8% at Del Norte; 9% at MC, but increased 2% in our online courses. Course level data show that success rates were actually consistent between these two years at the Eureka & Del Norte campuses, but that enrollments decreased. This means decreases in success seem related to the specificity of the courses offered. For example, SOC 2 is a rigorous course which prepares Sociology majors for transfer. This course was offered in 2011-2012 (but not in 2010-2011) at the Del Norte campus & had a success rate of 52%, a full 16% below the district average.

PSYCH course success rates range from 53% to 79% and average 70%, down 1% from last year but 2% above the District average. PSYCH 2 Research Design is a rigorous course for majors and its success rates are lower.

**Interpret online course data only.**

The Behavioral and Social Science online course offerings have a success rate of 63%. This is 1% lower than last year’s program-wide online course success rate of 64%. This is also 5% below the 68% district average. It is understood that online courses generally have a lower success rate than do face-to-face sections of the same courses. Many of our online course offerings are entry-level college classes and teaching study skills or student success skills in an online learning environment can be a challenge.

Online enrollments in the Behavioral and Social Science has increased since the last program review cycle from 898 to 1166, thus using this modality to educate a greater number of students with a success rate which has remained relatively stable. Despite enrollment increases across the board, most Behavioral and Social Science disciplines have online student success rates which mirror those from the last program review cycle. Online success rates at the discipline level are- for the most part- stable.
POLSC 10 accounts for the largest portion of online students in Behavioral and Social Science and it has a success rate of 61% for the last two academic years. Most importantly, this is a very similar success rate to face-to-face POLSC 10 courses offered at CR. Secondly, the retention rate for online POLSC 10 is lower than other online offerings at CR, and could likely account for the lower success rate. Many of the online POLSC 10 sections are offered in the summer, when success and retention rates are lower. Over the last couple of years, online POLSC 10 sections have been added to the schedule “at-the-last-minute.” The POLSC sections that are added later, and fill up with students later, tend to have lower success and retention rates than the courses that fill first.

History offers a wide variety of online courses and the success rates vary widely for each course. Some of the data are based on single-section courses, so it’s difficult to extrapolate meaning from such a small sample. Typically, History 8 and 9 (with success rates of 66 and 62 percent respectively) have rates higher than those of the other online History courses. This may be because these courses are mandated transfer requirements for students, and the other History courses are not, so there is a greater imperative for students to move through the courses successfully.

The online PSYCH 1 and 11 sections have a slightly lower success rate compared to their face-to-face sections. However, psychology, independent of other BSS disciplines, yields similar success/retention rates as the district average.
Again, History 8 and 9 on-line retain at 84 and 86 percent respectively, while the other on-line History offerings are lower. This is most likely due to the factors mentioned above.

Psychology retention averages 90% and range from 73% to 94%, with the equivalent online courses slightly lower than their face-to-face sections at 88%.

Sociology’s overall retention rate is 85%, or 4% below the district average. Between 2010-2011 & 2011-2012, retention in Sociology courses at the Del Norte campus decreased by 4%; by 2% at the EKA campus, and stayed consistent in Mendo & online.

### 2.3 Persistence

Comment: The persistence rate for the Behavioral and Social Science program has decreased 20% since the last program review cycle. At 29%, our persistence rate is now 8% below the district average. An overall decrease in enrollments for the district and for the social sciences program partly accounts for this decrease. Decreasing the number and variety of offerings, coupled with the cancelation of course sections after students have enrolled, may partially explain this decline. Nonetheless, the program will monitor these rates to determine trends and to investigate contributing sources of the decline.

### 2.4 Completions

Comment: The completion for the Behavioral and Social Science – Liberal Arts AA is considerably better than district average (although “no completion or transfer rate” is not ideal, this is a serious, State-wide issue). The LA: B&SS degree is the largest of all LA degrees. The large number of students that have identified as majors have helped the data, comparison to smaller programs is not a fair comparison and most programs at CR are considerably smaller.

Implementing the Student Success Task Force recommendations regarding educational advising should result in improved completion rates.

### Student Equity Group Data

Comment: As compared to the district student equity proportions, the Behavioral and Social Science program varies from the district in the following areas:

**Gender** - overall, the Behavioral and Social Science program’s gender proportion is 3% greater in terms of female students (and
3% smaller in terms of male students) when compared to other district programs. High enrollments and the gender proportions in the BSS program on the Eureka campus can likely account for some of this difference. The BSS program at EKA is made up of 55% female students as compared to the overall EKA campus, which is 52% female students. In other words, the BSS program represents a greater number of female student enrollments than do other programs at EKA.

Del Norte and MC also account for some of this difference in student gender distribution between the Behavioral and Social Science program and the District, as both campuses show a greater number of female students than is the District gender proportion (68% & 62% respectively, as compared to the District’s 57% female students). Interestingly, however, the BSS programs at both of these locations do appear to have gender representation distributions which reflect fewer female student enrollments than other programs operating at these locations.

**Race/Ethnicity:** The Behavioral and Social Science program is on par with District representation in these areas, as the differences between the BSS program and the District ranges only by 1-3%. One notable difference includes a substantial spike in Native American representation in Del Norte.

**Age:** Compared to the District’s proportion of 55%, with a proportion of 64%, the Behavioral and Social Science program represents a greater proportion of students who are 24 years of age or less. This trend can be seen throughout the District. The difference in this age range proportion for the BSS program is accounted for with slight decreases in every other age category. In other words, a greater proportion of younger students participate in the BSS program when compared to other programs at CR. This makes sense, as many reentry and older students attend CR for career specific training. Behavioral and Social Science largely support transfer for academic degrees.

**DSPS:** A greater proportion of students in the District are DSPS recipients (15%) than are represented in the proportion of DSPS students in the Behavioral and Social Science program (9%). This is a District-wide trend in the BSS program and is not surprising to faculty. Many of the BSS courses involve high levels of academic rigor for transfer-level coursework. This requires developed student study skills and, for DSPS students, would require student support services which our District has a hard time providing adequate resources for. However, this trend also points to the need to assess classrooms for safety and accessibility.

**BSI:** Same trend found here as with DSPS

---

2.6 Success & Retention Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on ~ by Student Equity Group next to success & retention

Comment:
The success and retention rates for the Behavioral and Social Science program largely mirror that of the District.

The one category identified as an outlier is **BSI English Students and BSI Both (Math and English)**. The success rates for students identified as “BSI Both” and “BSI English” is only 38% and 33% for the BSS, whereas the District average is 55% and 52%. The retention rates for “BSI Both” and “BSI English” is likewise lower for the BSS than the District average. “BSI Both” and “BSI English” have retention rates of only 75% and 71% in the BSS but 88% and 84% District-wide. The same trend does not exist for “BSI Math;” this indicates that it is students deficient in college-level English that struggle to pass classes in the BSS program.

Given that students lacking sufficient English skills struggle to pass BSS classes, potential improvements include: (1) increasing the number of English classes offered so students can take English classes rather than be forced into transfer-level Behavioral and Social Science classes before they are academically prepared; (2) more resources for a drop-in writing center; (3) a District-wide emphasis on writing across disciplines; (4) smaller class sizes so instructors can identify and help students struggling with the writing skills to pass their classes; and (5) identify and implement, in accordance with the SSTF requirements, cross-disciplinary prerequisite courses that will maximize student success in these transfer-level courses. (6) Continue to support ESL courses to ensure that ESL students are obtaining appropriate pre-collegiate courses specific to their needs before entering BSS courses.

<table>
<thead>
<tr>
<th>2.7 Persistence by group</th>
<th>Review and interpret data by clicking here or going to: <a href="http://www.redwoods.edu/District/IR/Program_Select.asp">http://www.redwoods.edu/District/IR/Program_Select.asp</a> Select your program and click on ~ by Student Equity Group next to persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comment:</strong></td>
<td>The Behavioral and Social Science program has higher percentages of students persisting in most representational groups than seen in the District overall. Notable differences in the BSS program in the following areas include:</td>
</tr>
<tr>
<td><strong>Gender:</strong></td>
<td>Persistence rates for both male (33% overall; 37% BSS program) and female (43% overall; 51% BSS program) students is higher in the BSS program than in the District overall.</td>
</tr>
<tr>
<td><strong>Race/Ethnicity:</strong></td>
<td>Although the sample size is small, the rate of African American student persistence in the BSS program is 80%, as compared to 25% for this representational group in the district. This is significant since African American males across all indicators of student success fare far worse than all other underrepresented groups. Persistence for Native American/Pacific Islander students in the BSS program shows a different relationship, as the program’s persistence rate for this group is 4% lower than that of the District. Further investigation into differentials between API and Native American students is required to make sense of this data as both groups are different and may require different services or classroom supports.</td>
</tr>
<tr>
<td><strong>Age:</strong></td>
<td>Persistence for students of all age categories is higher for the Behavioral and Social Science program (ranging from 25-</td>
</tr>
</tbody>
</table>
49%) than the District (which ranges from 23-41%).

**DSPS:** Persistence for students who receive DSPS is lower for the Behavioral and Social Science program (50%) than for the district overall (59%). Again, further investigation into accessibility and delivery of service is important.

**BSI:** Persistence for students who have BSI *for both math and English* is lower for the Behavioral and Social Science (35%) than for the District overall (44%). However, the general trend of the BSS program having higher persistence rates for students than seen in the District overall does hold true for students who are categorized as BSI for either just math, just English, or for those who are not categorized as BSI.

### Additional Indicators

<table>
<thead>
<tr>
<th>2.8 Faculty Information</th>
<th>Review and interpret data by <a href="http://www.redwoods.edu/District/IR/Program_Select.asp">clicking here</a> or going to: <a href="http://www.redwoods.edu/District/IR/Program_Select.asp">http://www.redwoods.edu/District/IR/Program_Select.asp</a> Select your program and click on: Faculty (FT/PT) &amp; FTES/FTEF</th>
</tr>
</thead>
</table>

Comment:  
The FTEF in Behavioral and Social Science allotted to PT faculty of 51% as opposed to 49% FT faculty is roughly similar to the District-wide FTEF allotment of 49% PT faculty and 51% FT faculty.

In Sociology, for example, 60% of the FTEF is allotted to PT faculty, whereas only 40% is allotted to FT faculty. Political Science, of all of the disciplines in the BSS program, has had the highest ratio of FTES to FTEF, at 36.43 and 33.99 for the last two years. For the 2011-2012 academic year, this ratio is 16% higher than the District average. This ratio will increase for the 2012-2013 academic year for both History and Political Science, because a FT faculty member that taught in both disciplines retired at the end of 2011-2012.

History has the lowest FTES to FTEF, at 28.08. This will be impacted negatively by the recent retirement of Tom Owen, the full-time History faculty member at CRDN. It also has one of the greatest disparities between FT and PT faculty (at 41% and 59% respectively), second only to Sociology (at 40%/60%). It also generates the second highest FTES in the BSS Program. Given the recent budgetary issues at the College, an additional full-time Historian is unlikely, though it may be prudent to search for a candidate who can teach Western and World Civilization, in addition to International Relations courses in Political Science. Hiring a FT faculty member with these qualifications would help improve the FT/PT numbers in both History and Political Science.

With only part of one full-time faculty member dedicated to NAS, 80% of the few NAS courses that have been offered are taught by PT faculty; the FTES to FTEF is 29.54. While there is not the demand sufficient to merit a full-time NAS instructor, a full-time position split with SOC or another related discipline (as was done in the past) would greatly benefit what has otherwise been a fairly directionless program that could clearly expand to better serve district needs and would serve to
increase success of Native American students.

Although Anthropology has also seen a significant reduction in its offerings (55.75 to 40.38 FTES), its FTES to FTEF is 31.06, with two FT instructors teaching most of the offerings District-wide. This ratio has stayed fairly constant as offerings decreased, with one instructor returning to teaching full-time after being partly reassigned as assessment coordinator for the prior 2.5 years.

Psychology is the largest discipline in both FTES and FTEF in the BSS program, and second behind Political Science in ratio of FTES to FTEF. In addition, Psychology has the highest ratio (3:2) of FT to PT faculty in the BSS which, as a program, has approximately a 1:1 ratio of FT to PT faculty (FTEF by Teaching Arrangement). This suggests a relationship between overall student success/retention rates and higher FT to PT ratios.

<table>
<thead>
<tr>
<th>2.9 Labor Market Data (CTE/Occupational programs only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to the California Employment Development Division:</td>
</tr>
<tr>
<td><a href="http://www.edd.ca.gov/">http://www.edd.ca.gov/</a></td>
</tr>
<tr>
<td><a href="http://www.labormarketinfo.edd.ca.gov">www.labormarketinfo.edd.ca.gov</a></td>
</tr>
<tr>
<td>Provide a narrative that addresses the following:</td>
</tr>
<tr>
<td>a. Documentation of labor market demand</td>
</tr>
<tr>
<td>b. Non-duplication of other training programs in the region</td>
</tr>
<tr>
<td>c. Effectiveness as measured by student employment and program completions.</td>
</tr>
<tr>
<td><strong>Narrative:</strong></td>
</tr>
</tbody>
</table>

*Overall, what has been the impact of the change in indicators on student achievement and learning:*

*Provide narrative on the factors that may have contributed to the improvement or decline in the identified population:*

### Section 3 – Critical Reflection of Assessment Activities

<table>
<thead>
<tr>
<th>Curriculum &amp; Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all courses on track for complete assessment of all outcomes in two years? <strong>Y/N</strong></td>
</tr>
<tr>
<td>What courses, if any, are not on track with regard to assessment? <strong>Explain.</strong></td>
</tr>
</tbody>
</table>
### # of PLOs Assessed and Reported during the 2011-2012 academic year.

BSS has assessed the first four outcomes for the degree. These four of the five PLOs have been assessed through a collaboration involving multiple disciplines in an intentionally selected sample. The remaining outcome (PLO5) will be assessed this spring of 2013, according to a plan developed during the January 2013 flex activity. The next year, PLO 1 and PLO 2 will be assessed again.

### % of Course Outlines of Record updated

<table>
<thead>
<tr>
<th>Discipline</th>
<th>% Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>100%</td>
</tr>
<tr>
<td>Political Science</td>
<td>100%</td>
</tr>
<tr>
<td>History and Cinema</td>
<td>100%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>100%</td>
</tr>
<tr>
<td>Psychology</td>
<td>100%</td>
</tr>
<tr>
<td>NAS 1</td>
<td>0%</td>
</tr>
<tr>
<td>NAS 21</td>
<td>0%</td>
</tr>
<tr>
<td>NAS 13</td>
<td>0%</td>
</tr>
</tbody>
</table>

Sociology - 100% of updates due have been submitted to curriculum committee and are currently in process.

Political Science - 100%

History and Cinema - 100%

Anthropology – 100%

NAS – 0%; Shaw and Green have agreed to collaborate on updating NAS 1 and NAS 21 during spring 2013, with Green taking the primary role in writing the curriculum due to his expertise in the discipline; NAS 13 will be inactivated this spring unless someone elsewhere in the District objects. All three outlines date to 2007.

Psychology – 100% are current.

### Assessment Reporting completed? Y/N

Yes
3. Program Advisory Committee Met? Y/N | N/A

3.0 How has assessment of course level SLO’s led to improvement in student learning (top three):

   History and Cinema assessments have led to an important discussion about establishing cross-disciplinary English pre-requisites to the courses in the disciplines, as a way to improve student success and keep on track with the SSTF mandated by the state. The History Area Coordinator is a member of the curriculum committee’s ad hoc committee on cross-disciplinary pre-requisites and is working on data analysis to determine which English course would be the appropriate pre-requisite. We would like to open these discussions to Political Science, so that all of the courses in the transfer categories (IGETC and CSU) would have identical pre-requisite English courses.

   As Anthropology has increased its writing requirements, we have put more emphasis on building basic writing skills, such as constructing outlines and thesis development. This spring, we closed the loop on the effectiveness of an increased emphasis on thesis development, demonstrating that taking the time to repeatedly emphasize how to develop a thesis (verbally and with handouts) has improved major writing assignments.

   Psychology has refined the required research paper for general psychology. In addition, faculty have improved the teaching and learning of the PSYCH –1 CLO regarding the interaction of environment and nature. Faculty teaching in many psychology classes have been able to dialogue regarding student success, assignments to scaffold skills and inclusion of prerequisites to continue to improve student learning.

3.1 How has assessment of program level outcomes led to degree/certificate improvement (top three):

   Dialogue during the process of scoring assessment artifacts has led to more standardized cross-disciplinary requirements for assignments. As students find that paper outlines are required in both Psychology and Anthropology courses, for example, they are more likely to view this as a regular part of the writing process and continue to utilize this skill in future writing assignments, whether or not a given instructor requires the submission of an outline.

   Psychology has focused attention on CLO#3 Create arguments that demonstrate knowledge of primary and secondary source material with its required PSYCH 1 research paper. A high success rate of 89% (226 of 253 students) reflects the emphasis on evaluating research material and discussing these sources in writing and in class. Extensive use of library support services has helped student success.

3.2 (Optional) Describe unusual assessment findings/observations that may require further research or institutional support:

   The success rates for students identified as “BSI Both” and “BSI English” is significantly lower for the social sciences’ program. Because the social sciences program includes many transfer level courses it is logical that those deficient in college level English would struggle to successfully pass classes in the Behavioral and Social Science program. Strategies to help “BSI Both” and “BSI English” must be developed.

   Overall the program serves most underrepresented groups better than the District average in terms of retention and success with the greatest
positive differential being found with African American males which represent the most vulnerable group, district wide and across all areas, as well as between SEP Indicators. The program will evaluate how it serves these students in order to indicate what factors increase student retention and success so that these effects can be replicated over time and possibly instituted campus wide. Institutional support would be needed to encourage this investigation and District-wide collaboration to increase efforts to support this student population should be provided.

In contrast to this, DSPS students appear to fare worse in BSS than they do District-wide. Additional support from the institution is necessary to make all classrooms accessible to all students and to reduce hazardous conditions. One example would be to make noted changes to CA 109 (see Resources).

### Section – 4 Evaluation of Previous Plans

4.1 Describe plans/actions identified in the last program review and their current status. What measurable outcomes were achieved due to actions completed.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Current Status</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2 (If applicable) Describe how funds provided in support of the plan(s) contributed to program improvement:

### Section – 5 Planning
### 5.0 Program Plans

Based on data analysis, student learning outcomes and program indicators, assessment and review, and your critical reflections, describe the program’s Action Plan for the 2012/13 academic year. If more than one plan, add rows. Include necessary resources. (Only a list of resources is needed here. Provide detailed line item budgets, supporting data or other justifications in the Resource Request).

#### 5.1 Program Plans

<table>
<thead>
<tr>
<th>Action to be taken:</th>
<th>Relationship to Institutional Plans</th>
<th>Relationship to Assessment</th>
<th>Expected Impact on Program/Student Learning</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review recommended preparations for courses to make them more consistent across disciplines and appropriate for students to succeed in courses</td>
<td>Strategic Plan “Objective 1.1 – Match student readiness with educational pathways” and “Objective 1.3 – Students will be able to complete their desired educational goals” both directly relate to students being ready to succeed in courses in which they enroll, taking preparatory courses to give them a great chance of succeeding in courses requiring more developed skills.</td>
<td>Students who are taking a course for which they are prepared, in terms of their math and English skills, are more likely to be able to achieve the outcomes for the course. They are more able to read and understand the text, and then respond in a manner appropriate for the course level.</td>
<td>Improve student success and retention</td>
<td>Meeting time/place to allow real conversations from throughout the district</td>
</tr>
<tr>
<td>Increasing counseling and advising to prospective BSS students. Our poor persistence rates as well as problems with online success and retention (not to mention the high</td>
<td>Strategic Plan “Objective 1.3 – Students will be able to complete their desired educational goals”</td>
<td>Students with education plans will take courses appropriate to their academic and career goals meeting CLOs and</td>
<td></td>
<td>Support from student services: advising and counseling.</td>
</tr>
</tbody>
</table>
Attrition from registration to census) begs for better preventive measures by student services and faculty. An emphasis on student educational planning would be recommended.

| Determine pedagogical and other classroom activities that lead to success in the African American male population to distribute these throughout the program and possibly throughout the District. | Strategic Plan Goals 1 and 5, EMP Goal 1, Title V, SEP, Standard III, BP 5300 and AP 5300. | Supports the needs of underrepresented students, increases ARC Indicators, increases transfer rates for underrepresented students, increase SEP Indicators | Structural support: time and planning |
| Increase accessibility and multimedia capabilities of classrooms: ELMO in CA 109, Reduce classrooms hazards, Transform CA 109 into a “Smart Classroom” | Strategic Plan Goals 1 and 5, EMP Goal 1, Title V, SEP Indicators, Standard III, BP 5300 and AP 5300. | Increases retention and success of underrepresented students, increases access, increases ARC Indicators and transfer rates as well as SEP Indicators | Funds required. |

5.2 Provide any additional information, brief definitions, descriptions, comments, or explanations, if necessary.

Section 6 - Resource Requests

6.0 Planning Related, Operational, and Personnel Resource Requests. Requests must be submitted with rationale, plan linkage and estimated costs. If requesting full-time staff, or tenure-track faculty, submit the appropriate form available at inside.redwoods.edu/ProgramReview. Requests will follow the appropriate processes.
<table>
<thead>
<tr>
<th>Room CA 109 requires updating to make it a &quot;Smart Classroom&quot;. At present it has not been updated with smart technology. The projector should be placed from the ceiling so that the cart is no longer a physical hazard to students and faculty navigating across cords while the projector is pulled out for operation. A computer/sound cabinet (for the DVD/VCR/Sound System) is needed to avoid the same issues that makes this classroom extremely unsafe.</th>
<th>X</th>
<th>Unknown</th>
<th>No</th>
<th>Increase accessibility and multimedia capabilities of classrooms: e.g., ELMO in CA 109, Reduce classrooms hazards, Transform CA 109 into a “Smart Classroom” Strategic Plan “Objective 1.3 – Students will be able to complete their desired educational goals” All students would benefit from better technology and a safer educational environment. Students with disabilities who have mobility issues, who are hearing or sight impaired will benefit even more so.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room CA 113 and 109 require updated computer technologies to allow for multiple video formats including online streaming.</td>
<td>X</td>
<td>Unknown</td>
<td>No</td>
<td>Increase accessibility and multimedia capabilities of classrooms. Strategic Plan “Objective 1.3 – Students will be able to complete their desired educational goals” All students would benefit from better technology and a safer educational environment. Students with disabilities who have mobility issues, who are hearing or sight impaired will benefit even more so.</td>
</tr>
</tbody>
</table>
Support Staff for the faculty and students in the Creative Arts building.

| Strategic Plan “Objective 1.3 – Students will be able to complete their desired educational goals” Student are frequently lost and late for classes in the Creative Arts building with no support staff and a closed CA office for Spring 2013. |

**Section 7- Program Review Committee Response**  
**Do not type in this section. To be completed by the Program Review Committee following evaluation.**

7.0 *The response will be forwarded to the author and the supervising Director and Vice President:*

**S.1. Program Information:** Need Dean’s signature

**S.2. Data Analysis:** Good comments on all data; generally lower than average data attributed to many changes in course offerings. Satisfactory.

**S.3. Critical Reflection of Assessment Activities:** Satisfactory. **PRC note:** This review is a model for how to prepare this section.

**S.4. Evaluation of Previous Plans:** Satisfactory;

**S.5. Planning:** Good Review.

**S.6. Resource Requests:** No dollar amounts/estimates assigned; especially CA 109. This needs to be addressed. Authors may need to work with technology and/or deans for estimates. **PRC will note that large resource requests estimates may need to be addressed in the future.**