



**GROSSMONT
COLLEGE**

Six Year Program Review Report

2022-28

Behavioral Sciences

SECTION 1 – OVERVIEW. DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

1.1 Introduce the program review with a brief department history. Include a complete list of full and part time faculty. Describe any changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

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 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 led to a decrease in college funding. This resulted in a reduction in the number of sections, and curtailing of new course offerings and special programs such as honors sections and Project Success linked courses. Hiring was frozen, with no full-time faculty hired between 2008 and 2015, despite the retirement of four faculty members.

Since the last program review in 2018, the department hired one new full-time faculty in psychology. Nevertheless, we continue to fall short of the recommended AB 1725 ratio of 75% full-time to 25% part-time instructors in all disciplines. In addition, the department (like the college) was severely impacted by the COVID-19 pandemic, leading to reductions in course offerings and part-time instructors. Currently, our department includes:

- In anthropology: two full-time instructors and four adjunct instructors;
- In sociology: four full-time instructors and four adjunct instructors (note: one full-time instructor will retire at the end of Spring 2023);
- In psychology: five full-time instructors and thirteen adjunct instructors

The Behavioral Science Departments successfully offers the following Associate Degrees for Transfer: Anthropology AA-T, Psychology AA-T, and Sociology AA-T in compliance with Senate Bill 1440. To this end, the individual Behavioral Science programs have worked collaboratively with the Curriculum Committee, Instructional Operations, and the Articulation Officer to establish these three AA-Ts. While many students take our courses to fulfill G.E. requirements, our psychology program notably awards the most degrees. Only a few programs, college-wide, award more degrees than psychology: AOJ, Business, Economics, University Studies-Business and Econ, University Studies-Math & Science, University Studies-Social and Behavioral Sciences. Moreover, the most awarded degree (405 in 2020) is “University Studies-Social and Behavioral Sciences,” which requires courses offered by all programs in our department.

Anthropology:

During the 1970s, anthropology had three full-time instructors. By the early 2000s this decreased to one, and then zero full-time faculty. In 2005, a full-time instructor specializing in biological anthropology was hired, and in 2016 the department added a second full-time instructor specializing in cultural anthropology. Currently, the anthropology faculty consists of two full-time instructors and four adjunct faculty (note: this is a 60% reduction from ten adjuncts in 2018 and seven adjuncts just prior to the pandemic).

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Approved in 2017, the anthropology AA-T requires three core courses (ANTH 120, ANTH 130, and ANTH 140), and courses from Lists A, B, and C for a total of 19-21 units within the major. The newest cultural anthropology course (approved in 2017), ANTH 122: Anthropology of Magic, Witchcraft and Religion, has high fill rates and is now offered twice every semester to meet student demand. The biological anthropology lab courses also have high fill rates and will move into a dedicated lab space in the new Building 36 in Spring 2023, enabling more lab sections. Students typically enroll in ANTH 130 to fulfill GE requirement in Biological Sciences (Area B). Students often enroll in ANTH 120 or ANTH 122 to fulfill the Social Sciences (Area D) GE requirement.

Psychology:

The Psychology AA-T degree – one of the most awarded degrees at the College – requires three core courses (PSY 120, PSY 205, ANTH/PSY/SOC 215 or MATH 160), as well as courses from List A, B, and C, for a total of 20-22 units within the major. PSY 120 (Introduction to Psychology) is the highest-enrolled course within the Behavioral Sciences department. Recently, we updated our AA-T requirements to align with state and CSU requirements that include these core courses: Psychology 120 (Introduction to Psychology), Psychology 205 (Research Methods) and Psychology 215 (Statistics for the Behavioral Sciences).

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, the program experienced three retirements, and two new full-time faculty members were hired. Since 2016, another two full time instructors were hired, for a total of five full-time faculty along with 13 adjunct instructors (in 2023). Recently, the psychology faculty added a laboratory component to the PSY 205 course (Research Methods in Psychology) and increased units from 3 to 4.

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. In 2016 two new full-time sociology instructors were hired. Currently, the department employs four full-time sociology faculty and four adjunct instructors of sociology. However, one full-time professor will retire at the end of Spring 2023.

The program offers the Sociology AA-T, which requires three core courses (SOC 120, SOC 130, and ANTH/PSY/SOC 215 or MATH 160), as well as courses from List A and B, for a total of 19-20 units within the major. Sociology 120 (Introduction to Sociology) is the highest enrolled course in the program. The most recent additions to the sociology curriculum were a course on SOC 140 (Sex and Gender Across Cultures), and SOC 150 (Latinx Sociology) which was taught for the first time in Fall 2021. Additionally, SOC 150 and 114 have been re-designed to meet the new ethnic studies requirement for CSUs.

1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

In 2018, the committee had the following recommendations:

1. Improve SLO processes: Consistently enter SLO data into TrakDat; Analyze available SLO data more deeply to make informed decisions on how to improve teaching and learning; Look at models of departments that are successful in SLO data utilization and adopt one that matches your program structure

The department has improved its SLO process, with help from the SLO liaisons and the college SLO Coordinator. One faculty member from each discipline acts as the SLO Liaison for their area to collect and analyze CSLO data, and input it into Nuventive. Each liaison developed a schedule

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to ensure that CSLOs are evaluated each semester such that all courses are evaluated every six years. Last year, we achieved a 100% SLO assessment rate for scheduled courses. The prompts within Nuventive guide us to think deeply about the relationship between our course learning objectives and student outcomes, as well as the relationship between SLOs and student equity and diversity. Based on faculty discussions, we develop ways to improve student success, as discussed in the SLO cycle section below. We are also beginning to evaluate PSLOs.

1. Consider discontinuing cross-listing PSY/SOC/ANTH 215 to reduce student confusion ("Statistics for Beh. Sciences" perhaps)

We continue to cross list this course because it is an interdisciplinary course that serves majors within all three disciplines. We do not believe this causes confusion. In fact, it may be more confusing for a student to be required to take a "core" course from outside their major.

1. Work with tutoring (within LTRC) to evaluate the efficacy of dept. tutoring?

While we have not formally evaluated the efficacy of department tutoring, we continue to promote it, particularly within anthropology (as reflected in our student survey data, below). The process of hiring tutors remains a barrier to offering more robust tutoring.

1. Increase % fill and WSCH/FTEF

During the last three years, our department (like the College) experienced decreased enrollment amid the COVID-19 pandemic, which hindered our ability to achieve the prior Program Review recommendation to increase fill rates and WSCH/FTEF. From 2018-2022, fill rates in anthropology have ranged from 70.8-78.03%; in sociology, from 69-82.79%; and in psychology, from 76.01-88.03%. While the pandemic impacted our department's growth, all three programs had fill rates averaging 75% or better (oftentimes achieved by reducing course offerings). Our WSCH/FTEF has ranged from 474-550 (anthropology), 515-619 (sociology), and 504-628 (psychology). We address this in more depth below.

Please attach your Program Review Committee Recommendations here.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Describe how your course offerings have changed since the last program review. List any new articulation agreements, any added or deleted courses, and state why. Include new degrees and certificates.

Psychology: Added a laboratory component to the PSY 205 course (Research Methods in Psychology) thereby increasing units from 3 to 4.

Sociology: SOC 150 – Latinx Sociology- was approved and first taught in Fall 2021. SOC 150 and SOC 114 were redesigned to meet the Ethnic Studies requirement for CSU. SOC 114 was approved but SOC 150 was not.

No new degrees: We continue to maintain our AA-T degrees in Anthropology, Psychology, and Sociology. We have made modifications to courses within these degrees, which have all been approved by the Curriculum Committee.

In the context of the COVID-19 pandemic, all courses in the department were D.E. approved and the number of online courses increased, even as campus reopened.

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2.2 Explain how diversity, equity, and inclusion is infused in the curriculum, course outlines of record, degrees and certificates. Explain how DEI within your curriculum supports student success.

All three disciplines in our department are uniquely positioned to engage with DEIA work. Collectively, our disciplines teach topics such as implicit bias, cultural construction of race and gender, systemic racism, intersectionality, and white privilege, among others. All three disciplines address identity formation and transformation: we see identities as neither fixed nor innate, but emergent through social interaction, cultural contexts, and historical moments.

Class materials (e.g. readings, videos, lectures) seek content from diverse perspectives, pushing back against hegemonic viewpoints and imagery. All three disciplines work towards inclusivity by presenting scholarship from historically marginalized groups within academia. For example, Sociology 125 and Anthropology 120 include the work of Kimberlé Crenshaw (e.g. her concept of intersectionality to explain how multiple forms of oppression, e.g. racism, sexism, homophobia, compound to exacerbate social inequality). In sociology, we teach Eduardo Bonilla-Silva and Tukufu Zuberi (who carefully analyze the hidden racist dimensions of mainstream social science and the persistence of colorblind racism). In anthropology, we teach Franz Fanon (who critiques the “total project” of colonialism, as it seeks to violently reorder entire societies and individual psychologies).

Mirroring the content we teach, our pedagogical approaches are inclusive and anti-racist. We are committed to providing an atmosphere of learning that incorporates a range of perspectives. In class, students have the opportunity to express their own social/cultural backgrounds and distinct perspectives. For example, in psychology, class discussions are prefaced with guidelines for respectful discussions, and group writing assignments are designed to encourage creative expression while building upon ideas shared by other students. In sociology, the curriculum intentionally challenges historical and contemporary white supremacy, white logic and methodologies, as well as their hidden racist dimensions in mainstream social science. In anthropology, beliefs and practices from other cultures are presented as equally valid and legitimate expressions of the human condition.

In these ways, our courses engage students in the task of challenging hegemonic viewpoints and appreciating counter-narratives in ways that support DEIA work. These efforts help our historically under-represented students feel valued within the classroom. Similarly, our methods of evaluating courses performance support divergent learning styles: instructors provide clear rubrics for students to understand and achieve desired outcomes; some instructors also offer flexible due dates to facilitate student success.

In addition, our department supports DEIA work by actively participating in our campuswide Zero Textbook Cost (ZTC) initiative, which promotes student access and success regardless of financial status. One faculty member, Lara Braff, is an Open Educational Resources (OER) co-coordinator and many instructors – across our three disciplines -- offer ZTC sections by assigning OER, instructor-created resources, or library-linked resources. Our Sociology AA-T degree qualifies as a ZTC degree: students can take all required courses without purchasing textbooks. We know the ZTC initiative makes a material difference in our students’ lives, as increased textbook costs stress some students to the point where they must choose between buying books or food. By eliminating costly textbooks, all students gain equal access to the course materials they need to succeed.

Finally, faculty in our department participate in campus-wide DEIA efforts. For example, Julio Soto (sociology) constantly collaborates with our Equity Leadership Institute as a book study facilitator (2021-2023), moderating presentations by academic scholars such as Dr. Tara Yosso, Dr. Victor Rios, Dr. Bettina Love, Dr. Laura Rendon, Dr. Tia Brown and Dr. Estela Mara Bensimon, among

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others. Moreover, Professor Soto is sought-after for debriefing sessions on speaker series, book study sessions and a variety of issues related to race and racism. His representation in our Public Safety Taskforce has been instrumental in ensuring a clear historical and structural understanding of the relationship between American policing, race and racism. Professor Soto is also a member of the President's Anti-racism Taskforce where he contributes his academic analysis on structural and systemic racism. His work addressing the equity gaps for disproportionately impacted students, particularly Black and Brown men, led to an invitation to the 2022 *All African Diaspora Education Summit* in Ghana, Africa. As a Grossmont College faculty representative, Professor Soto learned African-Centered Pedagogy to explore its application in his teaching and campus professional development spaces. In addition, he also provides equity and anti-racism training to our Classified professional in their annual Summer Classified Professionals Institute. Professor Soto is also highly involved in a variety of campus and community committees and organizations, addressing the specific needs of Latinx students, faculty and staff. His membership in local community organizations such as the San Diego Chicano/Chicana Concilio on Higher Education, provides him with a platform to address the needs of Latinx students at our local community colleges and universities. Such platform gives him a voice at important higher education committees (e.g. SDICCCA, SDSU HSI Advisory committee, among others) that address equity and inclusion issues impacting Latinx students. Professor Soto serves in various committees on campus supporting the needs of undocumented students, formerly incarcerated students, among others. Finally, his leadership in our labor organizing group, AFT Local 1931, reflects the same level of engagement supporting our campus wide DEIA efforts.

2.3 Faculty need to abide by Title 5 and ACCJC standards as directed by Ed Code to validate the content of courses and/or programs. Describe how your department reviews the courses (in relation to the program, if applicable) to ensure you are maintaining currency within your discipline.

Full time faculty, in all three programs, update their COR and course materials (textbooks, OER, etc.) as requested by the Curriculum Committee. We work with the committee to evaluate each course: review outlines, assessments, and course materials. All instructors are reviewed every three years, in compliance with the faculty contract and advised on how to improve their pedagogy and curriculum, including staying current with developments in their discipline. We review courses in various ways: through peer and Dean review of the classes, periodic SLO assessments (described below), and ongoing self-evaluation (as instructors make changes and update their courses on an ongoing basis to meet our students' evolving needs).

For example, our department recently reviewed and updated the required course for the PSY AA-T: Psychology 205 Research Methods for Psychology. We reviewed the course content, syllabus, reading materials, assignments and assessments to determine if they reflected the best practices, latest research, and alignment with CSU requirements. We then implemented changes, such as adding a required laboratory component to the course, updating the required hours, and increasing the units. We are currently monitoring the outcomes of these changes to determine ways to improve the course.

2.4 Per the Board approval dates which outlines are out of date? Describe the plan and include the dates by which your department will submit to Curriculum Committee. (Please refer to the Program & Course Approval Handbook to the right)

The majority of behavioral sciences courses were re-approved in 2021 or 2022. The following courses will be updated and re-approved during the next two curriculum cycles: ANTH 120, 122, and 127; and PSY 132 and 170. We will submit the anthropology CORs by the end of Spring 2023, once the new curriculum forms become available.

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2.5 How are faculty integrating current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question. Please provide specific examples.

All three disciplines are dynamic fields of study, in which instructors must continuously update course content to incorporate new research and relevant societal developments. This is an ongoing process involving the evaluation of emergent issues, which can necessitate modifying course materials and teaching methods.

Each semester sociology faculty meet during the beginning of the semester to share: (1) disciplinary research in which they have participated, (2) publications they have completed, (3) research-based peer-reviewed articles they have reviewed, (4) new books read during the academic break and (5) new material (articles, books, films, exhibitions) to be used in our course work. The sociology faculty has an extensive record in attending disciplinary conferences, presenting at sociology conferences on issues of new research and teaching, publishing in academic journals and participating in social justice activism. All of these activities form the basis for reviewing our course outlines, syllabi, and student learning activities.

The COVID-19 pandemic has become an important topic of discussion within sociology courses. Sociology instructors analyze the social implications of Covid-19 at the micro and macro level. For example, the pandemic changed the educational experiences for many students. Students learn how social categories such as race, gender, and social class shape educational success and perpetuate social inequalities within educational institutions exacerbated by the pandemic. Focus is also placed on how work experiences, family dynamics, and social interactions changed due to the pandemic.

Likewise, engaging with timely issues is a priority for anthropology. For example, biological anthropology instructors teach that the fossil record is incomplete: as new findings emerge, they complicate prior understandings of how hominins changed over time. We discuss newly published fossil findings, which lend insight into hominin origins and evolution. In addition, anthropology instructors scrutinize novel genetic technologies, such as “23andMe,” that claim to reveal one’s racial heritage based on genetic analysis. We teach our students that such technologies cannot tell us about our “race” because racial categories are socially constructed, based on colonial legacies, geopolitical regions, and interpretation of phenotypes—not genes. We provide this example to reinforce that “race” is not genetic; all humans today are 99.9% genetically alike.

Similarly, psychology courses incorporate the timely issue of the impact of technology on student mental health. For some students, the rise of social media and other digital platforms has produced negative effects on mental health, such as increased anxiety, depression, and social isolation. Psychology courses, like PSY 120, discuss this intersection of technology and mental health. Other courses, like Psychology 205 (*Research Methods for Psychology*), support student-run research projects on this topic, including such projects as: *“The effects of social media on student body image and self-esteem”*, *“The relationship between smartphone use and sleep”*, and *“The impact of technology on student mental health.”*

2.6 How do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, curricular expectations, SLO outcomes, teaching tools, and course outlines.

The behavioral sciences department engages in dialogue about curriculum and assessment in a variety of ways. Each program (anthropology, psychology, and sociology) discusses, on a yearly

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basis, topics such as: the need to update CORs, the possibility of creating new courses, and consistency in material and grading practices across sections. A primary way that we ensure consistency in content and grading across sections and instructors is by using our SLO data and reflections (see below). Some courses, particularly sequential ones, employ more standardized methods of evaluation to prepare students to succeed in subsequent coursework.

We ensure consistency in grading over multiple sections and across semesters by developing grading rubrics, standardizing grading practices, utilizing technology, and monitoring student feedback. For example, psychology instructors have created rubrics that include specific criteria for assignments and assessments that are shared across sections. Standardized course content and grading practices are used by multiple instructors of the same course: This includes common readings, textbooks, and assignments. We use technology (e.g. Canvas and the publisher-provided platforms of Norton and Cengage) to facilitate consistent grading practices. Using these technologies, instructors can enter grades, monitor progress, discern grading inconsistencies, and communicate with students. Lastly, we monitor student feedback – via student evaluations, written comments, emails -- to identify discrepancies in grading practices or other areas of concern.

2.7 Referring to the Grade Distribution Summary graphs (in the reading pane to the right) comment on how your department patterns relate to the college and division.

To provide a comprehensive analysis of our department's grade distribution in comparison to the college and division, we took several steps. First, we examined the overall success rates of the department, division, and college. Then, we delved into the specific grade distributions within our department.

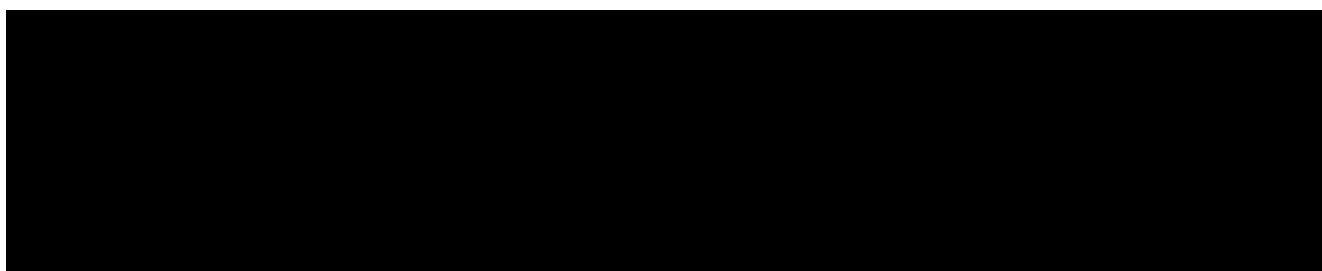
From 2018 to 2023, the average success rate of our department during fall terms was 67.8%. Comparatively, the average general success rate of our division for the same period was 68.6%, while the college achieved an average success rate of 69.8% during fall terms.

Upon further analysis of grade distributions within our department, we found that the average general success rates were similar, but there were some notable differences. In alphabetical order and for the period of Fall 2018-Fall 2022: Anthropology has an average general success rate of 71.2%; Psychology exhibited an average success rate of 64.8%; Sociology had an average success rate of 71.6%.

Although the general success rate of our department falls slightly below that of the division and college, we view this discrepancy in a positive light. These slightly lower success rates reflect our department's commitment to maintaining high academic standards. They indicate our unwavering focus on academic excellence and our dedication to providing a challenging and rewarding educational experience for our students.

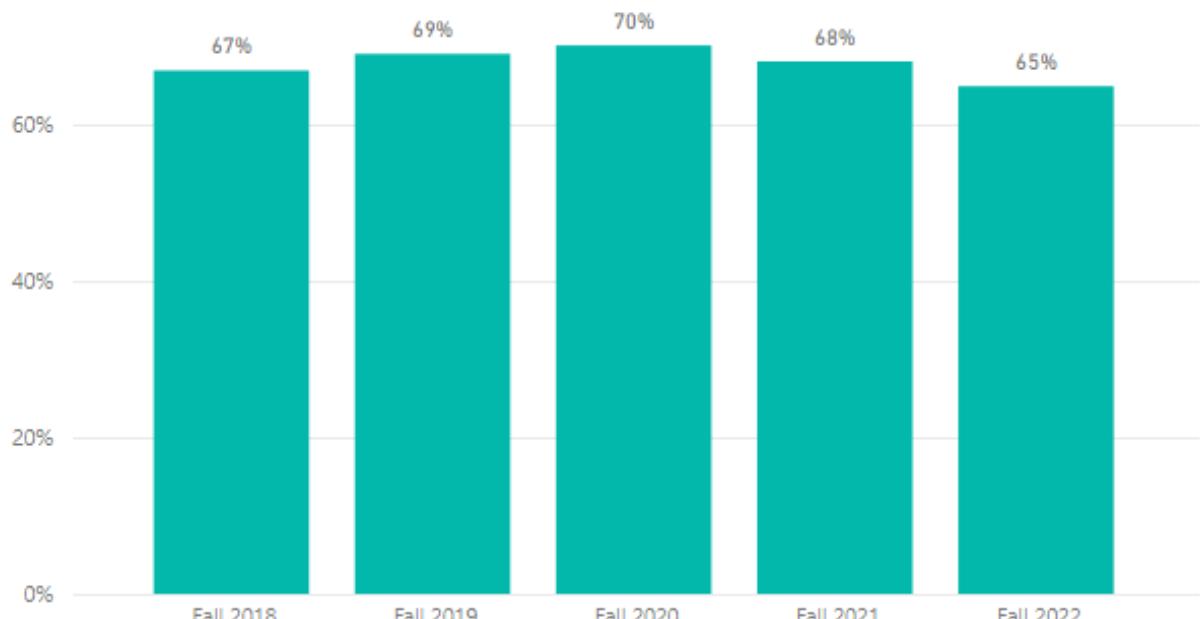
See success rate comparison graphs below:

Department Success Rates Fall 2018 to Fall 2022:



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Success Rate by Term



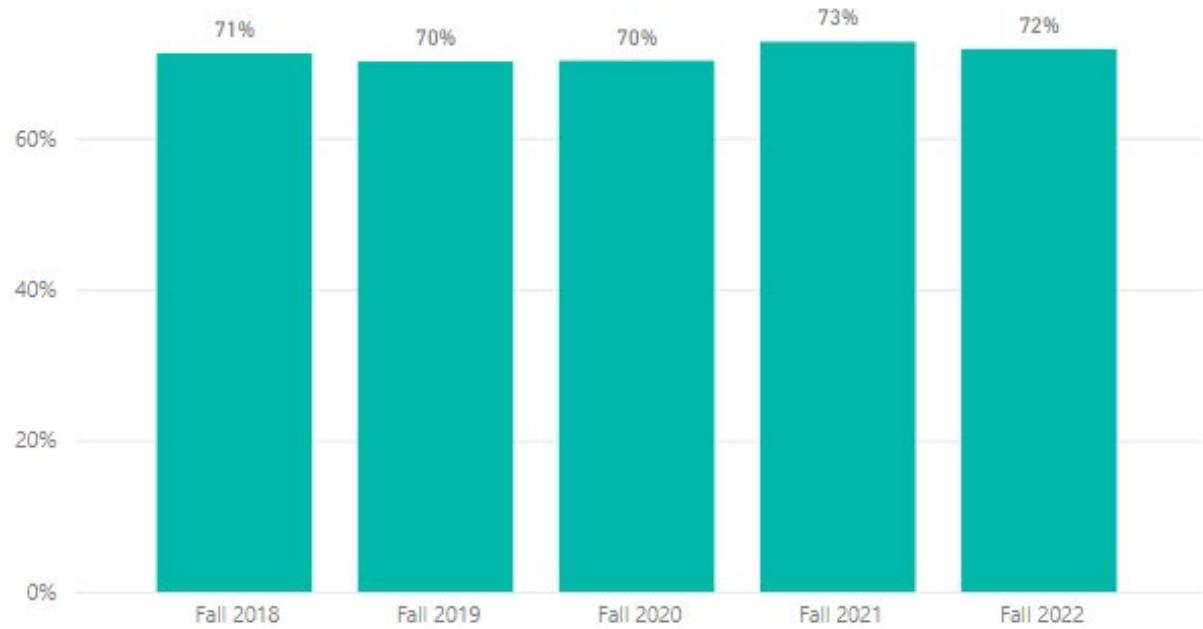
Program Review

Data as of [date not provided]

Filtered by **Location** (is Grossmont College), **Division** (is English, Social/Behavioral Sciences), **Department** (is Anthropology, Psychology, or Sociology), **Modality ERT (groups)** (is On Campus or Online), **Term Session Desc** (is Fall), **Point in Time** (is Final Grades), **Student Course Grade** (is not (Blank)), **Active Student Ind** (is Y), **Term Session** (is not (Blank)), **Location** (is Grossmont College)

Anthropology Success Rates Fall 2018 to Fall 2022:

Success Rate by Term



Program Review

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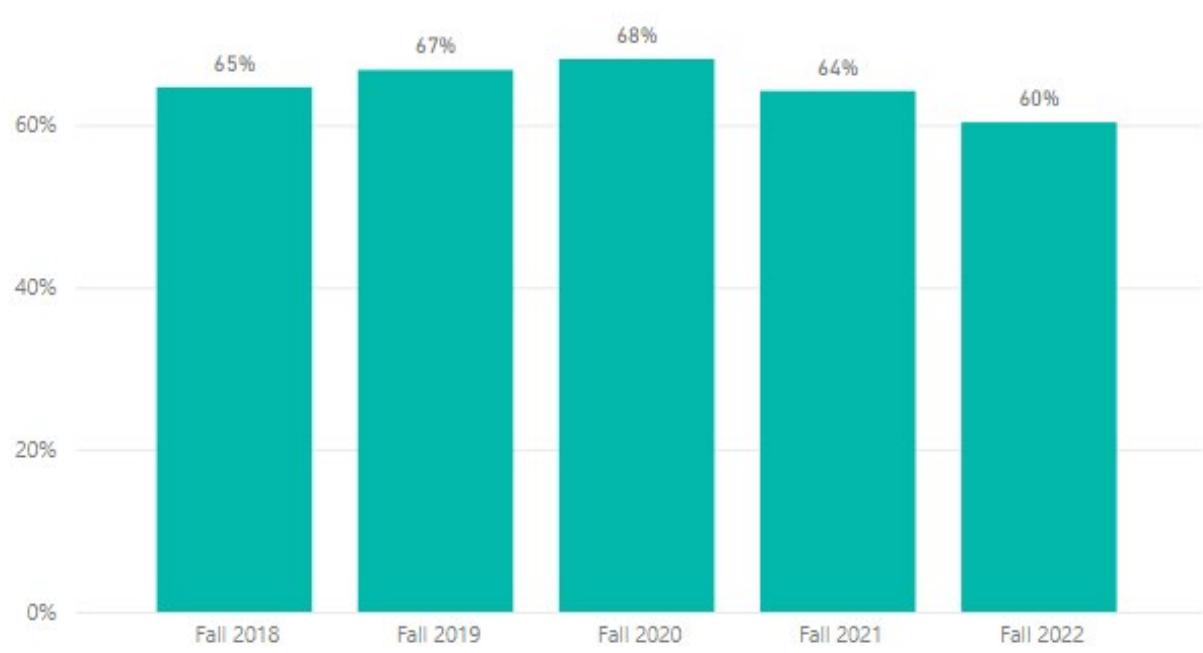
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Location (is Grossmont College)

Psychology Success Rates Fall 2018 to Fall 2022:

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Success Rate by Term



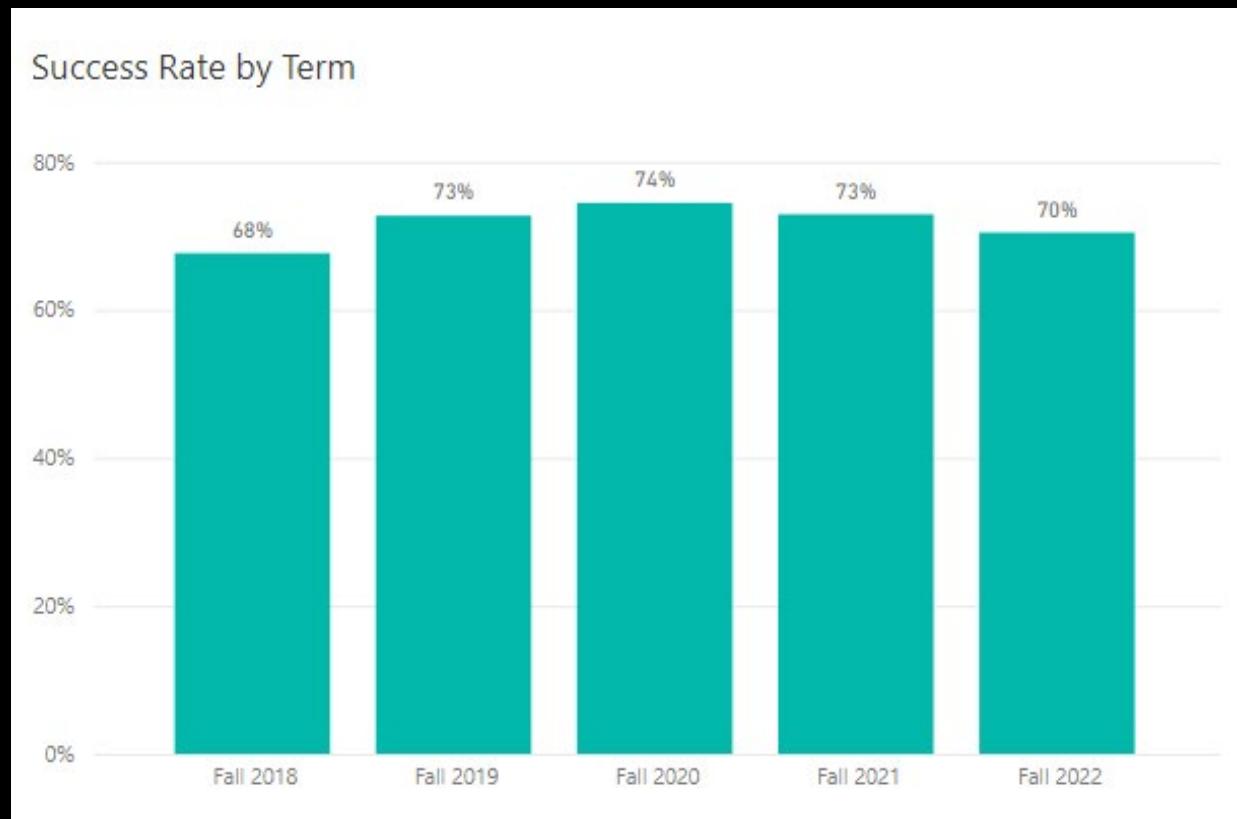
Program Review

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Sociology Success Rates Fall 2018 to Fall 2022:



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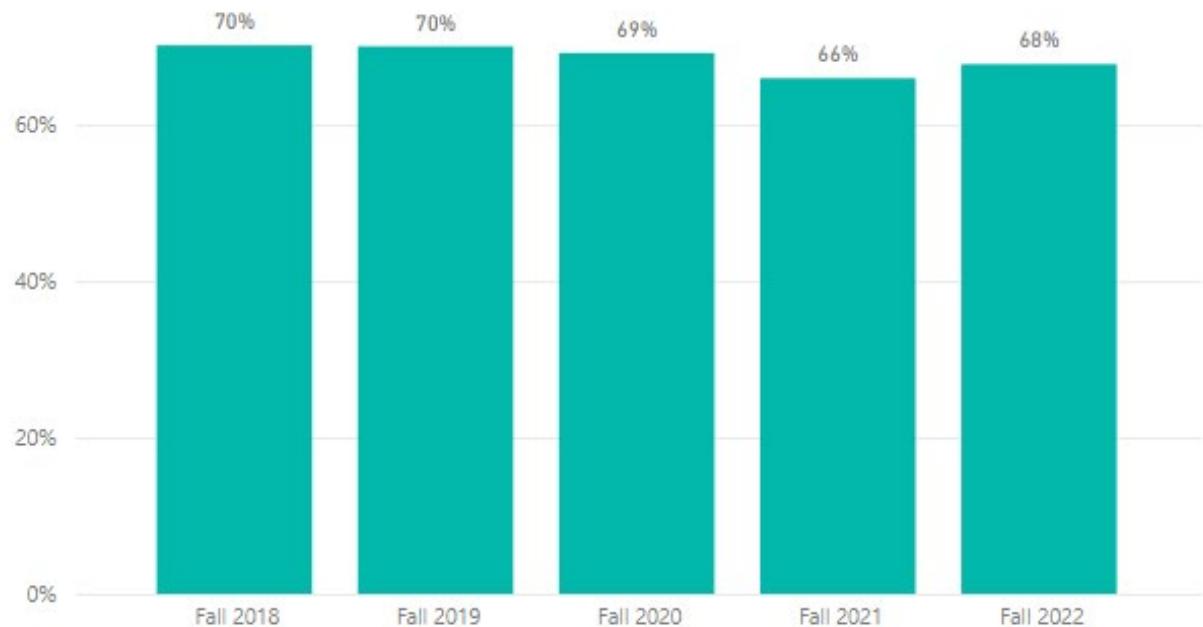
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Division Success Rates Fall 2018 to Fall 2022:

Success Rate by Term



Program Review

Data as of [date not provided]

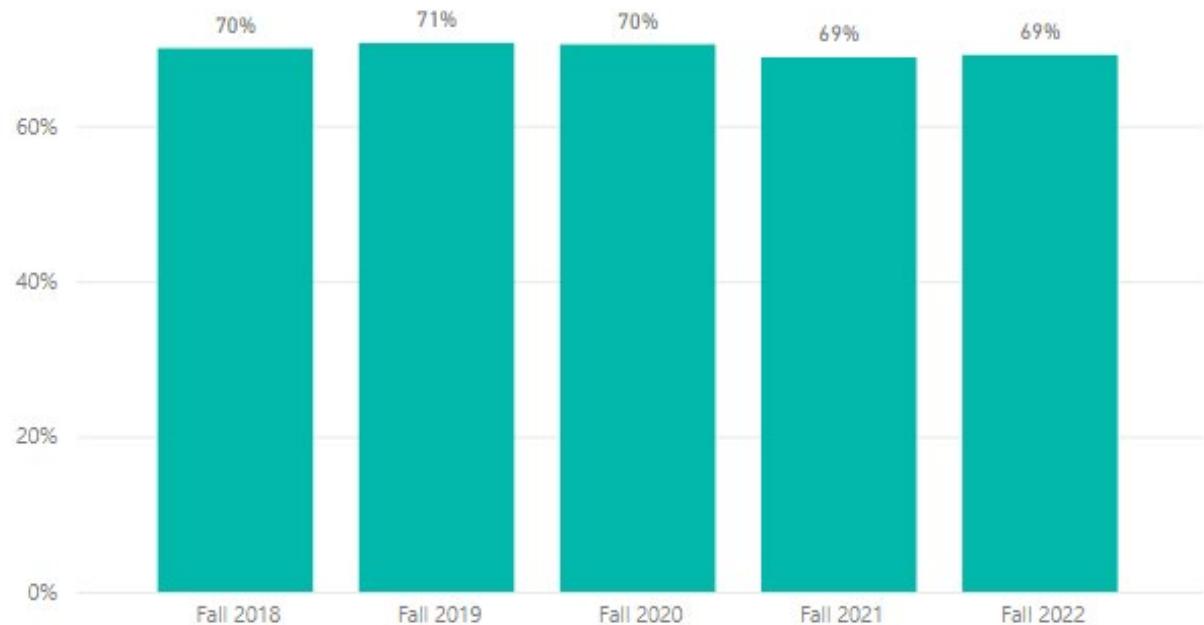
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(groups) (is On Campus or Online), **Term Session Desc** (is Fall), **Point in Time** (is Final Grades), **Student Course Grade** (is not (Blank)), **Active Student Ind** (is Y), **Term Session** (is not (Blank)), **Location** (is Grossmont College)

College Success Rates Fall 2018 to Fall 2022:

Success Rate by Term



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Data as of [date not provided]

Filtered by **Location** (is Grossmont College), **Modality ERT (groups)** (is On Campus or Online), **Term Session Desc** (is Fall), **Point in Time** (is Final Grades), **Student Course Grade** (is not (Blank)), **Active Student Ind** (is Y), **Term Session** (is not (Blank)), **Location** (is Grossmont College)

To gain a comprehensive understanding of our department's student performance outcomes, we conducted an assessment of grade distribution patterns in comparison to the division and college from Fall 2018 to Fall 2022. This analysis provides valuable insights into our department's grading practices and student achievements.

On average, our department awarded 30.25% A's to our students during this period, slightly surpassing the division's average of 30.07%. However, our department's average falls slightly below the college's average of 34.16% for the same time frame.

Further examination of the grade distribution by discipline within our department reveals small but interesting variations. Anthropology, for instance, awarded an average of 31.77% A's, which is slightly above the division average but below the college average. Psychology, on the other hand, awarded 27.44% A's, slightly lower than both the college and division averages. In contrast, Sociology stands out with an average of 39.62% A's, significantly higher than both the college and division averages.

While our entire department's average grade distribution aligns with that of the division, there is a slight deviation from the college's average. This can be attributed to several factors. Firstly, our department maintains a challenging and demanding curriculum that attracts high-achieving students accustomed to receiving top grades in their previous academic experiences. Consequently, some students may face difficulties maintaining the same level of academic performance in our courses.

Furthermore, we view our department's grading standards and practices as intentionally more rigorous and demanding than those of the college as a whole. This results in fewer students earning high grades, as we set a high bar for academic achievement in line with our goals of maintaining rigor and expectations.

Despite this slight deviation, our commitment to maintaining high academic standards and expectations for our students remains unwavering. We continuously strive to provide them with the necessary support and resources to succeed while challenging them to reach their full potential.

The Behavioral Sciences Department's grade distribution breakdown by discipline, and semester as well as the college and the division for comparison is provided below:

See grade distribution comparison graphs below:

Included all courses both in-person and online

Student Course Grade Group ● A ● B ● C ● P ● D ● F & NP ● Other

Department Success Rates Fall 2018 to Fall 2022:

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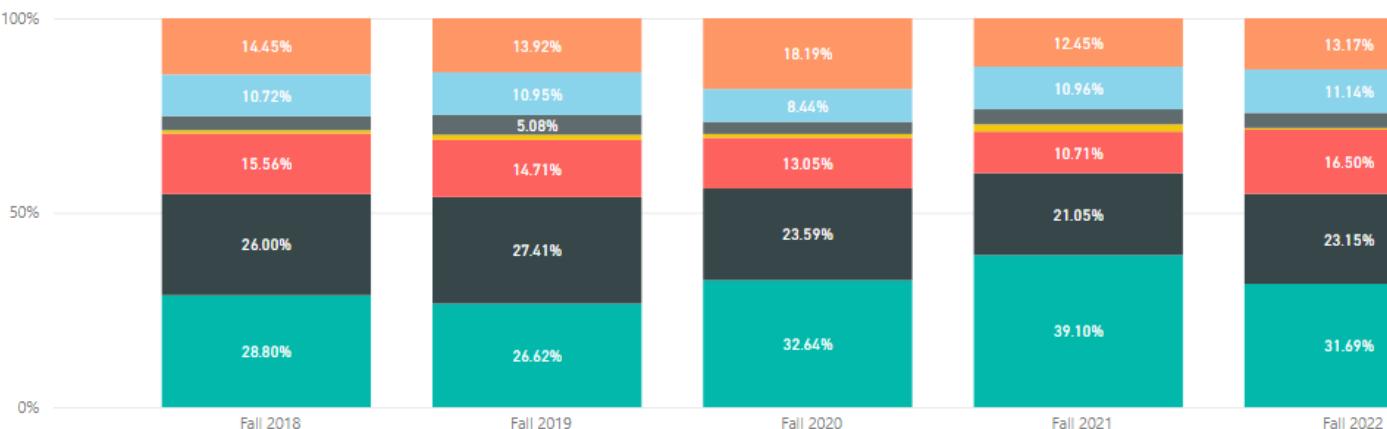


Anthropology Success Rates Fall 2018 to Fall 2022:

Enrollment - Duplicated

BY TERM DESC, STUDENT COURSE GRADE GROUP

Student Course Grade Group: ● A ● B ● C ● D ● F & NP ● Other



Psychology Success Rates Fall 2018 to Fall 2022:

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Enrollment - Duplicated

BY TERM DESC, STUDENT COURSE GRADE GROUP

Student Course Grade Group ● A ● B ● C ● P ● D ● F & NP ● Other

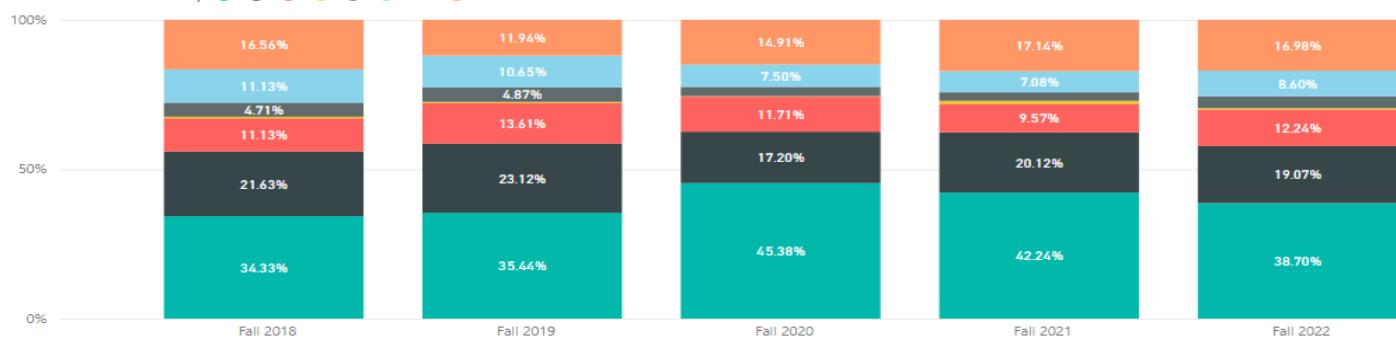


Sociology Success Rates Fall 2018 to Fall 2022:

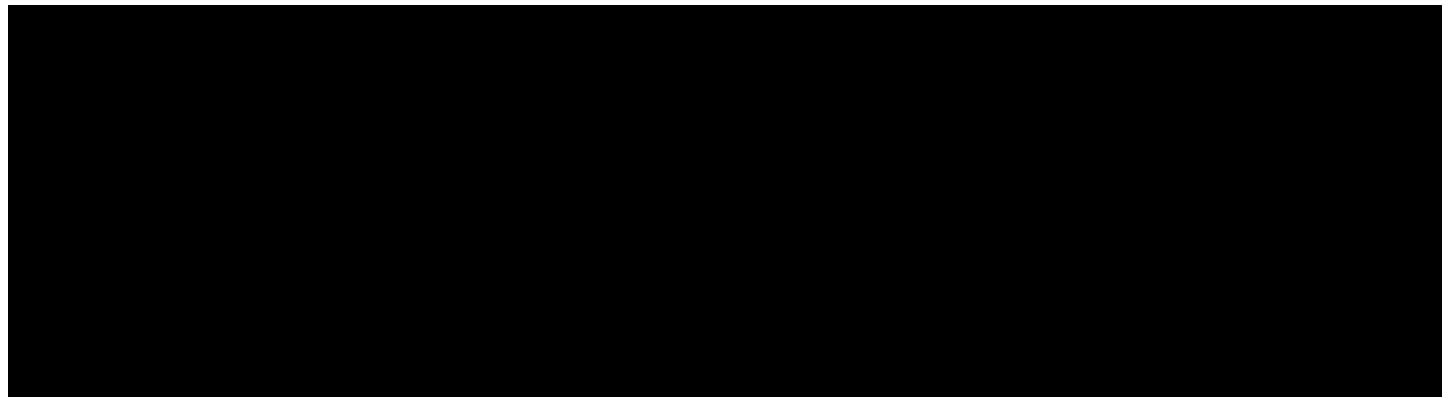
Enrollment - Duplicated

BY TERM DESC, STUDENT COURSE GRADE GROUP

Student Course Grade Group ● A ● B ● C ● P ● D ● F & NP ● Other



Division Success Rates Fall 2018 to Fall 2022:

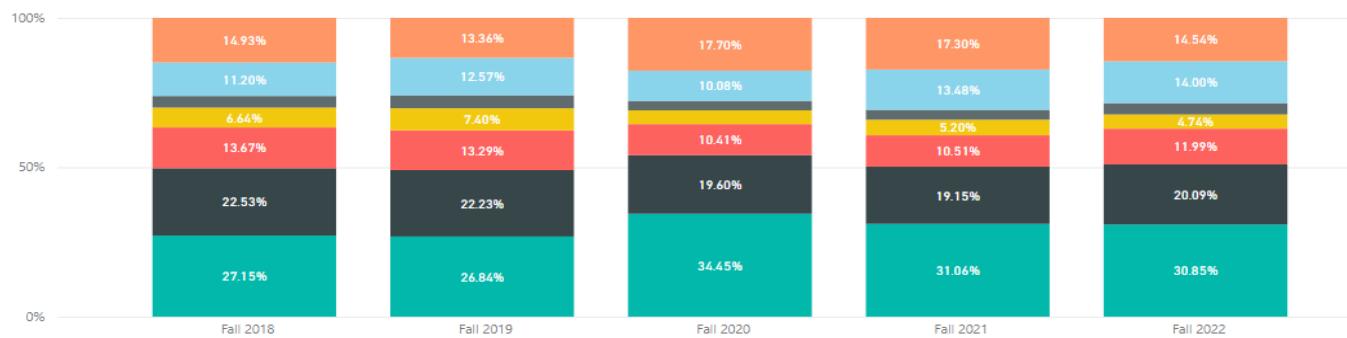


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Enrollment - Duplicated

BY TERM DESC, STUDENT COURSE GRADE GROUP

Student Course Grade Group ● A ● B ● C ● P ● D ● F & NP ● Other

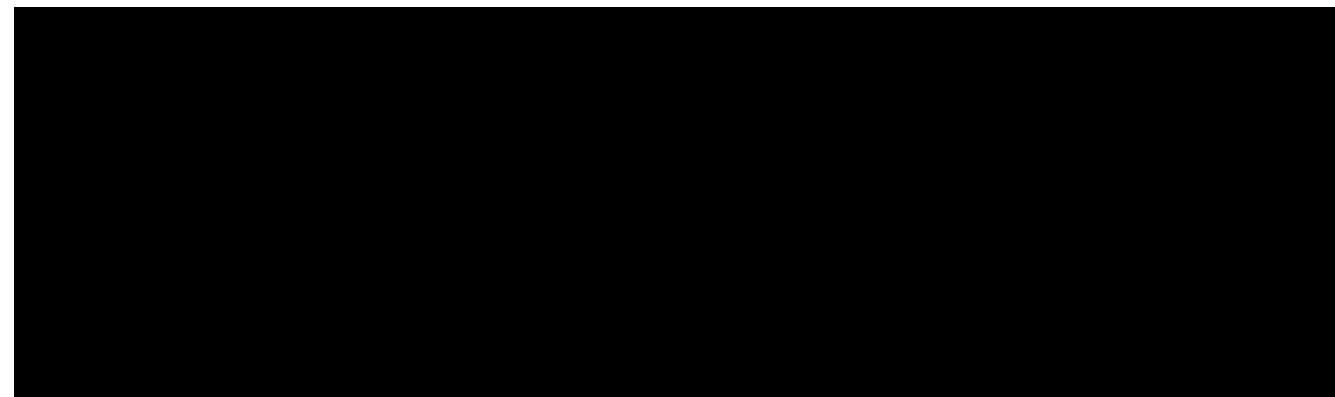


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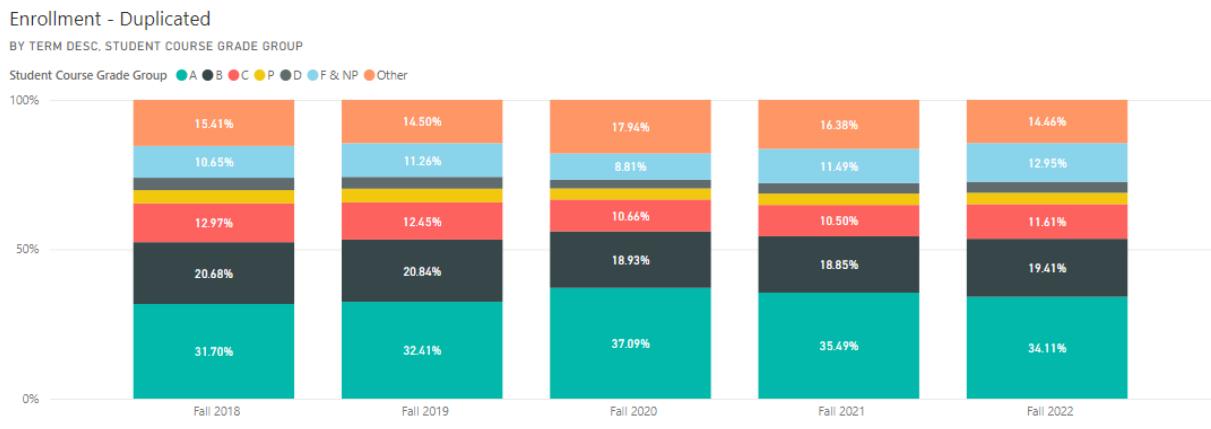
Data as of [date not provided]

Filtered by **Point in Time** (is Final Grades), **Modality ERT (groups)** (is On Campus or Online), **Division** (is English, Social/Behavioral Sciences), **Location** (is Grossmont College), **Term Session Desc** (is Fall), **Active Student Ind** (is Y), **Term Session** (is not (Blank)), **Location** (is Grossmont College)

College Success Rates Fall 2018 to Fall 2022:



Program Review Report



Program Review

Data as of [date not provided]

Filtered by **Point in Time** (is Final Grades), **Modality ERT (groups)** (is On Campus or Online), **Location** (is Grossmont College), **Term Session Desc** (is Fall), **Active Student Ind** (is Y), **Term Session** (is not (Blank)), **Location** (is Grossmont College)

2.8 For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer.

The Behavioral Sciences Department consistently exhibits grade and success patterns that align with the division across various courses and specialties. However, it is worth noting that lower success rates are occasionally observed in specific upper-division courses and courses with low enrollment.

One plausible explanation for this variation is the increased difficulty level. Upper-division classes typically require a higher level of comprehension and application of the subject matter compared to lower-division classes. Similarly, courses with smaller enrollments often necessitate more active engagement and participation from students, resulting in a more challenging academic experience.

Another contributing factor could be the higher expectations placed on students. Upper-division classes within the department may have elevated performance standards, considering that students have already completed lower-division coursework. Similarly, smaller classes may offer instructors a greater opportunity to provide personalized feedback and attention, thereby raising expectations for individual student performance.

Despite the challenges posed by lower grades in upper-division and smaller classes, it is important to recognize that these instances may stem from a smaller sample size, making it more difficult to achieve a representative distribution of grades. However, such classes can also

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provide a highly rewarding academic experience, as students are encouraged to develop their skills and knowledge within a supportive and intellectually stimulating environment.

To provide a comprehensive overview, below is the grade distribution breakdown by discipline, semester, and course within the Behavioral Sciences Department:

Anthropology:

Fall 2018:

Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Anthropology				1,089	316	282	169	9	776	71.3%	39	116	2	157	14.4%	156	0	0
ANTH-120	Cultural Anthropology			272	85	53	33	0	171	62.9%	10	43	0	53	19.5%	48	0	0
ANTH-122	Anth - Magic, Witchcraft, Relg			16	5	4	4	0	13	81.3%	3	0	0	3	18.8%	0	0	0
ANTH-130	Intro to Physical Anthropology			570	161	142	91	8	402	70.5%	16	58	2	76	13.3%	92	0	0
ANTH-131	Physical Anthropology Lab			192	52	70	36	1	159	82.8%	7	11	0	18	9.4%	15	0	0
ANTH-140	Intro to Archaeology			23	6	10	3	0	19	82.6%	3	1	0	4	17.4%	0	0	0
ANTH-215	Statistics/Behavioral Sciences			16	7	3	2	0	12	75.0%	0	3	0	3	18.8%	1	0	0

Fall 2019:

Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Anthropology				1,154	310	313	169	15	807	69.9%	59	125	4	188	16.3%	159	0	0
ANTH-120	Cultural Anthropology			278	59	60	31	2	152	54.7%	15	59	4	78	28.1%	48	0	0
ANTH-122	Anth - Magic, Witchcraft, Relg			37	9	8	12	0	29	78.4%	1	2	0	3	8.1%	5	0	0
ANTH-130	Intro to Physical Anthropology			609	169	169	82	13	433	71.1%	32	57	0	89	14.6%	87	0	0
ANTH-131	Physical Anthropology Lab			178	60	60	35	0	155	87.1%	8	2	0	10	5.6%	13	0	0
ANTH-140	Intro to Archaeology			38	7	16	8	0	31	81.6%	2	1	0	3	7.9%	4	0	0
ANTH-215	Statistics/Behavioral Sciences			14	6	0	1	0	7	50.0%	1	4	0	5	35.7%	2	0	0

Fall 2020:

Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Anthropology				1,148	384	279	152	11	826	72.0%	36	107	3	146	12.7%	176	0	0
ANTH-120	Cultural Anthropology			235	72	52	21	1	146	62.1%	11	43	2	56	23.8%	33	0	0
ANTH-122	Anth - Magic, Witchcraft, Relg			102	30	20	20	0	70	68.6%	3	15	0	18	17.6%	14	0	0
ANTH-130	Intro to Physical Anthropology			553	192	135	73	7	407	73.6%	16	31	0	47	8.5%	99	0	0
ANTH-131	Physical Anthropology Lab			194	70	59	33	2	164	84.5%	5	10	0	15	7.7%	15	0	0
ANTH-140	Intro to Archaeology			38	11	5	4	1	21	55.3%	1	5	0	6	15.8%	11	0	0
ANTH-215	Statistics/Behavioral Sciences			26	9	8	1	0	18	69.2%	0	3	1	4	15.4%	4	0	0

Fall 2021:

Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Anthropology				828	322	177	86	15	600	72.5%	32	95	0	127	15.3%	101	0	0
ANTH-120	Cultural Anthropology			176	63	32	13	2	110	62.5%	7	23	0	30	17.0%	36	0	0
ANTH-122	Anth - Magic, Witchcraft, Relg			93	44	17	7	1	69	74.2%	5	8	0	13	14.0%	11	0	0
ANTH-130	Intro to Physical Anthropology			398	146	92	57	3	298	74.9%	16	43	0	59	14.8%	41	0	0
ANTH-131	Physical Anthropology Lab			109	55	23	6	9	93	85.3%	3	9	0	12	11.0%	4	0	0
ANTH-140	Intro to Archaeology			26	6	5	3	0	14	53.8%	0	6	0	6	23.1%	6	0	0
ANTH-215	Statistics/Behavioral Sciences			26	8	8	0	0	16	61.5%	1	6	0	7	26.9%	3	0	0

Fall 2022:

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Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Anthropology				722	229	167	116	3	515	71.3%	27	83	1	111	15.4%	96	0	0
ANTH-120	Cultural Anthropology			118	44	12	15	1	72	61.0%	12	16	0	28	23.7%	18	0	0
ANTH-122	Anth - Magic, Witchcraft, Relg			46	7	10	7	0	24	52.2%	1	9	0	10	21.7%	12	0	0
ANTH-130	Intro to Biological Anthro			393	99	98	79	2	278	70.7%	13	47	1	61	15.5%	54	0	0
ANTH-131	Biological Anthropology Lab			112	60	33	11	0	104	92.9%	0	3	0	3	2.7%	5	0	0
ANTH-140	Intro to Archaeology			22	9	7	2	0	18	81.8%	1	1	0	2	9.1%	2	0	0
ANTH-215	Statistics/Behavioral Sciences			31	10	7	2	0	19	61.3%	0	7	0	7	22.6%	5	0	0

Psychology:

Fall 2018:

Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Psychology				2,439	581	543	388	67	1,579	64.7%	157	357	2	516	21.2%	344	0	0
PSY-120	Introductory Psychology			1,468	282	314	271	3	870	59.3%	131	247	0	378	25.7%	220	0	0
PSY-125	Cross-Cultural Psychology			20	3	3	4	0	10	50.0%	3	3	0	6	30.0%	4	0	0
PSY-134	Human Sexuality			156	53	36	19	0	108	69.2%	2	30	0	32	20.5%	16	0	0
PSY-138	Social Psychology			161	49	30	18	0	97	60.2%	4	24	0	28	17.4%	36	0	0
PSY-140	Physiological Psychology			102	52	19	6	0	77	75.5%	0	6	0	6	5.9%	19	0	0
PSY-150	Developmental Psychology			111	20	47	23	0	90	81.1%	3	11	0	14	12.6%	7	0	0
PSY-170	Abnormal Psychology			131	49	30	16	0	95	72.5%	5	13	0	18	13.7%	18	0	0
PSY-201	Acad/Career Opportunity-Psych			69	0	0	0	64	64	92.8%	0	0	2	2	2.9%	3	0	0
PSY-205	Research Method for Psychology			49	25	10	5	0	40	81.6%	2	3	0	5	10.2%	4	0	0
PSY-215	Statistics Behavioral Sciences			118	28	39	22	0	89	75.4%	5	13	0	18	15.3%	11	0	0
PSY-220	Learning			54	20	15	4	0	39	72.2%	2	7	0	9	16.7%	6	0	0

Fall 2019:

Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Psychology				2,623	687	597	404	66	1,754	66.9%	173	371	6	550	21.0%	319	0	0
PSY-120	Introductory Psychology			1,441	316	332	221	5	874	60.7%	111	256	1	368	25.5%	199	0	0
PSY-125	Cross-Cultural Psychology			25	4	5	5	0	14	56.0%	2	4	0	6	24.0%	5	0	0
PSY-134	Human Sexuality			170	39	44	27	0	110	64.7%	7	35	2	44	25.5%	16	0	0
PSY-138	Social Psychology			152	58	31	24	0	113	74.3%	3	16	0	19	12.5%	20	0	0
PSY-140	Physiological Psychology			94	52	19	8	0	79	84.0%	3	5	1	9	9.6%	6	0	0
PSY-150	Developmental Psychology			118	27	40	26	0	93	78.8%	7	8	0	15	12.7%	10	0	0
PSY-170	Abnormal Psychology			169	45	27	22	0	94	55.6%	14	35	0	49	29.0%	26	0	0
PSY-180	PSY of Interpersonal Skills			28	7	6	9	0	22	78.6%	0	0	0	0	0.0%	6	0	0
PSY-201	Acad/Career Opportunity-Psych			65	0	0	0	61	61	93.8%	0	0	2	2	3.1%	2	0	0
PSY-205	Research Method for Psychology			78	40	28	3	0	71	91.0%	2	0	0	2	2.6%	5	0	0
PSY-211	Cognitive Psychology			24	11	8	2	0	21	87.5%	0	0	0	0	0.0%	3	0	0
PSY-215	Statistics Behavioral Sciences			185	59	45	42	0	146	78.9%	13	7	0	20	10.8%	19	0	0
PSY-220	Learning			74	29	12	15	0	56	75.7%	11	5	0	16	21.6%	2	0	0

Fall 2020:

Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Psychology				2,308	829	491	258	63	1,641	71.1%	99	269	8	376	16.3%	291	0	0
PSY-120	Introductory Psychology			1,161	403	254	135	2	794	68.4%	55	157	2	214	18.4%	153	0	0
PSY-125	Cross-Cultural Psychology			15	1	1	5	0	7	46.7%	0	2	0	2	13.3%	6	0	0
PSY-134	Human Sexuality			130	38	28	17	0	83	63.8%	5	26	0	31	23.0%	16	0	0
PSY-138	Social Psychology			166	57	37	22	0	116	69.9%	6	30	1	37	22.3%	13	0	0
PSY-140	Physiological Psychology			94	68	6	4	0	78	83.0%	1	6	0	7	7.4%	9	0	0
PSY-150	Developmental Psychology			123	54	35	12	0	101	82.1%	5	6	0	11	8.9%	11	0	0
PSY-170	Abnormal Psychology			143	18	36	34	0	88	61.5%	20	17	0	37	25.9%	18	0	0
PSY-201	Acad/Career Opportunity-Psych			66	0	0	0	60	60	90.9%	0	0	4	4	6.1%	2	0	0
PSY-205	Research Method for Psychology			113	57	33	6	1	97	85.8%	0	2	0	2	1.8%	14	0	0
PSY-211	Cognitive Psychology			86	44	17	7	0	68	79.1%	0	5	0	5	5.8%	13	0	0
PSY-215	Statistics Behavioral Sciences			166	59	39	13	0	111	66.9%	7	16	1	24	14.5%	31	0	0
PSY-220	Learning			45	30	5	3	0	38	84.4%	0	2	0	2	4.4%	5	0	0

Fall 2021:

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Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Psychology				1,877	532	382	219	83	1,216	64.8%	66	268	12	346	18.4%	315	0	0
PSY-120	Introductory Psychology			855	231	189	111	3	534	62.5%	45	133	3	181	21.2%	140	0	0
PSY-125	Cross-Cultural Psychology			43	9	6	6	0	21	48.8%	3	11	0	14	32.6%	8	0	0
PSY-134	Human Sexuality			82	23	16	14	2	55	67.1%	2	11	0	13	15.9%	14	0	0
PSY-138	Social Psychology			155	50	29	13	2	94	60.6%	3	31	0	34	21.9%	27	0	0
PSY-140	Physiological Psychology			61	39	9	3	0	51	83.6%	0	7	0	7	11.5%	3	0	0
PSY-150	Developmental Psychology			139	66	33	9	0	108	77.7%	2	13	0	15	10.8%	16	0	0
PSY-170	Abnormal Psychology			125	7	28	21	2	58	46.4%	4	22	0	26	20.8%	41	0	0
PSY-201	Acad/Career Opportunity-Psych			89	0	0	0	73	73	82.0%	0	0	8	8	9.0%	8	0	0
PSY-205	Research Method for Psychology			60	26	13	10	1	50	83.3%	0	2	0	2	3.3%	8	0	0
PSY-211	Cognitive Psychology			68	14	13	14	0	41	60.3%	3	10	1	14	20.6%	13	0	0
PSY-215	Statistics Behavioral Sciences			152	42	37	16	0	95	62.5%	4	23	0	27	17.8%	30	0	0
PSY-220	Learning			48	25	9	2	0	36	75.0%	0	5	0	5	10.4%	7	0	0

Fall 2022:

Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Psychology				2,029	505	377	285	77	1,244	61.3%	106	316	23	445	21.9%	340	0	0
PSY-120	Introductory Psychology			915	192	218	146	5	561	61.3%	59	145	6	210	23.0%	144	0	0
PSY-125	Cross-Cultural Psychology			31	2	6	7	0	15	48.4%	1	4	0	5	16.1%	11	0	0
PSY-134	Human Sexuality			90	24	12	10	1	47	52.2%	3	9	2	14	15.6%	29	0	0
PSY-138	Social Psychology			170	47	27	21	1	96	56.5%	15	36	1	52	30.6%	22	0	0
PSY-140	Physiological Psychology			70	47	8	3	2	60	85.7%	0	1	0	1	1.4%	9	0	0
PSY-150	Developmental Psychology			152	64	26	26	0	116	76.3%	7	16	0	23	15.1%	13	0	0
PSY-170	Abnormal Psychology			128	13	18	27	0	58	45.3%	10	23	0	33	25.8%	37	0	0
PSY-201	Acad/Career Opportunity-Psych			78	0	0	0	66	66	84.6%	0	0	9	9	11.5%	3	0	0
PSY-205	Research Method for Psychology			65	24	16	9	1	50	76.9%	3	5	1	9	13.8%	6	0	0
PSY-211	Cognitive Psychology			75	12	10	13	0	35	46.7%	1	16	1	18	24.0%	22	0	0
PSY-215	Statistics Behavioral Sciences			221	58	30	21	1	110	49.8%	7	59	3	69	31.2%	42	0	0
PSY-220	Learning			34	22	6	2	0	30	88.2%	0	2	0	2	5.9%	2	0	0

Sociology:

Fall 2018:

Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Sociology				1,619	565	355	178	7	1,105	68.3%	72	184	0	256	15.8%	258	0	0
SOC-114	Soc of Minority Group Relation			104	44	32	9	0	85	81.7%	3	7	0	10	9.6%	9	0	0
SOC-120	Introductory Sociology			1,216	415	259	129	5	808	66.4%	60	147	0	207	17.0%	201	0	0
SOC-125	Marriage & Alt Life Styles			42	34	5	0	0	39	92.9%	0	0	0	0	0.0%	3	0	0
SOC-130	Contemporary Social Problems			122	25	35	23	1	84	68.9%	6	8	0	14	11.5%	24	0	0
SOC-138	Social Psychology			59	24	8	4	0	36	61.0%	0	12	0	12	20.3%	11	0	0
SOC-140	Sex & Gender Across Cultures			20	7	4	4	1	16	80.0%	0	1	0	1	5.0%	3	0	0
SOC-215	Statistics-Behavioral Science			56	16	12	9	0	37	66.1%	3	9	0	12	21.4%	7	0	0

Fall 2019:

Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Sociology				1,533	546	352	213	5	1,116	72.8%	76	165	0	241	15.7%	176	0	0
SOC-114	Soc of Minority Group Relation			99	38	22	16	0	76	76.8%	6	7	0	13	13.1%	10	0	0
SOC-120	Introductory Sociology			1,053	363	242	144	4	753	71.5%	52	131	0	183	17.4%	117	0	0
SOC-125	Marriage & Alt Life Styles			92	61	18	3	0	82	89.1%	1	1	0	2	2.2%	8	0	0
SOC-130	Contemporary Social Problems			145	34	39	29	0	102	70.3%	10	7	0	17	11.7%	26	0	0
SOC-138	Social Psychology			73	28	17	6	0	51	69.9%	3	12	0	15	20.5%	7	0	0
SOC-140	Sex & Gender Across Cultures			21	8	5	3	1	17	81.0%	1	1	0	2	9.5%	2	0	0
SOC-215	Statistics-Behavioral Science			50	14	9	12	0	35	70.0%	3	6	0	9	18.0%	6	0	0

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Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Sociology				1,274	582	221	158	2	963	75.6%	41	119	1	161	12.6%	150	0	0
	SOC-114	Soc of Minority Group Relation		111	51	14	20	0	85	76.6%	3	11	0	14	12.6%	12	0	0
	SOC-120	Introductory Sociology		818	395	141	99	0	635	77.6%	29	63	1	93	11.4%	90	0	0
	SOC-125	Marriage & Alt Life Styles		87	46	10	10	1	67	77.0%	4	3	0	7	8.0%	13	0	0
	SOC-130	Contemporary Social Problems		91	26	31	13	1	71	78.0%	3	9	0	12	13.2%	8	0	0
	SOC-138	Social Psychology		60	18	12	6	0	36	60.0%	1	14	0	15	25.0%	9	0	0
	SOC-140	Sex & Gender Across Cultures		67	29	6	7	0	42	62.7%	0	16	0	16	23.9%	9	0	0
	SOC-215	Statistics-Behavioral Science		40	17	7	3	0	27	67.5%	1	3	0	4	10.0%	9	0	0

Fall 2021:

Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Sociology				1,009	413	195	103	9	720	71.4%	32	93	2	127	12.6%	162	0	0
	SOC-114	Intro to Race & Ethnicity		124	55	14	15	1	85	68.5%	6	21	0	27	21.8%	12	0	0
	SOC-120	Introductory Sociology		591	257	130	48	6	441	74.6%	18	38	0	56	9.5%	94	0	0
	SOC-125	Marriage, Fam & Alt Lifestyles		81	36	6	11	0	53	65.4%	2	10	0	12	14.3%	16	0	0
	SOC-130	Contemporary Social Problems		67	23	17	13	1	54	80.6%	2	2	0	4	6.0%	9	0	0
	SOC-138	Social Psychology		46	8	11	6	0	25	54.3%	3	11	1	15	32.6%	6	0	0
	SOC-140	Sex & Gender Across Cultures		40	13	8	4	1	26	65.0%	0	6	1	7	17.5%	7	0	0
	SOC-150	Latinx Sociology		21	11	1	1	0	13	61.9%	1	0	0	1	4.8%	7	0	0
	SOC-215	Statistics-Behavioral Science		39	10	8	5	0	23	59.0%	0	5	0	5	12.8%	11	0	0

Fall 2022:

Department	Section ID	Section Title	Section No	Total Grades	A	B	C	P	Success Total	% Success	D	F	NP	Non Success Total	% Non Success	W	MW	N
Sociology				1,185	419	248	139	8	814	68.7%	46	120	8	174	14.7%	197	0	0
	SOC-114	Intro to Race & Ethnicity		194	61	54	19	4	138	71.1%	5	26	1	32	16.5%	24	0	0
	SOC-120	Introductory Sociology		642	256	131	75	1	463	72.1%	25	49	2	76	11.3%	103	0	0
	SOC-125	Marriage, Fam & Alt Lifestyles		85	41	16	9	0	66	77.6%	3	10	0	13	15.3%	6	0	0
	SOC-130	Contemporary Social Problems		76	19	14	16	1	50	65.8%	4	6	0	10	13.2%	16	0	0
	SOC-138	Social Psychology		54	7	9	6	0	22	40.7%	5	13	1	19	35.2%	13	0	0
	SOC-140	Sex & Gender Across Cultures		68	22	11	8	2	43	63.2%	3	5	1	9	13.2%	16	0	0
	SOC-150	Latinx Communities in U.S.		29	10	1	2	0	13	44.8%	1	3	1	5	17.2%	11	0	0
	SOC-215	Statistics-Behavioral Science		37	3	12	4	0	19	51.4%	0	8	2	10	27.0%	8	0	0

2.9 Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.

Unusual grading patterns are not observed in the data above. If any such patterns were to arise, individual instructors or programs would address them through a reconsideration of pedagogy and assessment methods. Our continual SLO assessment process (discussed below) allows for reflection on, and revision of, grading techniques should unusual grading patterns were to arise.

None of our programs are calibrated to external standards.

2.10 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery methods? Is there anything in the data that would prompt your department to make changes?

The following data is based on Fall terms from 2018-2022:

Division (ESBS) success rates range from 72-80% for on-campus courses and retention ranges from 88-90% for on-campus courses. ESBS success rates range from 63%-69% for online courses and retention rates range from 80-83% for online courses.

For Anthropology, on-campus success rates range from 77-91% and on-campus retention rates range from 91-95%; online success rates range from 62-71% and online retention rates range from 79-87%.

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For Sociology, on-campus success rates range from 69-77% and on-campus retention rates range from 86-91%; online success rates range from 65-74% and online retention rates range from 80-86%.

For psychology, on-campus success rates range from 64-73% and on-campus retention rates range from 84-89%; online success rates range from 58-68% and online retention rates range from 80-85%.

Overall, our department's online success rates are lower than on-campus success rates (by, at least 3 points and more for some programs). However, our online success rates fall within (or, for some programs, exceed) division averages. Our online retention rates are lower than our on-campus retention rates; however, they are still higher than those of the divisional rates. Our on-campus retention rates are within or exceed those of the division.

Our departmental policies on course delivery were highly impacted by the COVID-19 pandemic. Prior to 2020, we offered more on-campus than online courses (although student demand for online courses was steadily increasing in the years preceding the pandemic). During the pandemic, we abruptly transitioned to fully remote instruction. Some instructors, who had never taught online, had to quickly acquire online teaching knowledge and skills. As campus reopened, we have gradually offered more on-campus courses but student demand for online courses remains high. We have sought to accommodate students and improve our online course delivery, while recognizing that we do not want to become a fully online program and that students benefit, both socially and academically, from face-to-face courses.

2.11 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. Have your high school articulations agreements transitioned to "credit for prior learning" per the Title V changes? (Contact the Dean of CTE if you have questions).

N/A. We still use Credit by Exam and are in the early stages of CPL (Credit for Prior Learning).

2.12 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

The majority of our courses in all three disciplines are transferrable to both CSU and UC systems, with the exception of a few courses that are CSU-transferrable only. All but four courses in our 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.

Grossmont College has completed course-to-course articulation for the SDSU major preparation in Anthropology, Psychology, and Sociology for the general transfer pathway. Our department has 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. We are in contact with the Articulation Officer to ensure that our course articulations remain current.

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SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1 Over the course of the last Program Review cycle, how has your department used the results of course level (referred to as SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments? Please respond to both prompts below.

3.1a: How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?

In our department, we have three SLO liaisons – one for each discipline – that lead our SLO assessments: Each liaison established a 6-year CSLO and PSLO assessment schedule, collects SLO data each semester, and analyzes and discusses the data within their program. Our continual SLO assessment enables us to assess improvement over time by noting where we meet or exceed target benchmarks and noting when changes in teaching/learning led to improvements in SLO success.

Anthropology, psychology and sociology faculty use the SLO process to reconsider course-level assessment methods and ensure these methods are accessible to all students. For example, we have found that using clear unbiased language in exam questions/prompts best supports accessibility and student success. Each semester, assessment of CSLOs prompts us to discuss what is and is not working to achieve our learning objectives. We seek to improve our assessment methods on an ongoing basis. Changes that may be implemented include: reevaluating assessment techniques (quizzes vs activities) and using mixed methods that support distinct learning styles. We also review research-based scholarship about the process of learning and the impact of specific teaching strategies on learning. We recognize that assessing student learning outcomes does not necessarily provide information about the process by which some students learn and others do not. Many changes in teaching also come from faculty self-reflection and peer/student evaluation, not only from SLO data.

3.1b: How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs? How have you assessed (or how will you assess) the success of these adjustments?

We are still in the early stages of PSLO assessment, as our focus has been on our CSLO assessments. At this point, all of the SLO liaisons for each discipline have mapped their CSLOs to PSLOs and begun using aggregate CSLO data to assess student achievement of PSLOs. At this time, we are not adjusting our degree/certificate programs based on this data.

For Anthropology: We collected SLO data for all ANTH 120 sections (Fall 2020) and all ANTH 130 sections (Spring 2021), two key courses that directly relate to PSLO#1. We analyzed aggregated SLO data from all these courses to find a 70.5% pass rate for PSLO#1. We collected SLO data for all sections of ANTH 130 (Spring 2021) and ANTH 131 (Spring 2022). These two courses map onto PSLO #2, and we found an 87% pass rate related to PSLO #2. We collected SLO data for all sections of ANTH 120 (Fall 2020), and all sections of both ANTH 122 and ANTH 140 (Fall 2021), and we found an aggregate pass rate of 90% related to PSLO #3.

For Sociology: The department recently collected aggregated SLO data for SOC 120 (Fall 2020) and SOC 130 (Fall 2020), two key courses that map onto the PSLOs. We analyzed SLO data from these courses to assess student attainment of PSLOs. The results were, in SOC 120: SLO#1: 70% pass SOC 130, SLO#1: 76% pass. A quiz was also given to students in SOC 125 and SOC 150 during Fall 2021. The results were: SLO#1: 85% pass SOC 150, SLO#1: 83% pass. PSLOs are meeting benchmarks.

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3.2 What general trends or patterns do you see as you review your department's analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)

The general trend noted in our SLO assessment is that, across the disciplines, we are meeting our target benchmarks: in fact, the percentage of students meeting benchmarks increased since the last assessment. In addition, our SLO results display variance that may be due to different instructor teaching styles and assessments. Standardization across instructors is not prioritized in our department, as our instructors enjoy a high degree of academic and pedagogical freedom, which makes comparisons across instructors and disciplines difficult.

In addition, it is difficult to assess general trends in SLO and PSLO assessment since the last program review due to disruptions caused by the COVID-19 pandemic, resulting in increased remote instruction and subsequent changes to our instructional techniques and assessment strategies. The transition to Nuventive has also led to new prompts and questions that were not included in our last program review.

3.3 What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need in order to respond to these implications?

Since we are successfully meeting our benchmarks, major changes are not required for our courses or program. However, we continually seek to improve our pedagogy and assessments, and we engage in ongoing dialogue about how to measure student learning and outcomes. The main area of discussion centers on the assessment plan, such as revising measurement approaches. No additional support is needed at this time.

3.4 What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of assessment results, etc.)?

Since the last program review cycle, we have formalized our SLO assessment cycle by having one representative from each discipline collect and lead the analysis of CSLO data each semester. The SLO liaisons from anthropology, sociology, and psychology have each developed and implemented their own schedules to assess all SLOs of at least one course each semester and assess program SLOs once or twice within the six-year cycle.

3.5 Please attach your assessment schedule from your Department Documents - Program Review folder.

[SLO schedule.pdf](#)

3.6 What do the results of your SLO work tell you about the progress you made toward your program goals? How will they inform your teaching moving forward?

While our overall SLO pass rates are high, and meet our program/departmental goals, we recognize that there is always room for improvement. Our approaches, for example, could be improved through utilizing mixed methodologies and including multiple forms of assessments. Moreover, due to internal variation in teaching styles, course materials, and assessment strategies, we lack a standard way to meaningfully compare results across our courses or programs. Nevertheless, our SLO results, and our discussions about them, provide some evidence that our students are accomplishing our program-level goals. Our SLO assessments also lead us to reflect on the equity implications of our teaching styles and consider diversifying how we present material in class in order to appeal to a broader range of students and learning styles.

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SECTION 4 - FACILITIES AND SCHEDULING

4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

Facility Space	Courses
Standard classrooms (usually in the 500s)	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 lab materials, (forthcoming, in Building 36)	ANTH 131 laboratory course
Computer laboratory classroom seating for at least 30 with SPSS software installed	ANTH/PSY/SOC 215 – Statistics in the Behavioral Sciences course
Computer laboratory classroom seating for at least 30 with SPSS software installed needed for the additional laboratory component of this course	PSY 205 – Research Methods for Psychology Laboratory Course

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

No

If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

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 anthropology lab course has long needed a dedicated space, which will be housed in Building 36 when completed in Spring 2024. Dr. Bonnie Yoshida-Levine (anthropology) has been involved in the planning and design of the new classroom to ensure that it meets all the necessary requirements for this lab course.

However, psychology also needs dedicated classrooms to support its popular statistical application and methods courses – PSY/SOC/ANTH 215 PSY 205 – which both require a classroom with computers that have installed SPSS. Both courses are in high demand, as

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student must complete them to fulfil requirements for the Psychology AA-T, and students must complete PSY/SOC/ANTH 215 for the Anthropology AA-T. Unfortunately, this course is often scheduled in spaces shared by English, Computer Science and Information Systems Department (CSIS), and Anthropology.

In addition, we have no laboratory space for Physiological Psychology (PSY 140). A course in physiological psychology is required for psychology majors and is one of the most difficult for students. Adding a wet lab space will enhance the student learning experience. PSY 205, which recently added a lab component to increase units from 3 to 4 units, could benefit from a dedicated lab space as well. This course is important: With a research methods lab, students learn most of the general skills and methods needed to succeed in academic psychology. And students 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 be located in a smart classroom with full access to computers that have installed statistical software (e.g., SPSS).

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

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. Some issues will be resolved with the remodel of buildings 51 and 55. However, many behavioral sciences courses are scheduled in building 53, which is not included in the remodel. These classrooms are outdated and inhospitable. Room 53-544A, for example, where biological anthropology is taught, has a capacity of 52, but contains 60 desks and 7 extra chairs, some of which are pushed into a corner behind the projector screen in order to clear space. Many classrooms have the screen in the middle of the board, making it impossible to use the board and screen simultaneously.

4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

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 advocated for the space needs described above for the past 10 years. The dedicated Anthropology lab space in the soon-to-be completed Building 36 will satisfy one of our needs, but we still need more computer and lab spaces to better serve our psychology students, as well as students taking psychology methods courses to meet G.E. requirements.

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in the spaces listed in 4.1.

Equipping the laboratory space for psychology statistics and research methods, and 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.

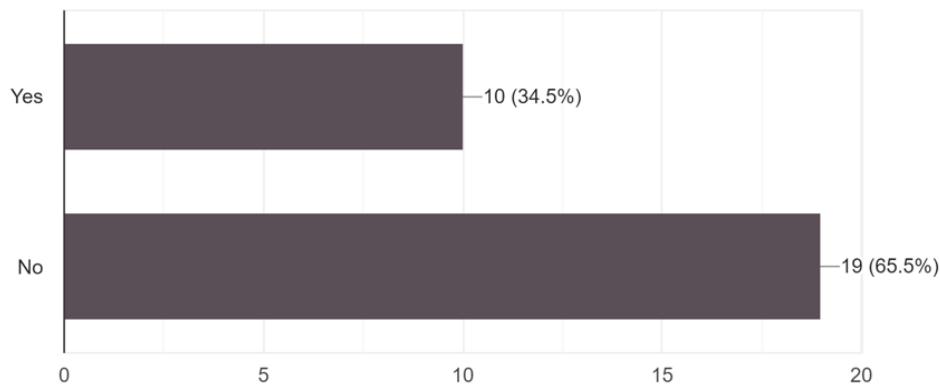
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4.5 Are faculty and staff support services meeting your program's needs? Consider the following support services: Information Technology, Business Services, Printing, Bookstore, Maintenance, CAPS (Campus & Parking Services), and any other support services important to your faculty and staff.

Among the services included in the survey, faculty commented on the excellence of the printing and IT departments. Among instructors who responded: 79% utilize IT, 72% utilize printing, and 69% utilize the bookstore by 69%. On the other hand, far fewer utilize maintenance (38%), business services (34.5%), and CAPS (34.5%).

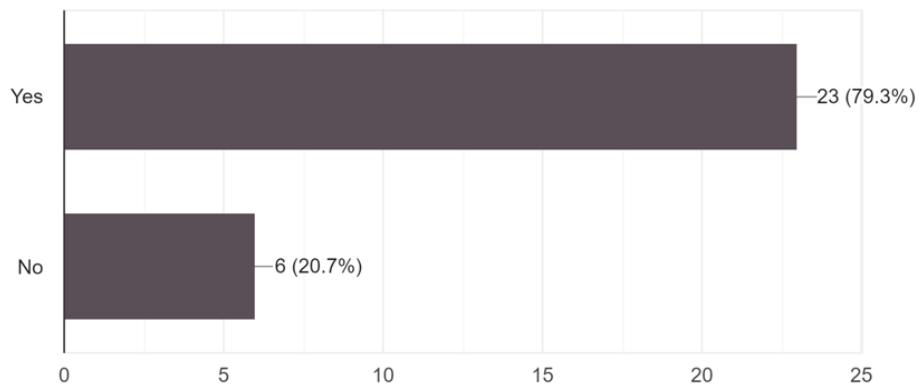
Business Services Do you utilize or work with Business services?

29 responses



Information Technology-Do you utilize or work with IT services?

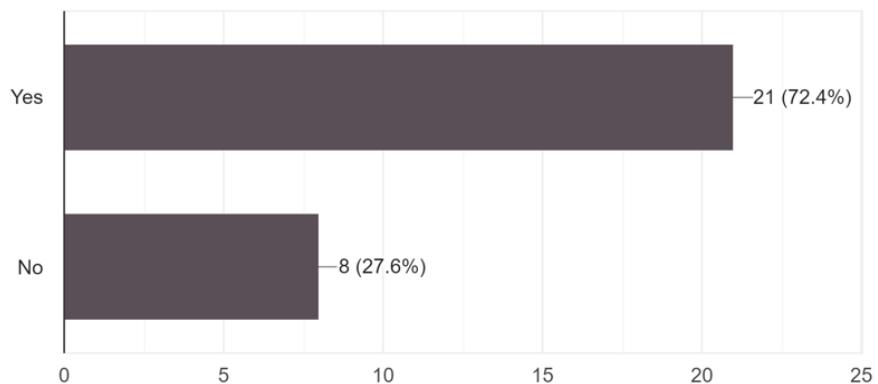
29 responses



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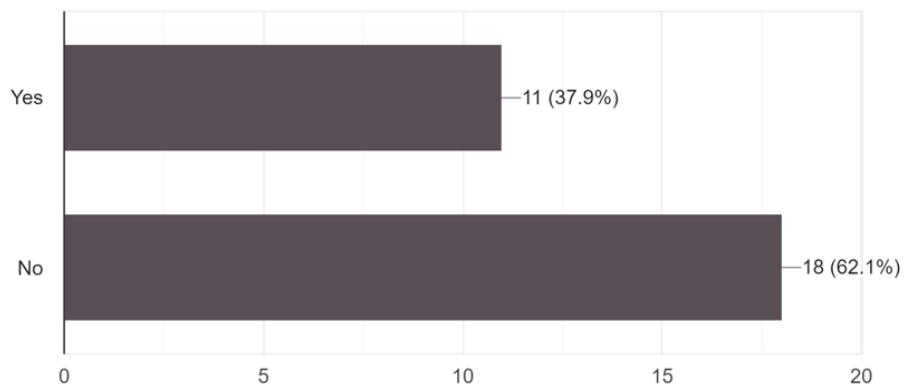
Printing Services Do you utilize or work with printing services?

29 responses



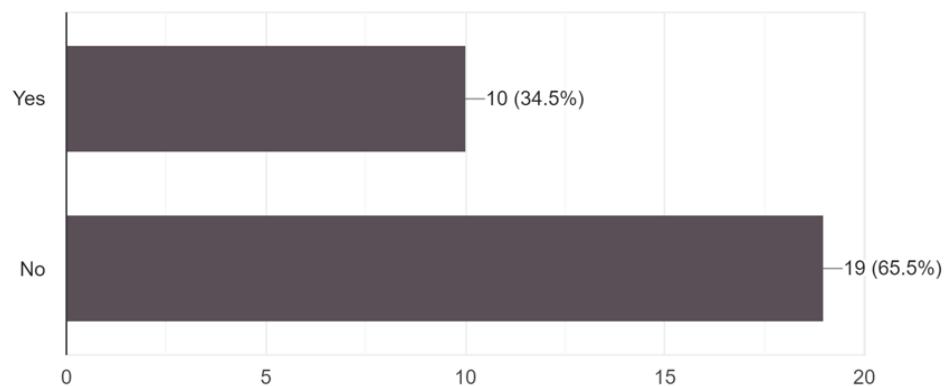
Maintenance- Do you utilize or Maintenance services?

29 responses



CAPS- Do you utilize or work with CAPS?

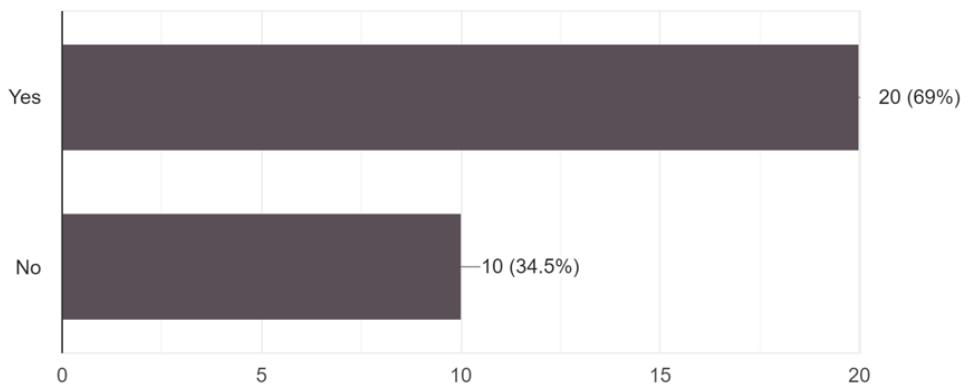
29 responses



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Bookstore- Do you utilize or work with the Bookstore?

29 responses



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

Yes

If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.

As discussed above, our department offers several high demand lab and methods courses, including PSY/SOC/ANTH 215 and PSY 205. These courses currently do not have dedicated classroom spaces with all the required materials and technologies. This hinders our ability to offer enough sections to meet student demand. We have successfully managed this by utilizing spaces typically used by other departments (such as CSIS and English). For example, PSY/SOC/ANTH 215 is currently using classrooms in the 500s that were part of the English writing lab, which has been moved in anticipation of the buildings 51 and 55 remodels. We have successfully managed this by advocating for, and achieving, a dedicated lab space for ANTH 131 in the forthcoming Building 36.

If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

4.7 If applicable, please include any additional information you feel impacts your program/department regarding facilities, scheduling, faculty, and classified staff support services that were not included above.

Equipping laboratory spaces for statistics, research methods, and physiological psychology would be a priority. One suggestion for technology for the future computer lab is to have student computers equipped to project onto the projector screen.

Further, as stated above: Although buildings 51 and 55 are slated for remodel this summer, the largest building of this complex – building 53 – is not. It features dirty carpets, accumulations of papers and books, untidy conditions, outdated screens and monitors, ill-placed screens, and so forth. Remodeling building 53 should be a top priority for our college, as every student enrolls in classes housed in the 500s within their first year at Grossmont.

Classified staff support for our department is excellent. MaryAnn Landry is exceptionally pleasant, knowledgeable, and helpful; she enables our department to operate smoothly.

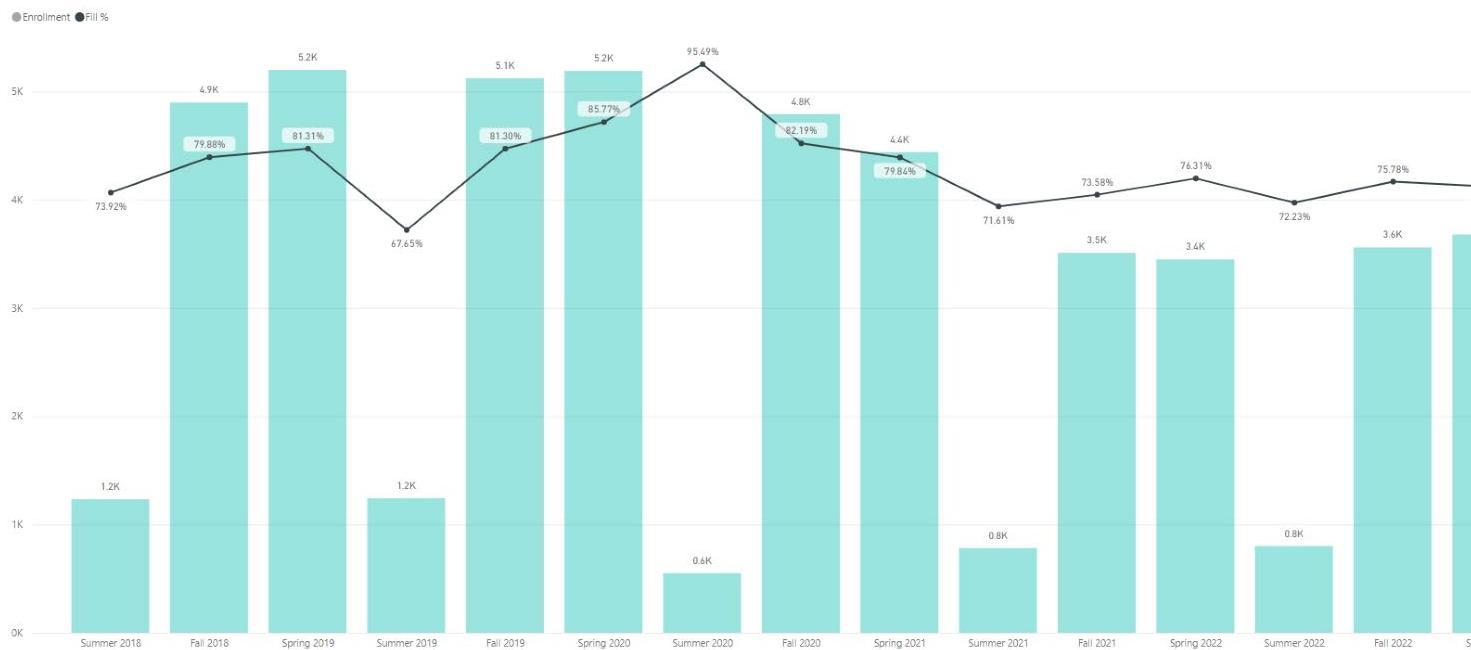
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SECTION 5 – STUDENT EQUITY AND SUCCESS

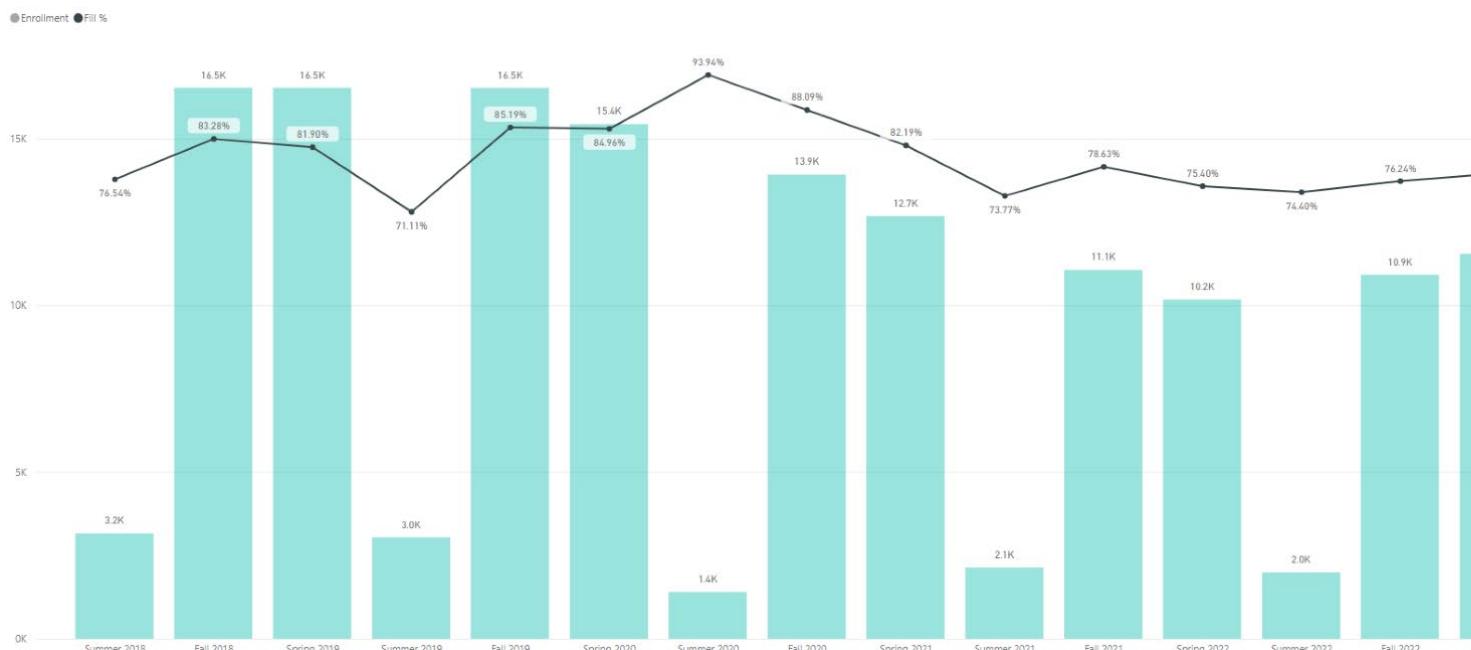
5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department?
Explain what is causing these trends (e.g., campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

Department Enrollment and Fill Percentage:

Bars: Enrollment; Line: Fill Percentage

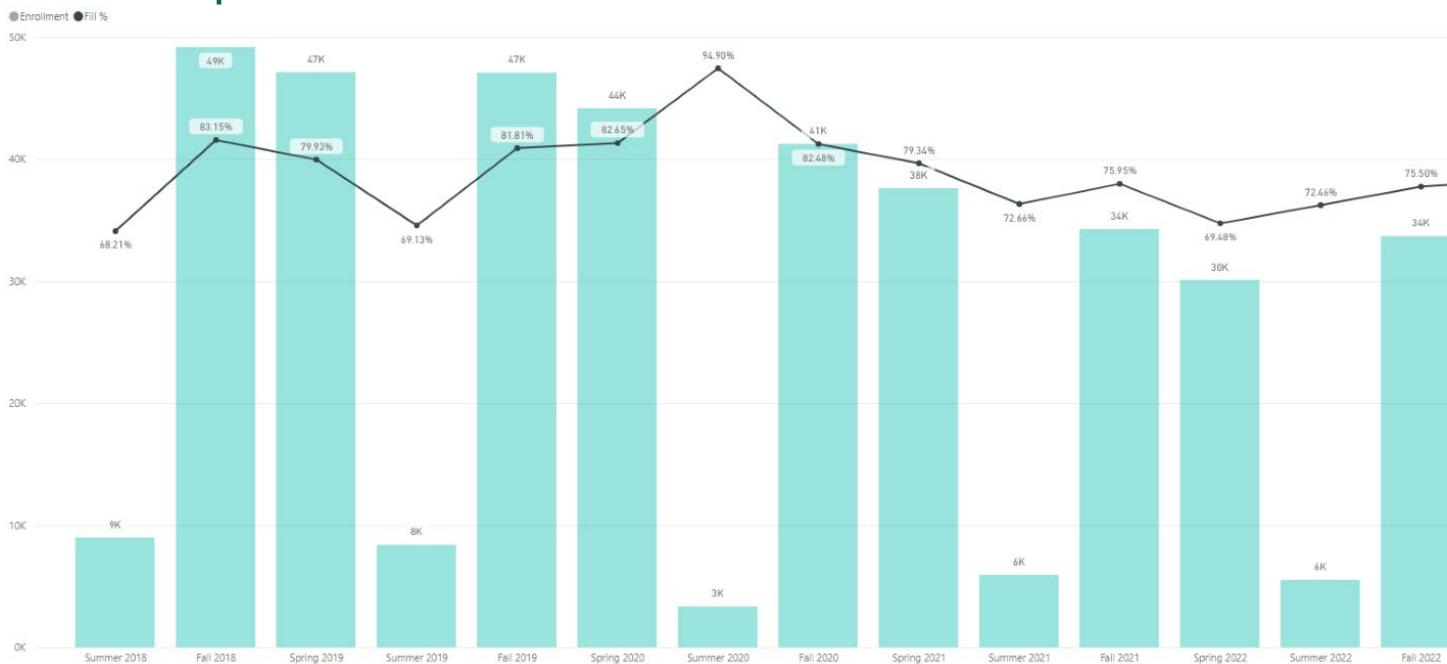


Division Enrollment and Fill Percentage:



College Enrollment and Fill Percentage:

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Upon comparing the enrollment and fill percentages of the Behavioral Sciences Department with those of the division and college, we can conclude that the department performs well. However, the department's enrollment is influenced by external factors such as COVID-19, the economy, high school graduation rates, and seasonal fluctuations.

The ongoing COVID-19 pandemic has had a significant impact on the enrollment of the Behavioral Sciences Department across all three disciplines, from Spring 2020 until the present. Despite this, we have observed a recent steady rise in enrollment. It is important to acknowledge the potential impact of COVID-19 on the academic performance and well-being of students and to take measures to support them.

Moreover, the department experiences seasonal fluctuations in enrollment of certain courses based on the academic calendar. For instance, courses that satisfy the prerequisite for other courses tend to have higher enrollment in the Fall semester, whereas upper-division courses that require these prerequisite courses tend to have higher enrollment in the Spring semester. A specific example is PSY 215 (Spring) and PSY 205 (Fall). It is crucial to anticipate and plan for these seasonal fluctuations to ensure that the department can accommodate the students' academic needs and preferences.

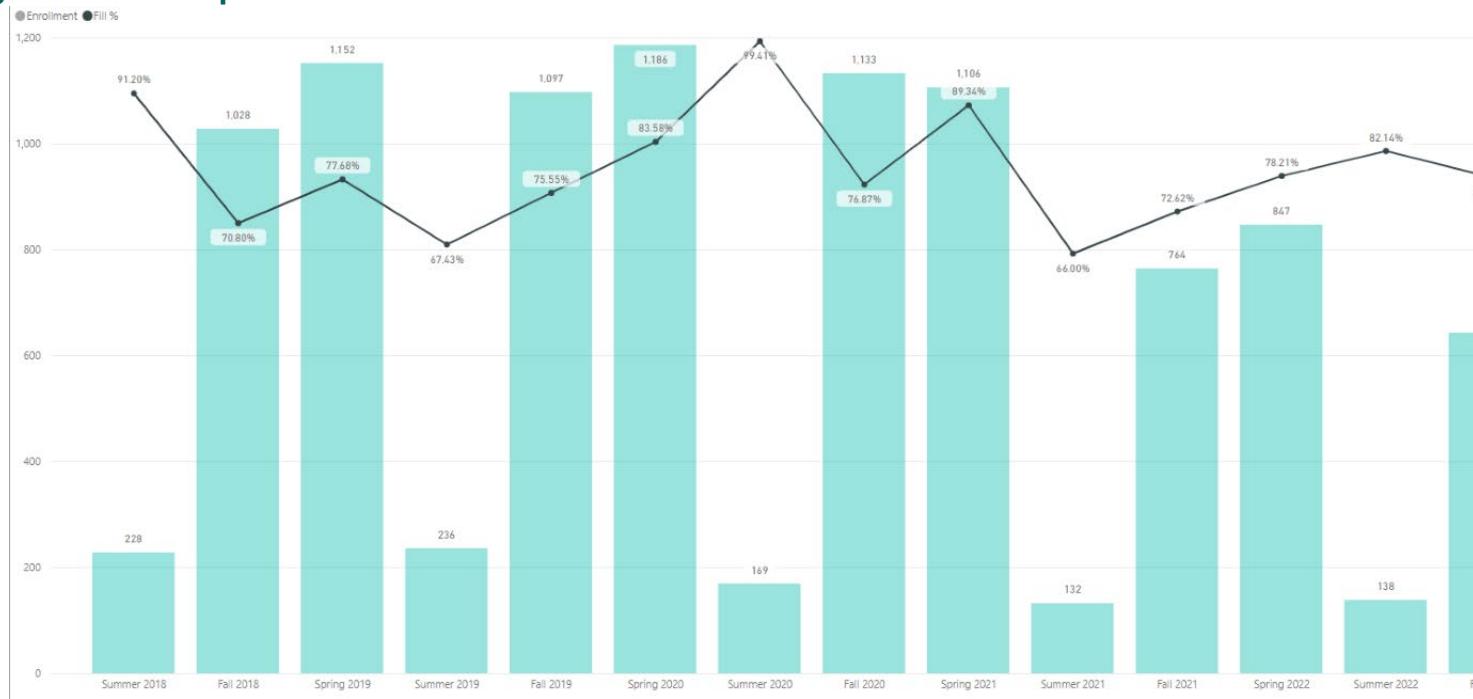
In summary, although the enrollment and fill percentages of the Behavioral Sciences Department are in line with the division and college, external factors such as COVID-19, the economy, and seasonal fluctuations must be taken into account. By proactively addressing these factors, the department can continue to provide quality education to its students and contribute to the academic excellence of the institution. We can achieve this by offering popular courses in different modalities and matching up seasonal needs for courses with open section opportunities.

Department Enrollment and Fill Percentages by Discipline:

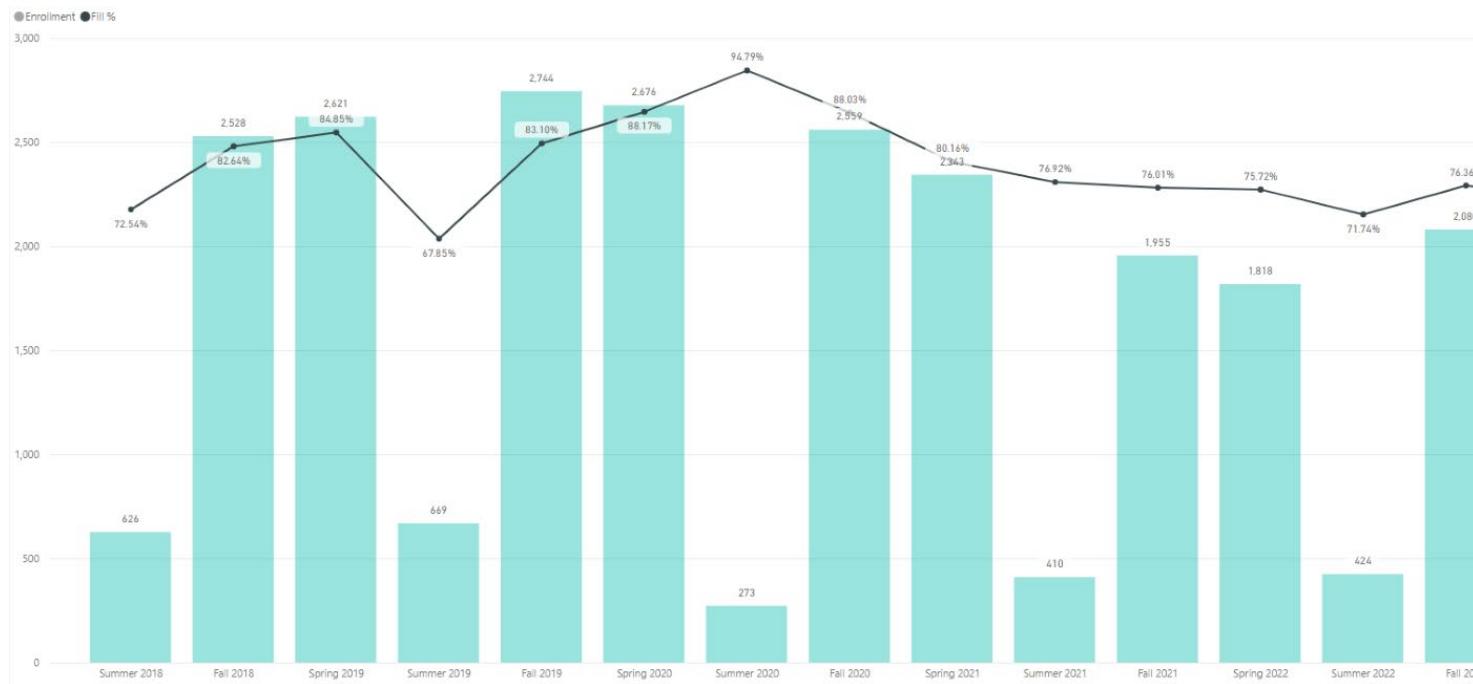
Bars: Enrollment; Line: Fill Percentage

Anthropology:

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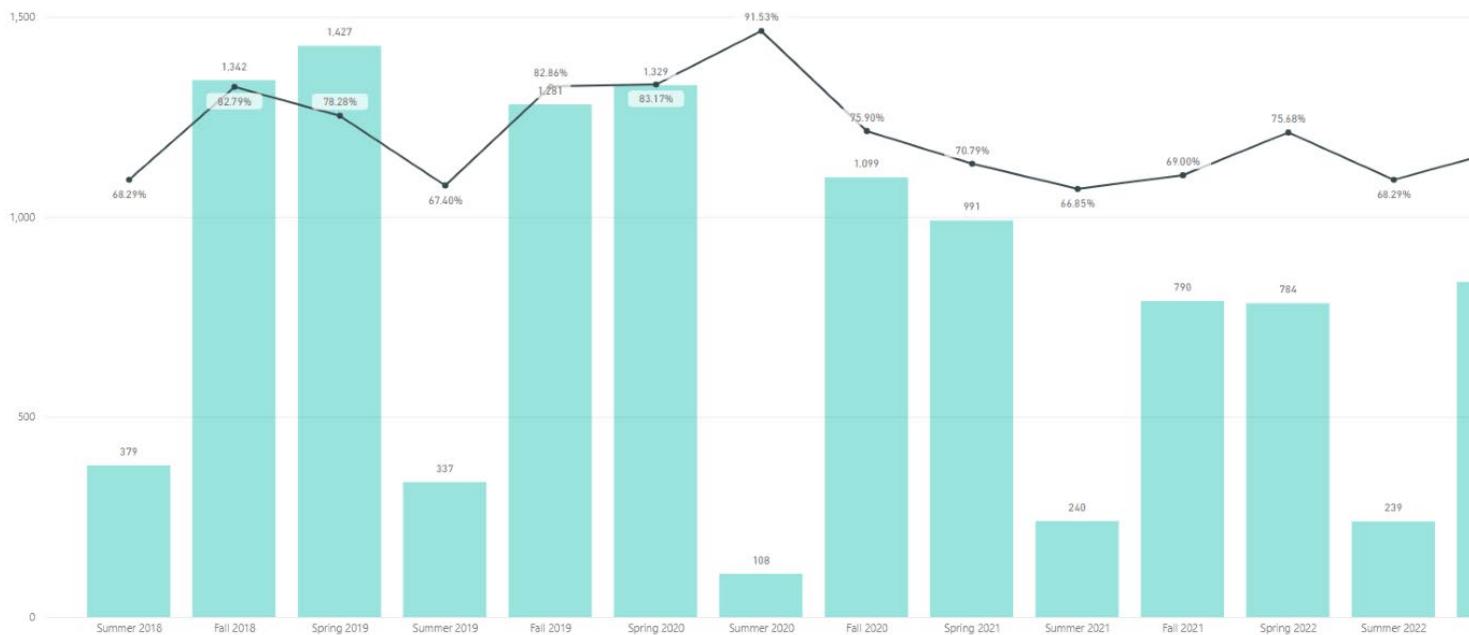
Psychology:



Sociology:

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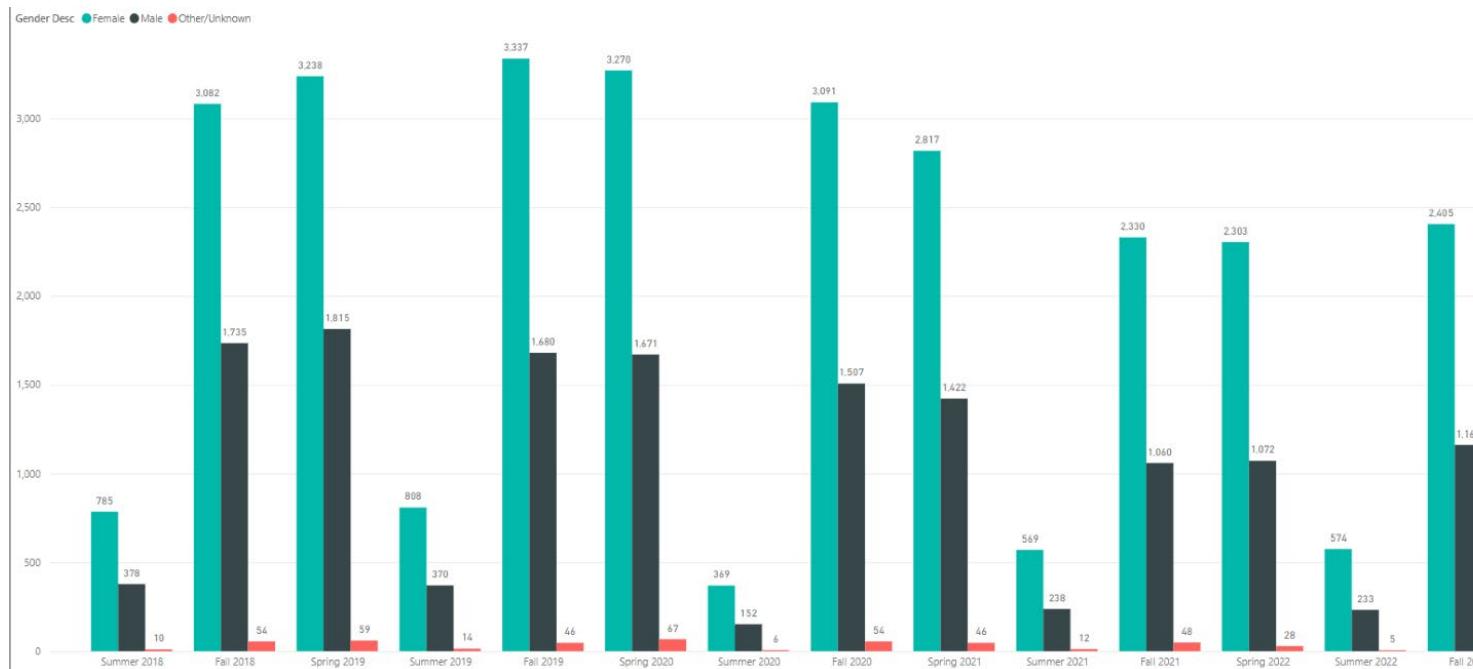
● Enrollment ● Fill %



5.2 Examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think are causing these patterns

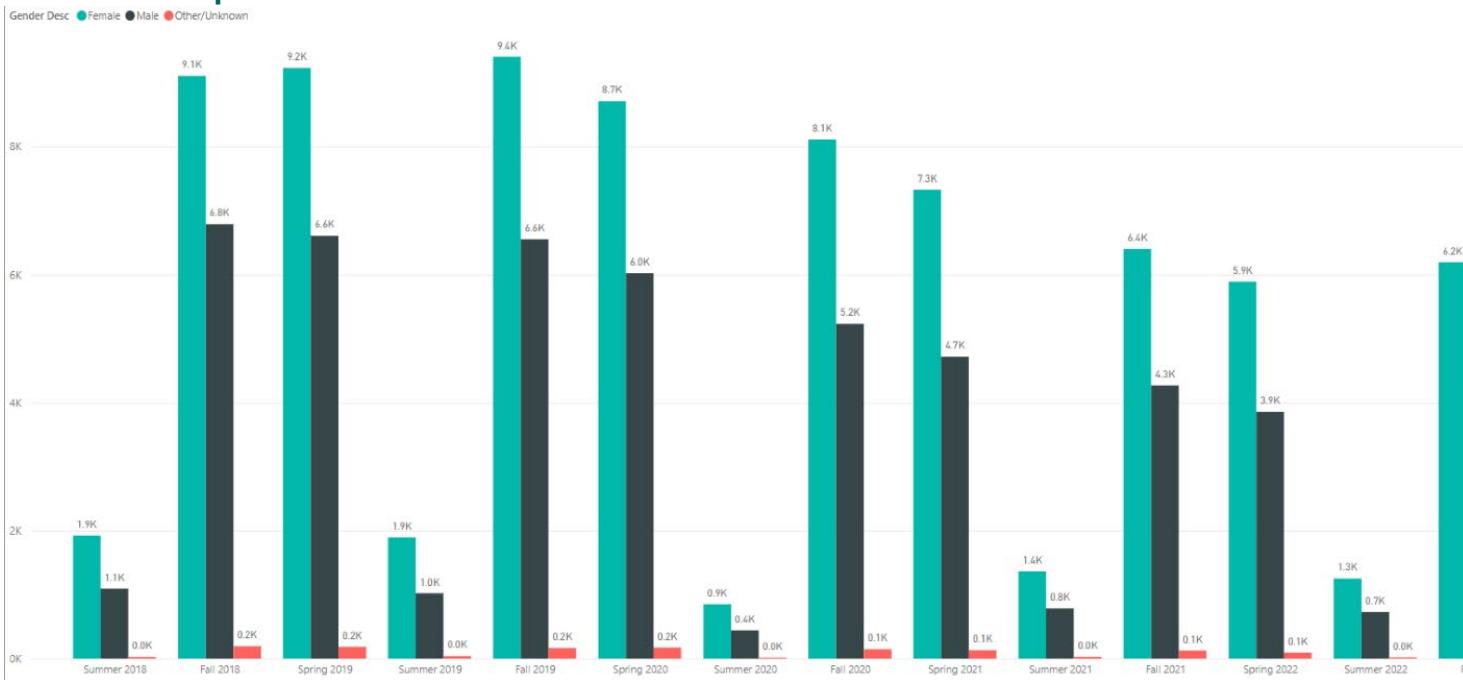
Department Enrollment by Gender:

Gender Desc ● Female ● Male ● Other/Unknown

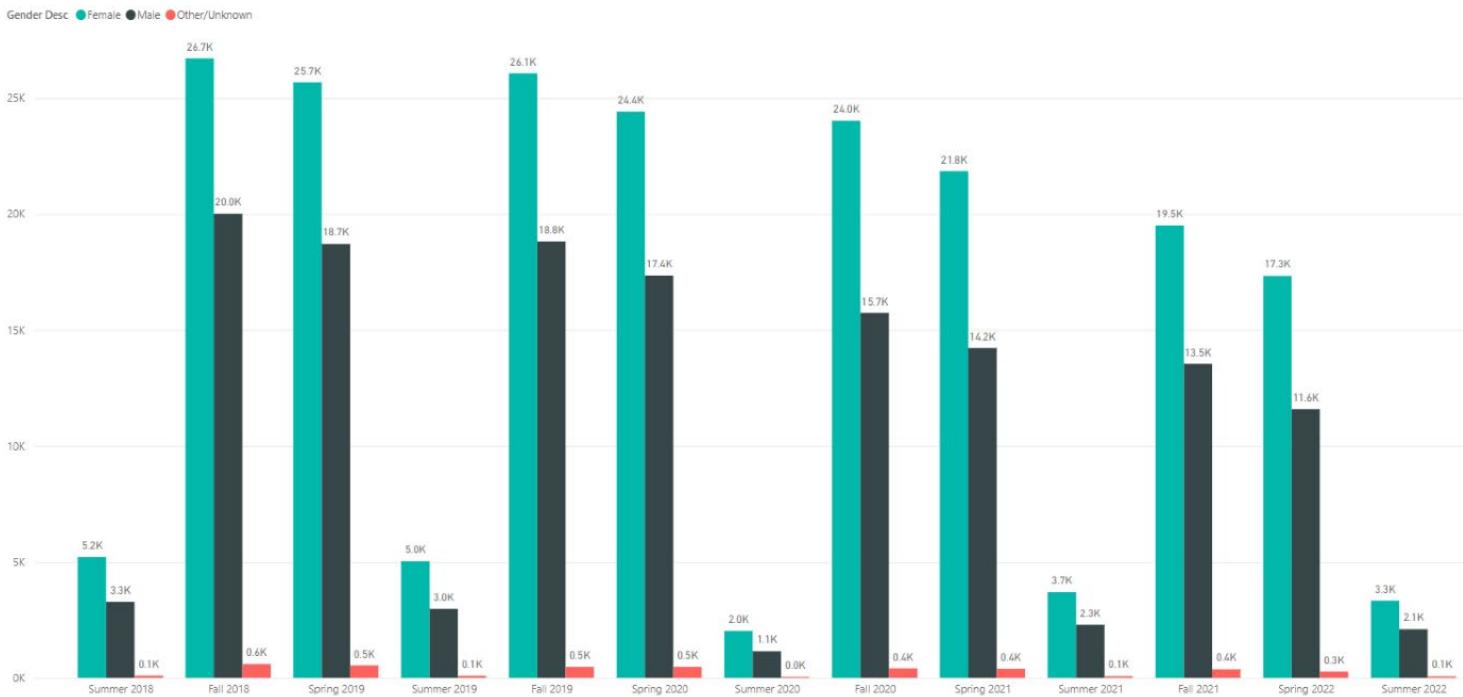


Division Enrollment by Gender:

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College Enrollment by Gender:



When examining department enrollment data by gender, we observe that it aligns with the trends in the division and the college, with a higher proportion of female students in our department, division, and at the college-wide level.

The reasons for the higher female enrollment rate can be multifaceted, but some possible factors may include interest and perception. It is possible that females are more interested in the social sciences, perceiving these fields as more compatible with their abilities and professional aspirations. This is particularly evident in areas such as healthcare and education.

However, our department acknowledges and aims to understand the enrollment disparities and strives to address possible factors that contribute to these disparities to ensure equitable opportunities for all genders. By identifying and addressing the factors that lead to gender-based enrollment disparities, we can promote a

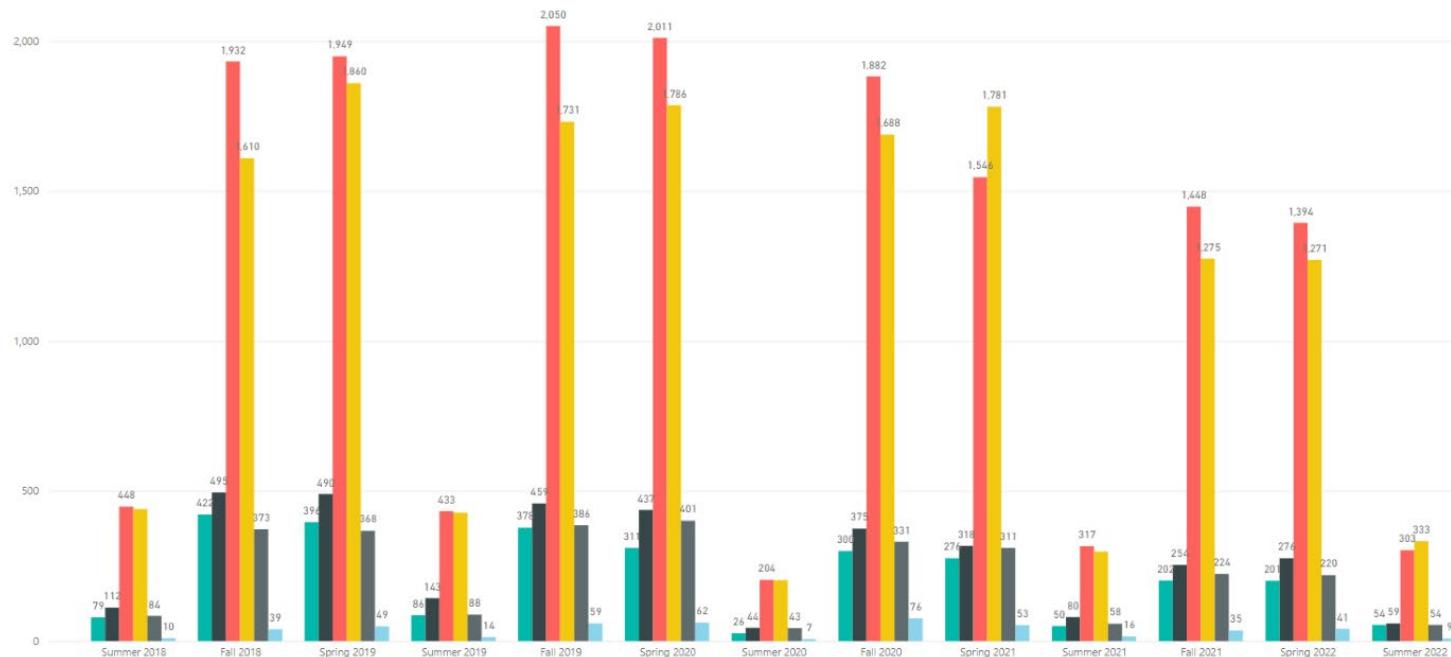
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more diverse and inclusive learning environment that enables all students to achieve their academic and professional goals.

Department Enrollment by Ethnicity:

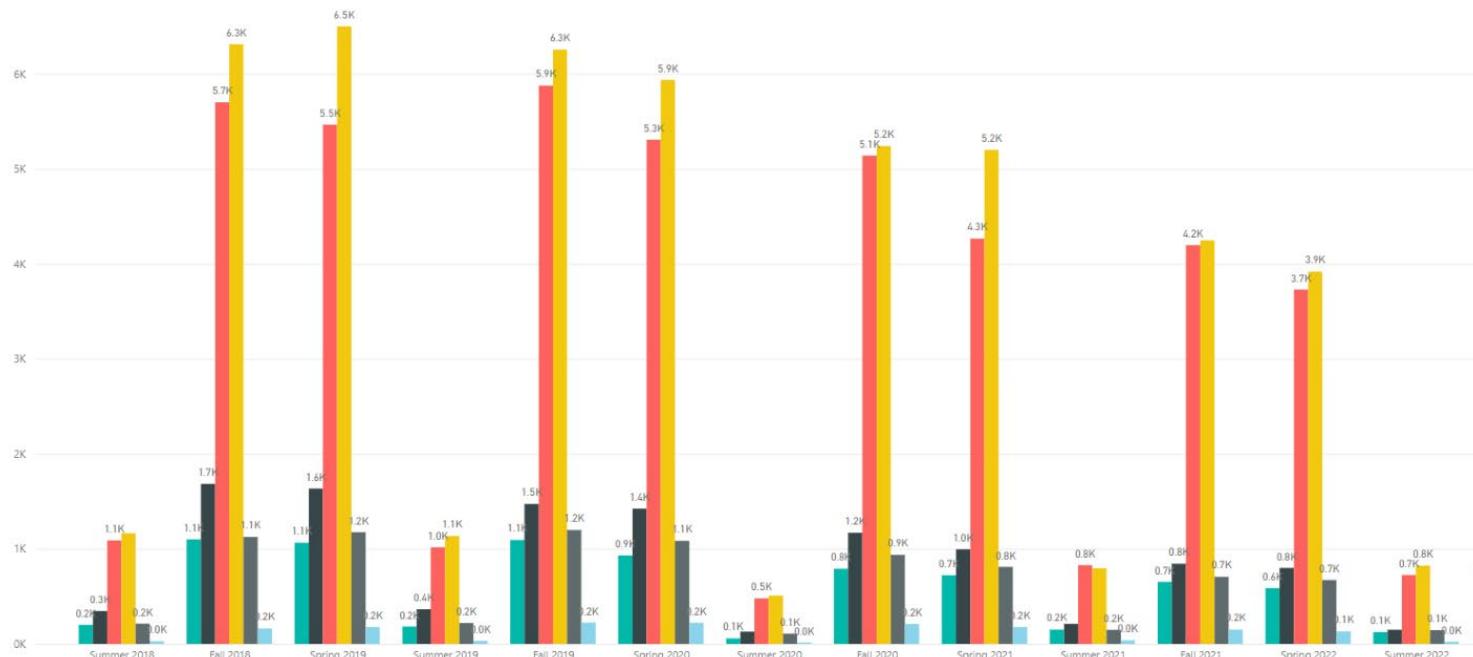
Ethnicity (6) Desc ● 1 - African American/Black ● 2 - Asian/Pacific Islander ● 3 - Hispanic/Latino ● 4 - White ● 5 - Other

Ethnicity (6) Desc ● 1 - African American/Black ● 2 - Asian/Pacific Islander ● 3 - Hispanic/Latino ● 4 - White ● 5 - Other ● 6 - Unknown



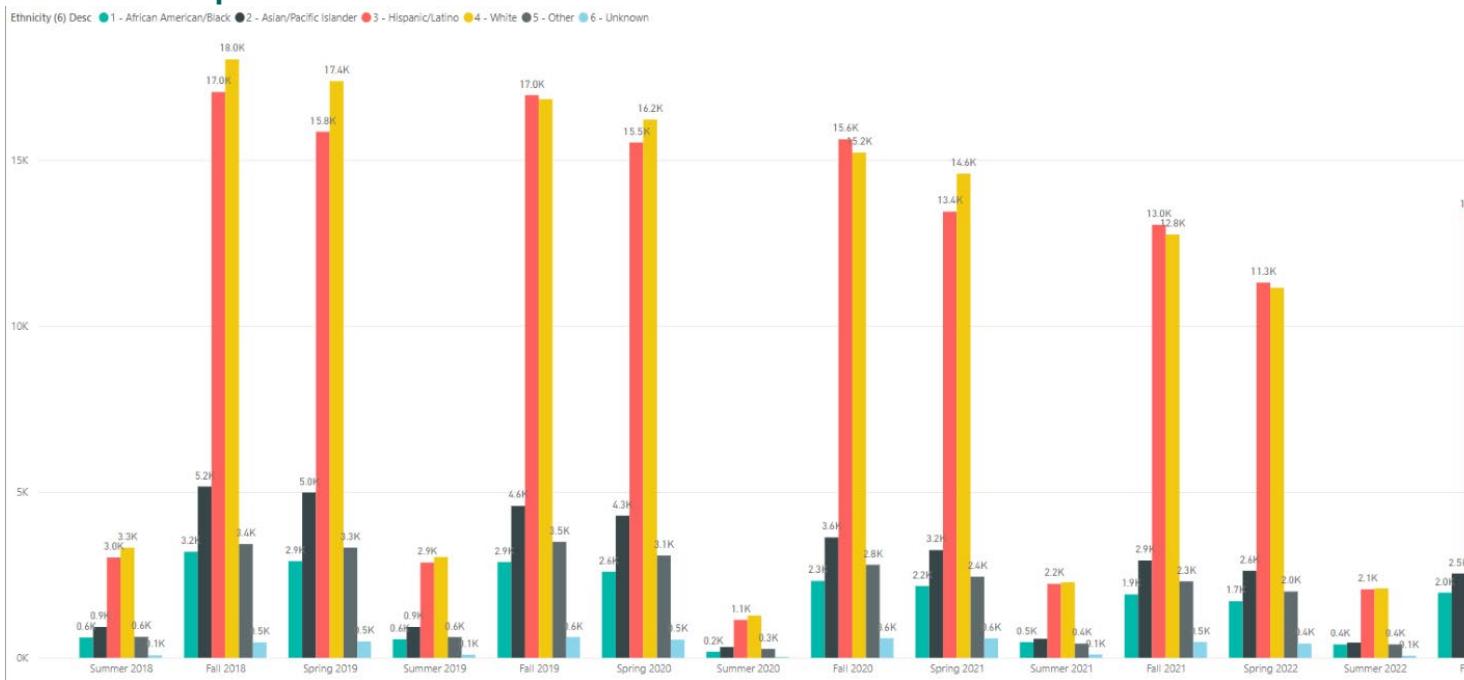
Division Enrollment by Ethnicity:

Ethnicity (6) Desc ● 1 - African American/Black ● 2 - Asian/Pacific Islander ● 3 - Hispanic/Latino ● 4 - White ● 5 - Other ● 6 - Unknown



College Enrollment by Ethnicity:

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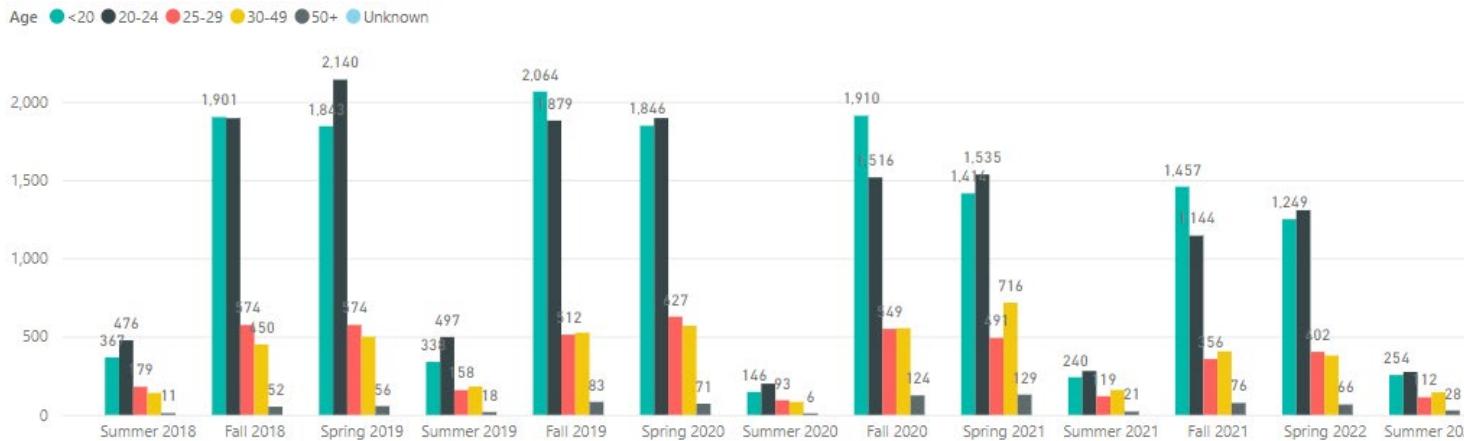
When analyzing enrollment data in our department based on ethnicity, we have observed a consistent trend of higher representation of Hispanic/Latinx and White students. This pattern is also observed in the division and college-wide enrollment data.

Multiple factors could be responsible for this disparity, but it is evident that geographical location and historical factors play a crucial role in shaping enrollment trends. Specifically, the high concentration of Hispanic/Latinx and white residents in East County San Diego, the location of Grossmont College, could have led to the disproportionate representation of these ethnicities in our department.

Interestingly, over the past six years, our department has maintained a relatively stable enrollment of Hispanic/Latinx students, with a higher proportion than that observed in the division and the college. While our department aims to stay culturally relevant to all ethnicities, promoting inclusivity and cultural competency for all ethnicities is a continuous goal.

Department Enrollment by Age:

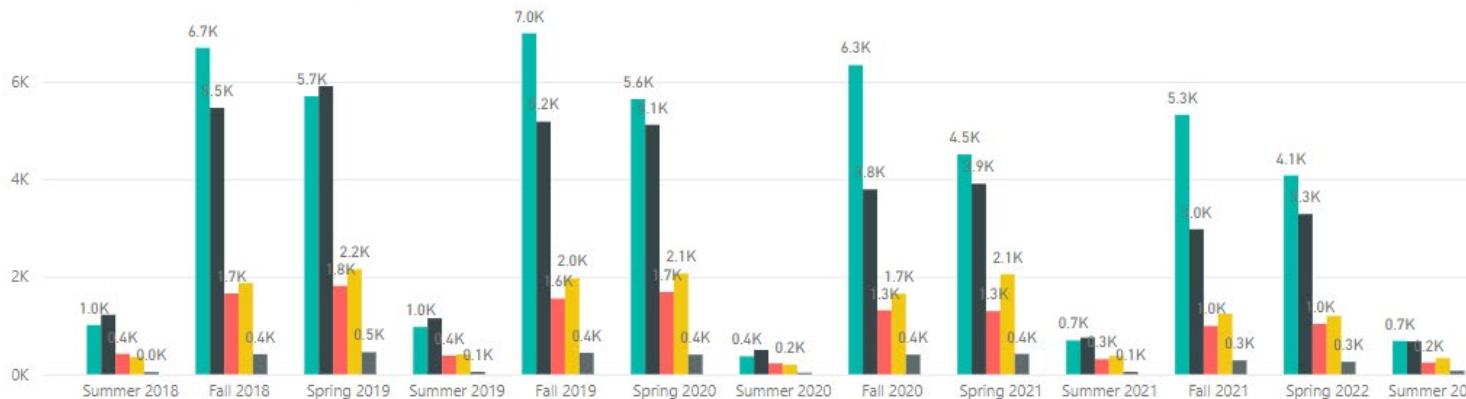
Age ● <20 ● 20-24 ● 25-29 ● 30-49 ● 50+ ● Unknown



Division Enrollment by Age:

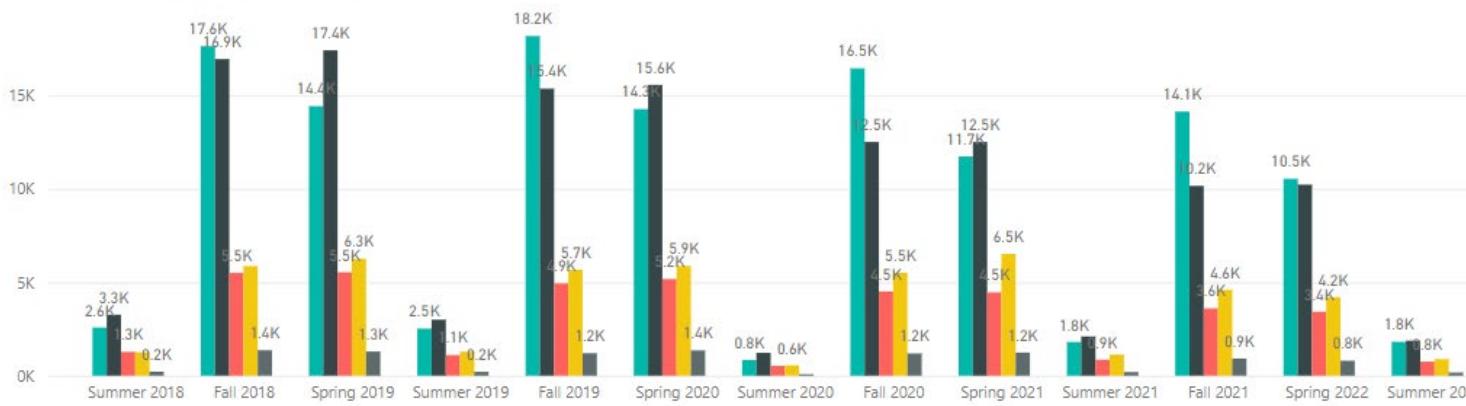
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Age <20 20-24 25-29 30-49 50+ Unknown



College Enrollment by Age:

Age <20 20-24 25-29 30-49 50+ Unknown



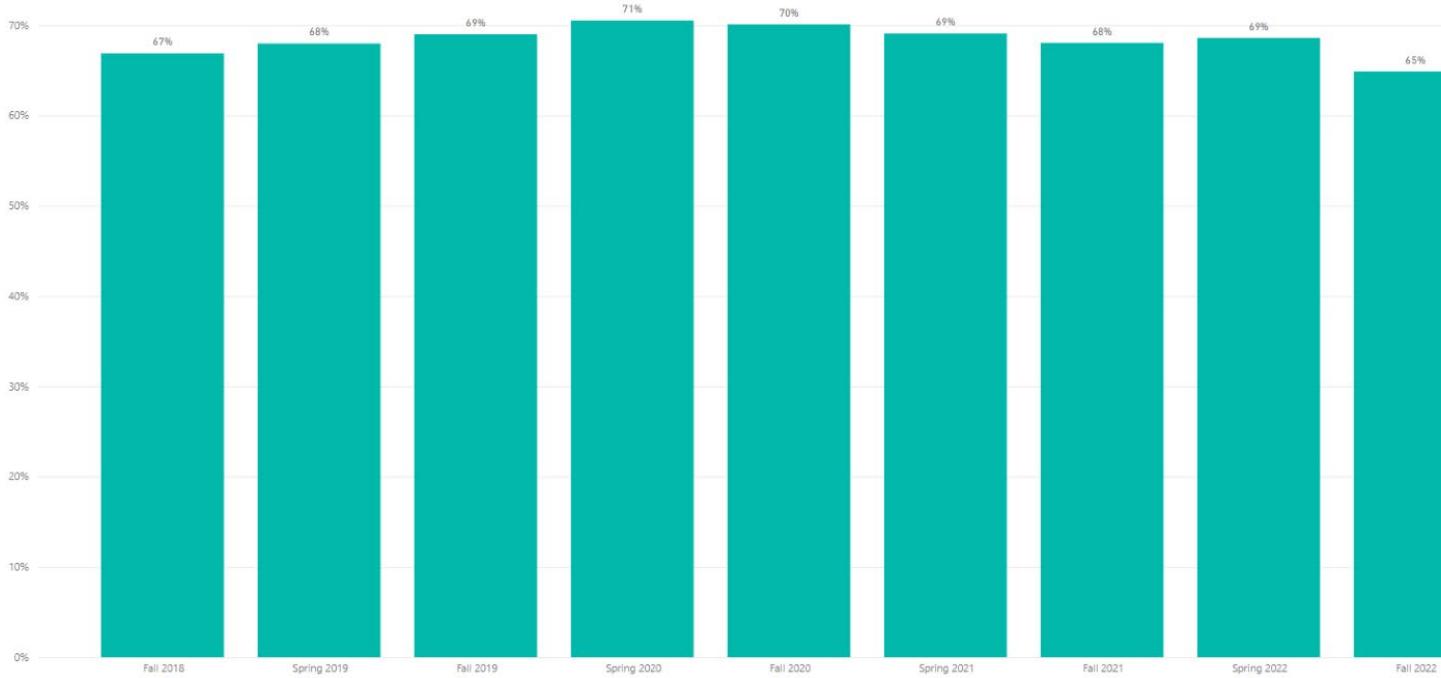
When analyzing enrollment data in our department by age group we see a consistent trend of higher representation of students "under 20" and those aged "20-24". This pattern is observed not only in our department but also in the division and in college-wide enrollment data.

Interestingly, our department has maintained a relatively stable enrollment of 20-24 year-old students over the past six years, with a higher proportion than observed in the division and, to a lesser extent, the college. While our department aims to stay relevant to all ages, our department sees a significant number of delayed entry students, transfer students, and those serving in the military. These factors may contribute to the higher proportion of slightly older students in our department, which is also a hallmark of our college as a whole.

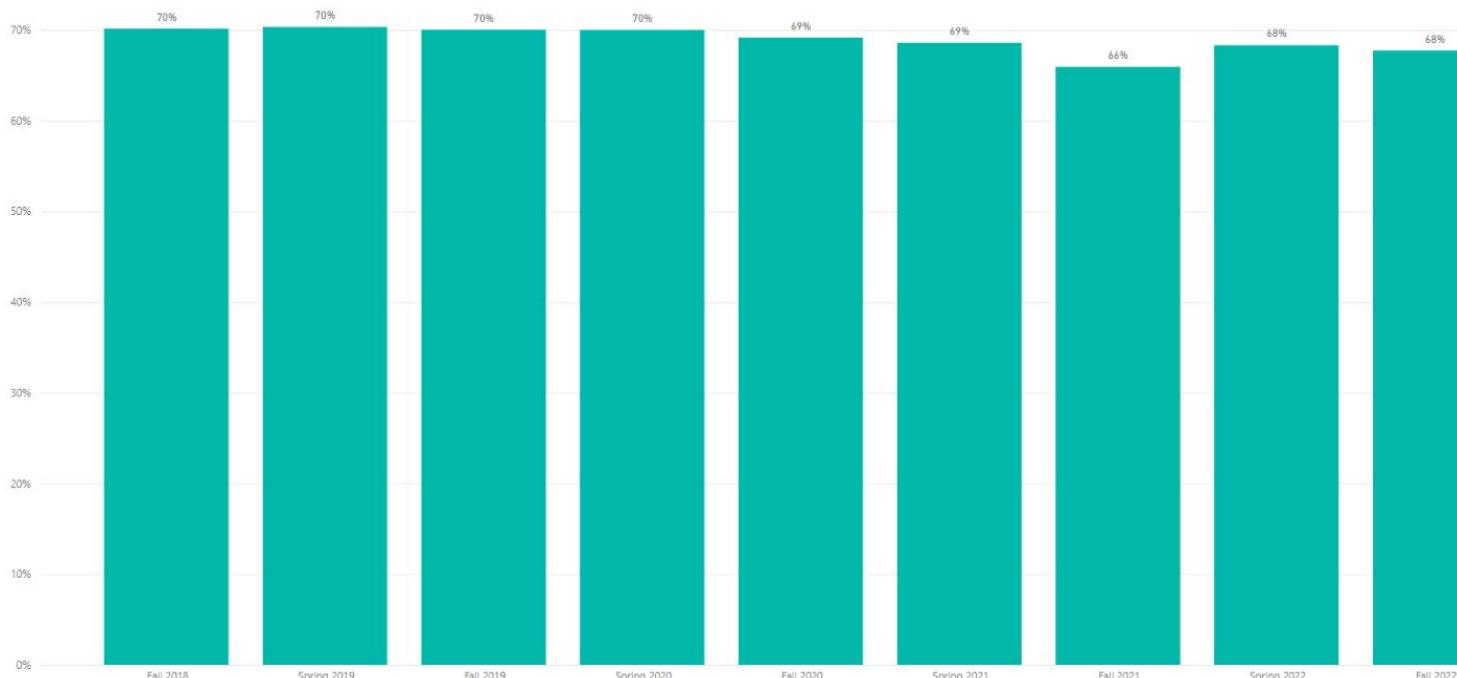
5.3 Discuss trends in student success and retention overall in your department and explain these trends (e.g., campus conditions, department practices). Has your department explored the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?

Department Success Rates:

Program Review Report

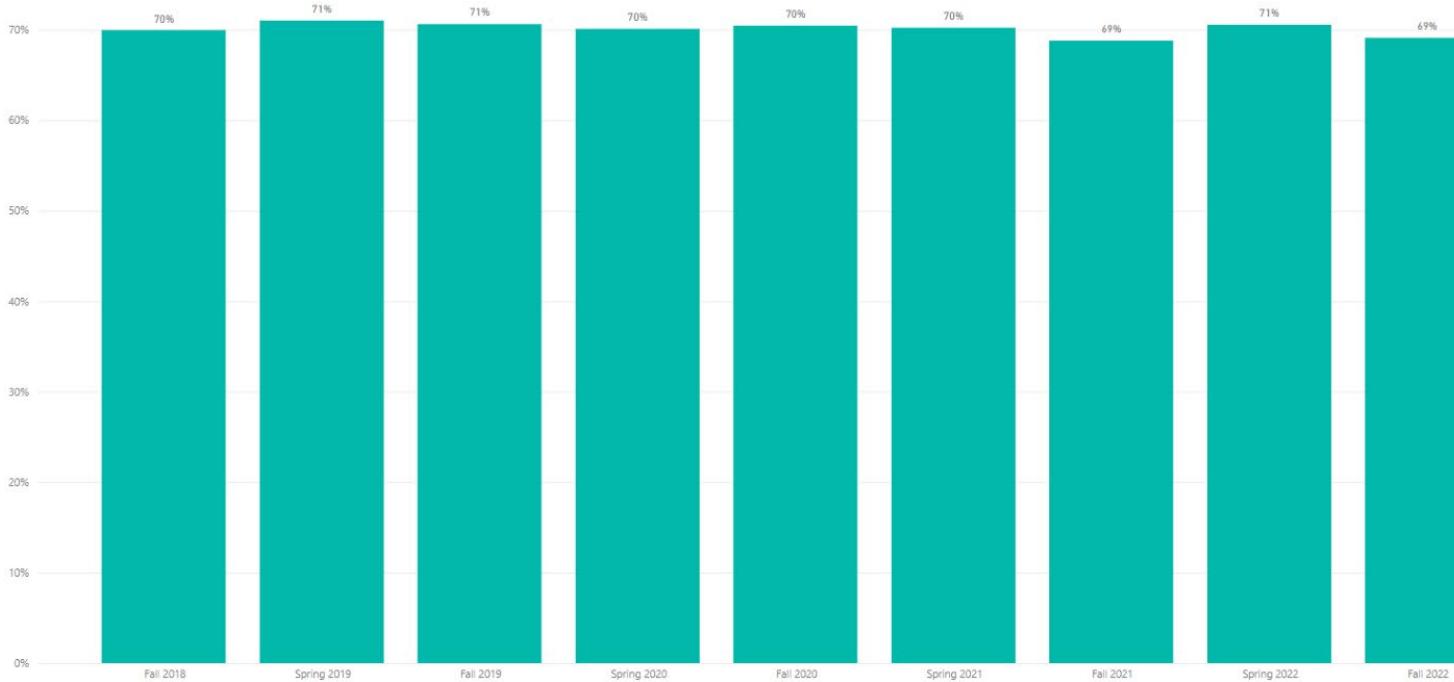


Division Success Rates:



College Success Rates:

Program Review Report



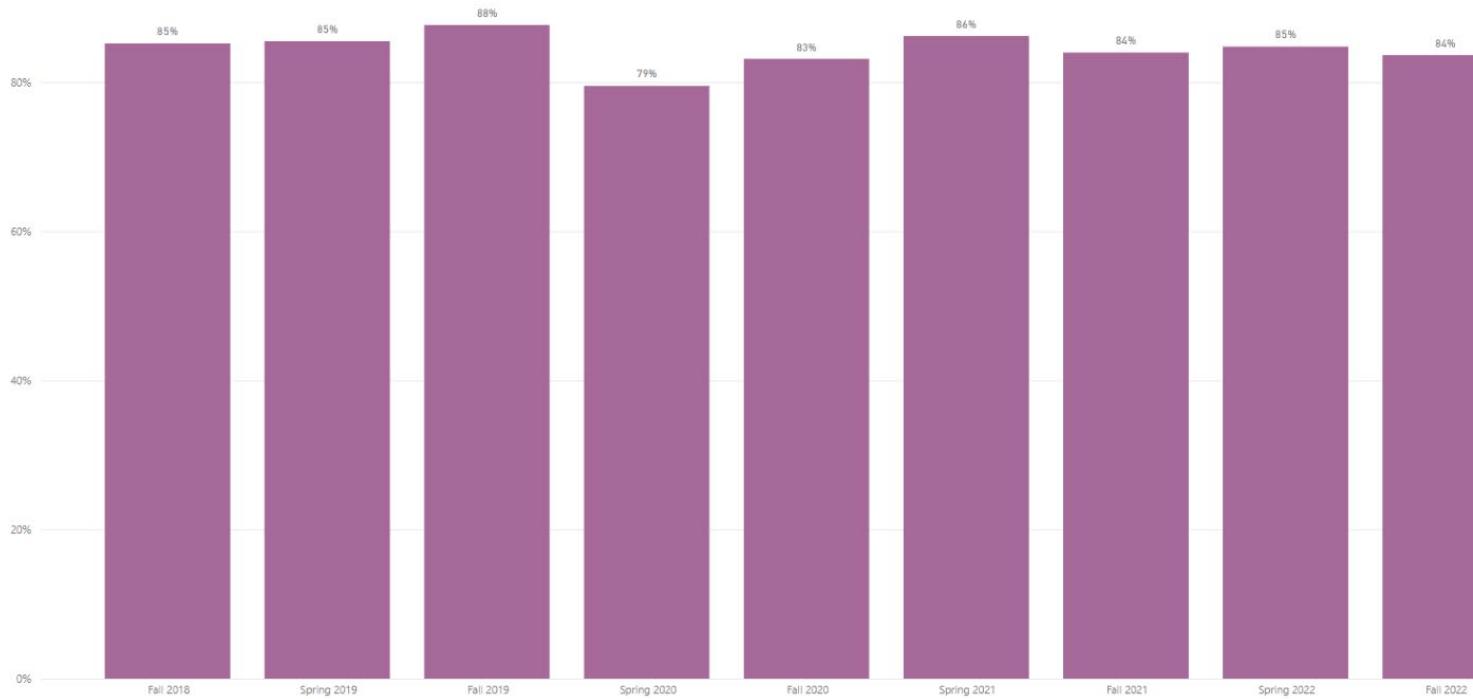
When analyzing the success data in our Behavioral Sciences department, it appears that our success rates are consistently just under 70%, which aligns with the success rates of the college and the division. However, there is a slight decline by a percentage point or two in some semesters for our department.

This pattern may be attributed to several factors, such as high course rigor, high expectations from faculty, and external factors such as the ongoing COVID-19 pandemic that have impacted students' ability to succeed in their coursework. Despite these challenges, our department remains committed to enhancing course rigor while maintaining high expectations and high levels of support for our students.

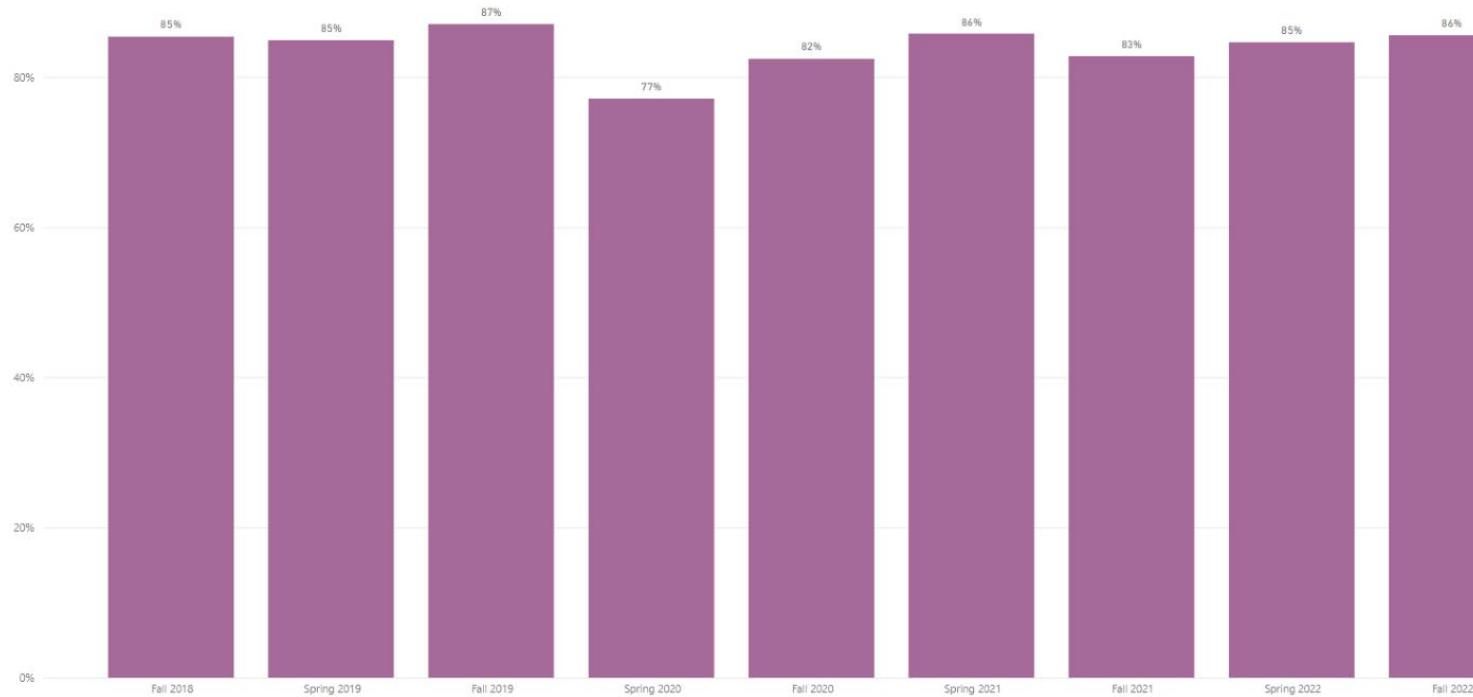
Our department continues to focus on implementing effective teaching and learning strategies, providing academic support and resources to our students, and identifying and addressing any challenges that may impact student success. We recognize that success rates are important for both our students and the college, and we strive to continually improve our programs and services to ensure the success of all students in our department.

Department Retention Rates:

Program Review Report

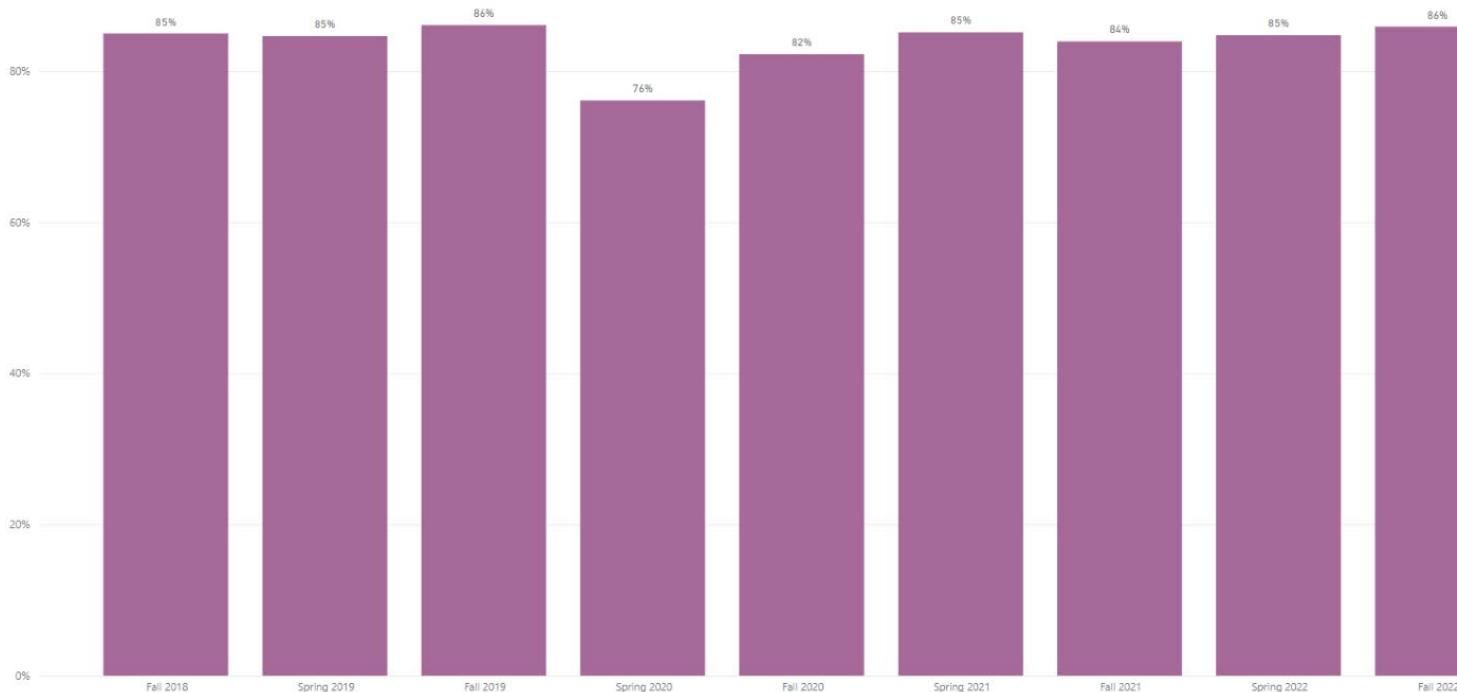


Division Retention Rates:



College Retention Rates:

Program Review Report



When analyzing the retention rates of our department, it is evident that the trends are consistent with those observed in the division and the college. Our department's retention rate generally remains in the mid-eighties, with minor discrepancies from semester to semester. This indicates a strong level of retention by the behavioral sciences department.

It is worth noting that there are several factors that can affect retention rates, such as academic and financial support, course rigor, course modality, student engagement, and external factors such as COVID-19. Therefore, our department remains committed to providing students with the necessary resources and support to help them succeed and persist towards graduation.

5.4 Examine the success and retention data disaggregated by gender, age, and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps.

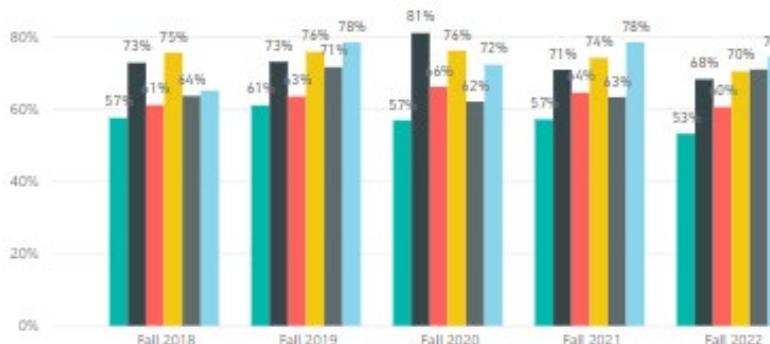
Department Success and Retention Rates by Ethnicity, Gender and Age

Success Rates on Left; Retention Rates on Right

Program Review Report

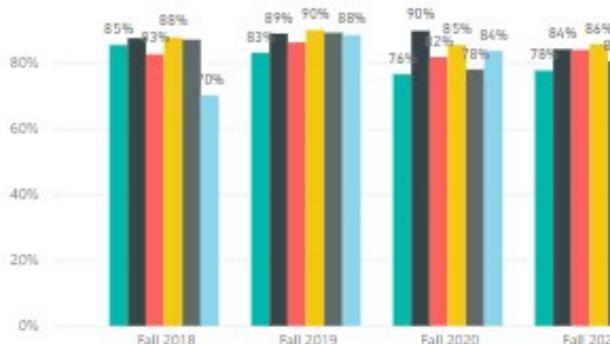
Success Rate by Term and Ethnicity

Ethnicity (6) Desc ● 1 - African American... ● 2 - Asian/Pacific I... ● 3 - Hispanic/L... ● 4 - White ● 5 - Other ● 6 - Unknown



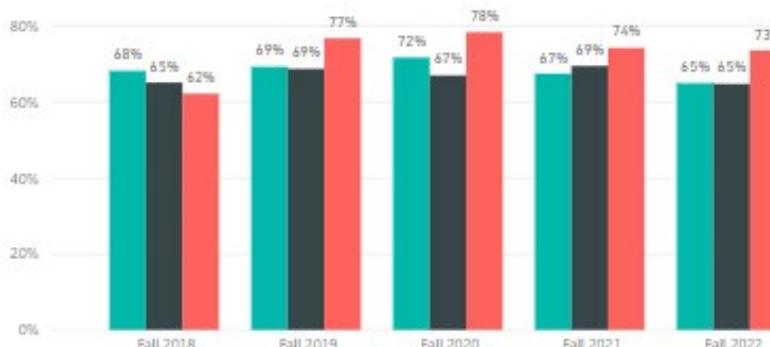
Retention Rate by Term and Ethnicity

Ethnicity (6) Desc ● 1 - African American... ● 2 - Asian/Pacific I... ● 3 - Hispanic/L... ● 4 - White ● 5 - Other ● 6 - Unknown



Success Rate by Term and Gender

Gender Desc ● Female ● Male ● Other/Unknown



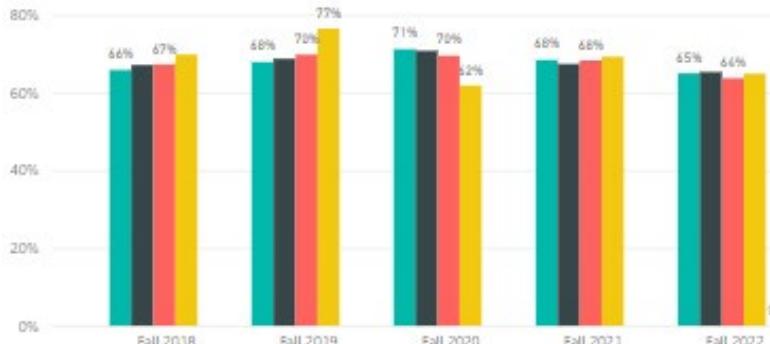
Retention Rate by Term and Gender

Gender Desc ● Female ● Male ● Other/Unknown



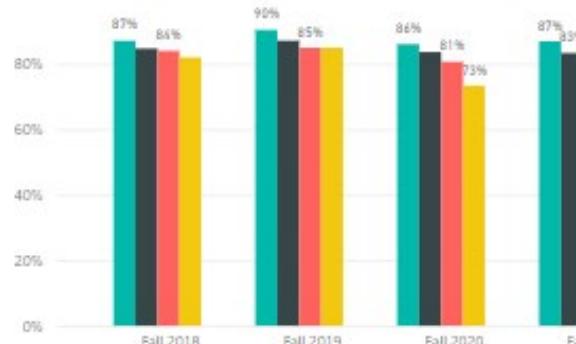
Success Rate by Term and Age

Student Age at Snapshot - Ban... ● a) Less than 20 ... ● b) 20 to 24 ye... ● c) 25 to 39 y... ● d) 40 or mor... ● e) Unknown



Retention Rate by Term and Age

Student Age at Snapshot - Ban... ● a) Less than 20 ... ● b) 20 to 24 ye... ● c) 25 to 39 y... ● d) 40 or mor... ● e) Unknown

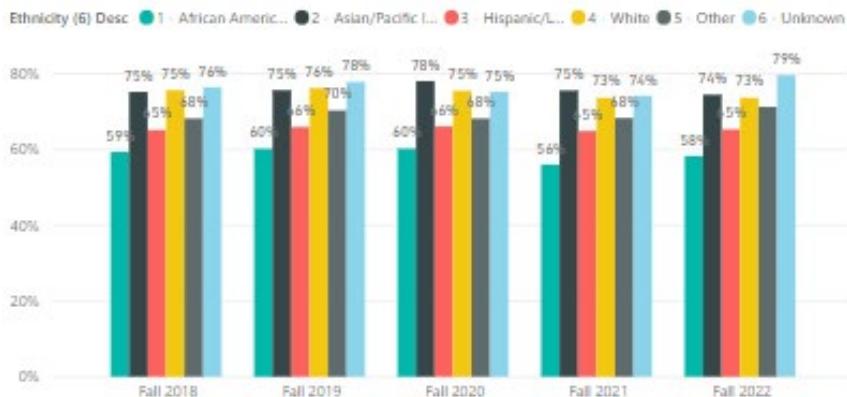


College Success and Retention Rates by Ethnicity, Gender and Age.

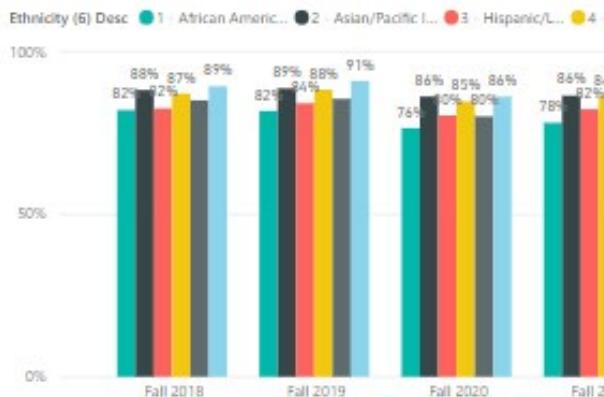
Success Rates on Left; Retention Rates on Right

Program Review Report

Success Rate by Term and Ethnicity



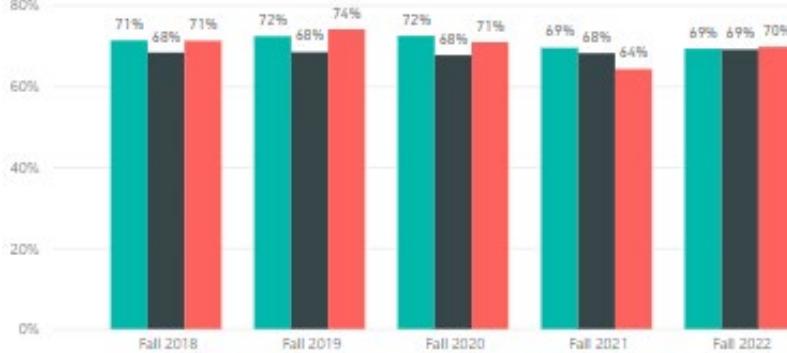
Retention Rate by Term and Ethnicity



Success Rate by Term and Gender

Gender Desc

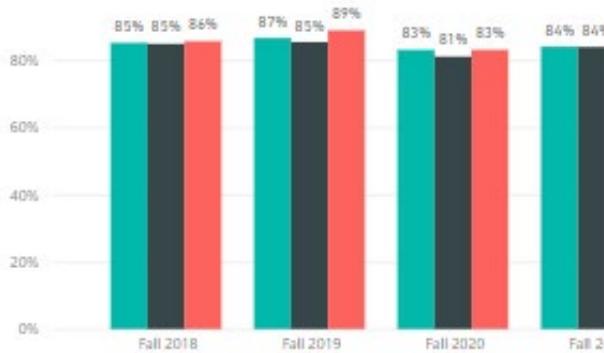
Female (teal), Male (black), Other/Unknown (red)



Retention Rate by Term and Gender

Gender Desc

Female (teal), Male (black), Other/Unknown (red)



Success Rate by Term and Age

Student Age at Snapshot - Bain...

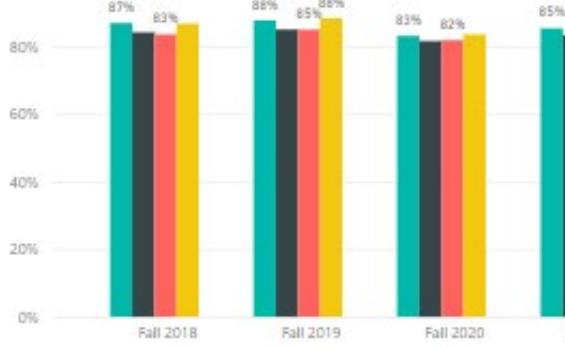
a) Less than 20 years old, b) 20 to 24 years old, c) 25 to 39 years old, d) 40 or more years old, e) Unknown



Retention Rate by Term and Age

Student Age at Snapshot - Bain...

a) Less than 20 years old, b) 20 to 24 years old, c) 25 to 39 years old, d) 40 or more years old, e) Unknown



The department's success and retention rates are consistent with those of the college, as evidenced by data disaggregated by ethnicity, gender, and age. However, Black, Hispanic, and Other/Mixed Race students exhibit lower success and retention rates, both within the department and across the college as a whole.

In terms of gender, success rates range from 65-70% for both males and females, while retention rates hover around 85%, matching the college trends. Notably, the department boasts significantly higher success and retention rates for students identifying as "Other/Unknown/Prefer not to say" than the college average.

Similarly, success rates are generally between 65-70% across age groups, with older students experiencing slightly higher success rates. Retention rates also trend around 85% across age groups. However, the department sees a slight deviation from the college trends in lower retention rates for older students.

Overall, the data suggest that the department is performing well in terms of success and retention rates, but continual discussion is needed to support underrepresented groups and older students to ensure success and retention align with college averages.

Program Review Report

Our department has implemented changes to improve success and retention rates for historically underrepresented groups, as evidenced by the aforementioned data. Specifically, we have implemented strategies to support first-generation students, low-income students, and students of color, who may face unique challenges and equity gaps in higher education.

For first-generation students, we have developed a culturally responsive and inclusive curriculum that incorporates diverse perspectives and experiences into course content. This process involves creating a supportive and inclusive environment for students to share their own experiences and perspectives. Dr. Maria Pak and Dr. Bonnie Yoshida's GIAT group is one such example of this approach. By providing culturally responsive and inclusive curriculum, we aim to help first-generation students feel seen, valued, and supported in their academic pursuits.

For low-income students, we have continued to implement flexible course options that accommodate students with work or family obligations. This involves offering a range of modalities and scheduling options, including in-person, online synchronous, online asynchronous, and hybrid formats, and courses at various times of day. In addition, our department offers many ZTC sections, which allow students to enroll without the added financial burden of commercial textbooks. By providing these flexible and affordable options, low-income students can more easily manage their academic responsibilities with other commitments, increasing their chances of success and retention.

For students of color, we have implemented strategies to increase their representation within course materials and to connect them with appropriate student services. And, several members of our faculty are actively engaged with DEIA work on campus. It is a departmental goal to ensure that course materials across all three disciplines represent a diverse range of perspectives and experiences, including those of students of color. Additionally, we provide training to faculty members in all the student programs and services that Grossmont provides to ensure students receive the support they need. Faculty members may choose to include class visits by the tutoring center, Grossmont Success Coaches, and/or the English Writing Center. Furthermore, instructors can set aside a day for study skills instruction and encourage students to visit the library and on-campus computer labs. These connections to student support services and the provision of training to faculty members help us better assist all students, including those from diverse backgrounds, in achieving academic success.

Overall, our department is committed to improving equity and inclusion by providing support and resources for historically underrepresented groups to succeed and thrive in their academic pursuits.

5.5 How does your department use student engagement strategies in the classroom? Describe specific examples (see example-resource document) aimed at encouraging students to become actively engaged in the learning process in their classes.

Our department employs various student engagement strategies in the classroom to enhance the quality of education provided. These strategies include integrating new technology, project-based learning, and "flipped classroom" instructional style.

To incorporate new technology and increase student engagement, our department employs various strategies. For instance, we use an interactive Canvas shell for both online, hybrid and in-person modalities, and some instructors have integrated OpenAI Chat GPT assignments and activities. In addition, we utilize interactive tools such as "Kahoot" for live quizzes and "Mentimeter" for live presentation word clouds, which can be accessed through students' mobile phones. We also incorporate online publisher assignments and activities that are interactive and tailored to meet the students' needs. The use of these technologies has yielded positive student responses and increased engagement.

Our courses also utilize project-based learning as a strategy to increase student engagement. For example, in Psychology 205 Research Methods for Psychology, students work on a semester-long student-driven research project aimed at better understanding real-world, complex problems, such as Student Academic Success and Equity at Grossmont College. This approach culminates in the submission of an APA-style research paper and a presentation to peers or at a College Research Symposium. This collaborative strategy for increasing student engagement has proven to be highly effective.

In sociology courses, such as Soc 140 Sex and Gender across Cultures, students use research methods to analyze their own lives and positionality within the larger society. For example, students draw from ethnographic research methods to engage in an auto-ethnographic gender analysis, where students do a self-

Program Review Report

analysis and incorporate research to examine the ways gender influences and shapes their own lives. This strategy allows students to be more engaged in academic research when they see how it applies to their own lives.

Another strategy employed by our department to increase student engagement is the "flipped classroom" model. In this model, students receive lecture materials or assignments before class, allowing valuable class time to be used for interactive assignments and practical application of the lecture material. For example, Psychology 205 Research Methods for Psychology, taught by Dr. Amy Ramos and Michael Bacon, uses this approach.

5.6 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

Our department recognizes the value of incorporating student engagement strategies outside the classroom to enhance the quality of education provided. The following are some examples of the strategies we employ:

Community service learning (CSL) is a pedagogical approach that merges community service with academic instruction to offer students opportunities to apply their knowledge and skills to real-world problems. Our department recognizes the importance of CSL as a tool for promoting civic responsibility, deepening students' understanding of course content, and fostering personal growth.

In Psychology 150 Developmental Psychology, for instance, Dr. Maria Pak integrates CSL by providing students with a chance to volunteer with community partners and reflect on their experiences through a set of journaling and writing assignments. Dr. Pak's current community partner is the Barrio Logan College Institute, where her students mentor and tutor children in grades 3-12 for 20 hours. Prior to the pandemic, her students also tutored PSY120 students as a community service learning project.

The CSL approach enhances student engagement by increasing their understanding of the relevance of curriculum to real-world situations, fostering hands-on learning, deepening their connection to the community, boosting their sense of efficacy, and empowering them to see themselves as agents for positive social change. Additionally, when the recipients of the community service were PSY120 students, the CSL experience offered an opportunity for students to form meaningful connections with their peers.

In addition, our department has facilitated a college-wide Mental Awareness Week to promote mental health awareness among students and staff. This event provided resources and activities for students to learn about mental health and how to seek help if they need it. This initiative demonstrated our department's commitment to promoting well-being, student success, and equity.

Our department also hosts volunteer events that provide opportunities for students to engage with their peers and the community outside of the classroom. These events promote socialization, teamwork, leadership, and community involvement among students, which enhances their college experience.

Finally, our department conducted a student-driven campus-wide survey on student academic success and equity to assess students' needs and experiences at Grossmont College. The results of this survey informed our department's efforts to improve student success and equity by identifying areas of concern and opportunities for improvement. This initiative demonstrates our department's commitment to student-centeredness, inclusivity, and equity.

Overall, our department recognizes the value of incorporating student engagement strategies outside of the classroom and is committed to providing our students with a high-quality and holistic education that prepares them for success in their academic and personal lives.

5.7 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

N/A

Program Review Report

5.8 If your program offers a degree or certificate in the college catalog, explain the trends regarding the number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Refer to “Degrees and Certificates” data.

Behavioral Sciences department offers three degrees: Associate in Arts in Anthropology for Transfer (AA-T), Associate in Arts in Sociology for Transfer (AA-T), and Associate in Arts in Psychology for Transfer (AA-T).

All programs have seen steady increases in degrees awarded:

- Anthropology AA-T degrees: 5 (in 2018), 12 (2019), 19 (2020)
- Sociology AA-T degrees: 46 (2018), 56 (2019), 57 (2020)
- Psychology AA-T degrees: 92 (2018), 114 (2019), 118 (2020)

Within the division, Psychology awards the most degrees and college-wide, there are only a few programs that award more degrees (e.g., AOJ, Business, Economics, University Studies-Business and Econ, University Studies-Math & Science, University Studies-Social and Behavioral Sciences). Notably, the college awards the most degrees (405 in 2020) in University Studies-Social and Behavioral Sciences, which requires many courses offered by our department.

5.9 If you have any information on what students in your department go on to achieve after they leave Grossmont, please share that with us. For example, are students offered employment, do they successfully transfer to a 4-year institution? What careers do they pursue? What are starting salaries in that field? Do you know if they gain employment in their field of study? What impact did Grossmont have on their lives?

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 SERVICES

6.1 In what ways does your program inform students about student support services?

The primary way we inform students about student support services is by providing contact information for these services on our syllabus and Canvas pages. For in-person classes, many instructors also discuss these services (e.g. ARC, tutoring, etc.) on the first day of class. For online courses, instructors refer students to resources via their syllabus, Canvas pages, or the Student Services Hub within Canvas. In addition, several instructors report inviting librarians or student services staff (such as, success coaches) to give presentations in their face-to-face classes.

6.2 Which student support services do your faculty promote and why? How do you and your faculty engage with student support services? Do you highlight the ability to access student support services directly from Canvas?

Based on our student surveys, our instructors promote, in the following order: counseling, tutoring services, library resources, ARC, student health center, and finally success coaches. Most, if not all, instructors include links to services that students can access directly from Canvas. Some faculty engage with students support services by inviting their representatives to present during class time.

While not included in the surveys, it should be noted that our faculty also connect our students to wrap around services, such as mental health, basic needs, and Gizmo's kitchen.

6.3 How are part-time faculty informed about student support services? Do they include student support services in their course syllabi and make students aware of the Canvas button?

Part-time faculty are informed about student support services at division/department meetings and other professional development opportunities, as well as during the onboarding process. As with full-time faculty, the majority of part-time faculty include links to these services from their syllabus or provide Canvas pages with the contact information for student services. Likewise, some part-time faculty have invited student services staff to present during class time.

Program Review Report

6.4 To determine which services students are informed about and accessed by the students in your program/department please employ the survey emailed to you by the APR chair(s) one semester prior to writing.

Based on our student surveys, and across our three programs, our instructors promote (in the following order): counseling, tutoring services, library resources, ARC, student health center, and success coaches. The exception is anthropology, where tutoring is the most promoted service, followed by counseling.

6.5 Analyze the results from your student surveys. What services are most and least utilized? In what ways can you promote more engagement in the support services offered? How might more use of student support services improve student success and engagement?

In our department, students report accessing library resources the most, followed by counseling. Specifically, 30-40% report students accessing library resources and about 30% of students accessed counseling services during the semester. The student health center and success coaches were least accessed: 5-6% of students access health and 4-7% access success coaches. ARC services were accessed by about 15% of students for anthropology and psychology, and 3.5% of students for sociology. Students accessing tutoring services ranged from 10-14%. The majority of students report knowing about these student services prior to taking the course in which they were surveyed.

Overall, our department is effectively communicating to students the availability of a wide range of student services, but we could do a better job of connecting students to ARC, student health, and success coaches.

In order to promote student engagement with services, more faculty could invite representatives to present during their in-person classes. For online courses, while many instructors provide links to services in Canvas, we could create a more engaging Canvas page to widely share with all instructors. These services are key to student success: they ensure students are taking necessary courses, getting support, learning time management and study skills, effectively completing coursework, and maintaining both their physical and mental health.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

7.1 Please download the grid provided to the right, complete the form and upload here. Include faculty and staff involvement on and off-campus.

[Section 7 grid.docx](#)

7.2 Please provide an overall reflection on your department's activity displayed in your table and highlight the activities your department thinks contribute most to our college's Strategic Plan.

The above table highlights the significant contributions of Behavioral Science faculty members towards promoting the institution's strategic plan.

The department emphasizes educational excellence and scholarly pursuits, which is demonstrated by Janette Diaz's academic publications, Sky Chafin's participation in the Humanizing Stem Academy and Statistics Summit, and Cheryl Hinton's role as panelist evaluating preservation grants for small institutions (National Endowment for the Humanities).

The department prioritizes completion culture by supporting student access and equity, as exemplified by the contributions of anthropology faculty to Grossmont's Zero Textbook Cost Initiative. Lara Braff serves as an Open Educational Resources (OER) coordinator, ASCCC-OERI liaison and discipline lead; and co-editor of a widely adopted biological anthropology OER ("Explorations"). Bonnie Yoshida-Levine developed her own open access biological anthropology lab manual and wrote an original chapter for Explorations; she also teaches ZTC courses. Likewise, Keith Chan wrote an original Explorations chapter and offers ZTC courses in anthropology.

Moreover, faculty members of the department prioritize innovation and effectiveness, continuously seeking to incorporate new ideas and technology in their coursework. Michael Bacon's work in integrating new technology in assignments and course work, and Janette Diaz's contribution as a Faculty Mentor and her SDICCCA Regional Fellowship Program are noteworthy examples.

Program Review Report

The department is also committed to operational excellence within the organization, prioritizing the promotion of safety and wellness, and striving to improve organizational processes. Susmita Therkral's leadership in organizing a campus-wide Mental Health Awareness Week served as a stellar example, raising awareness about mental health and wellness and providing access to services and overall wellness.

Lastly, the department's commitment to community collaboration is an integral part of its mission, with a continual focus on serving the needs of the community and fostering ongoing collaboration. The exemplary work of Gregg Robinson with the greater San Diego community serves as a shining example of the department's dedication towards community engagement. Robinson's election to the San Diego County Board of Education in 2012, where he served as president in 2014 and was re-elected in 2020, demonstrates his exceptional leadership and advocacy for education. Robinson's outstanding contributions to the community are a testament to the department's deep-rooted commitment to community service and collaboration.

SECTION 8 – FISCAL & HUMAN RESOURCES

Fiscal Resources

8.1 Describe any patterns in enrollment; maximum enrollment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

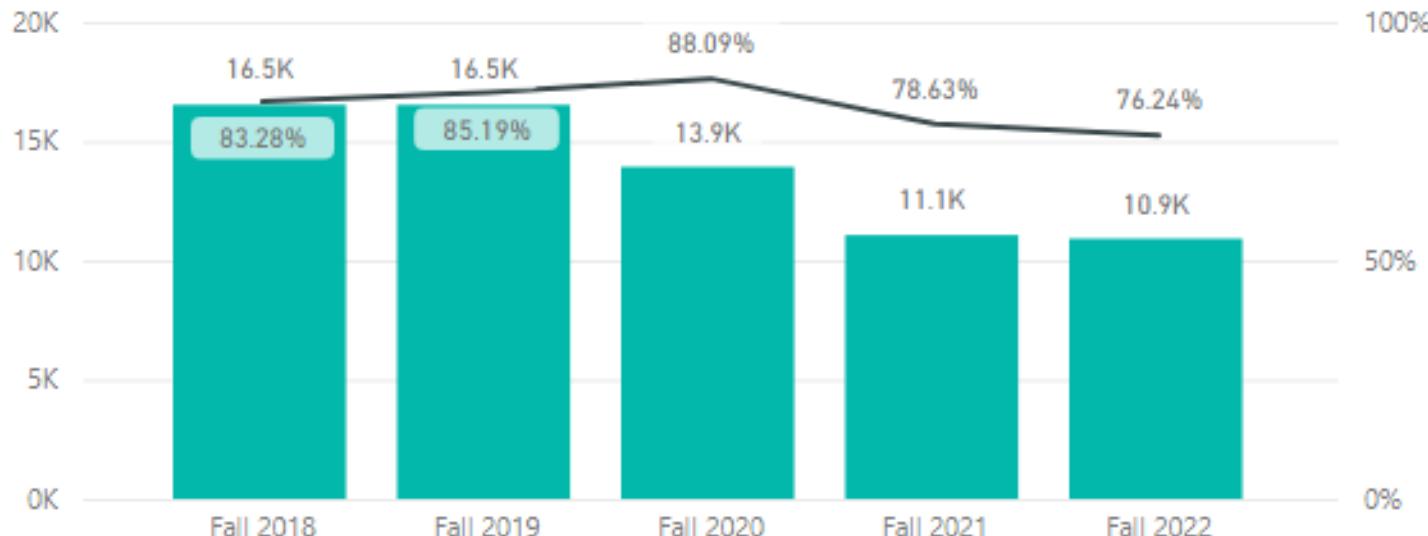
While our course enrollments had been increasing, prior to 2020, the pandemic has caused significant declines in student enrollments, such that our department has had to significantly cut the number of sections by 30-40% for Anthropology and Sociology. However, Psychology (our largest program) fared better and largely maintained its course offerings. By reducing sections (for Anthropology and Sociology), we have been able to maintain fill rates in the 70 percentiles, comparable to average fill rates for the ESBS division. Typically, our section caps are 50 students, for both online and on-campus courses. At times, section caps (particularly online sections) are increased to 59 students in response to student demand. Some of our lab/activity courses – ANTH 131, PSY/SOC/ANTH 215, and PSY 205 – have lower caps of 32, 29, and 24 students, respectively.

ESBS Division

Enrollment, Fill %

BY TERM DESC

● Enrollment ● Fill %

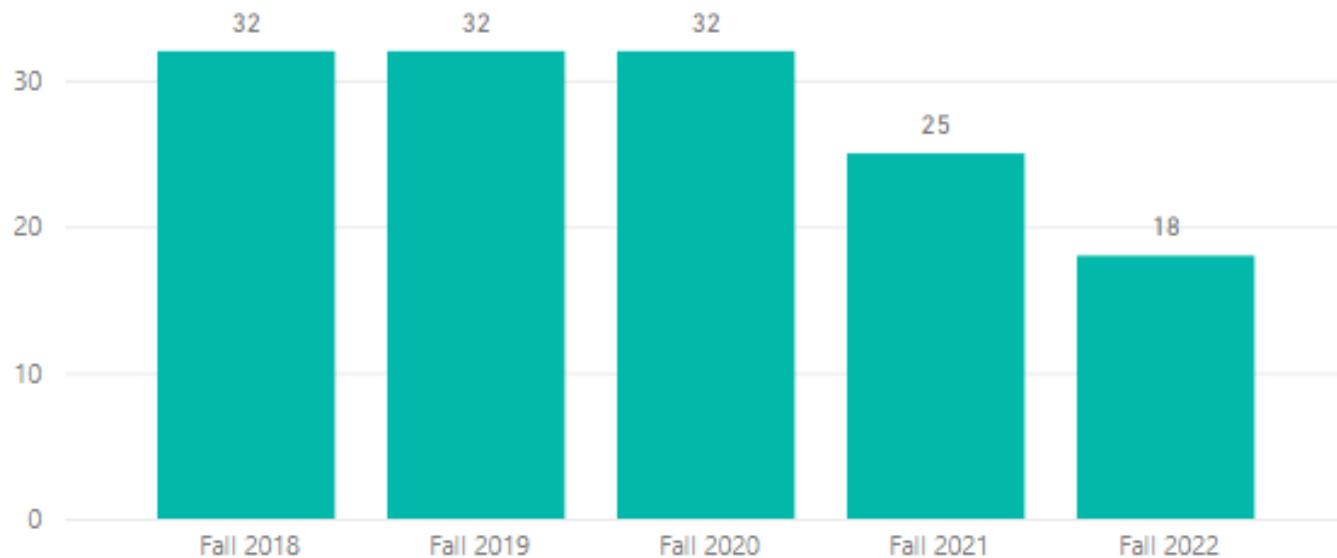


Program Review Report

Anthropology

Num Sections

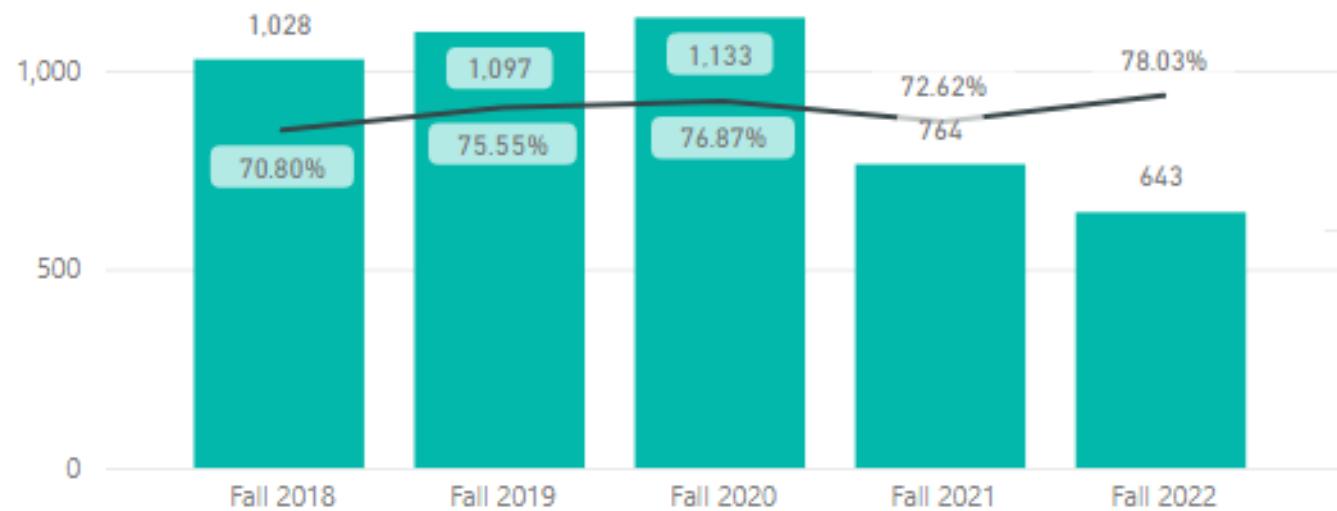
BY TERM DESC



Enrollment, Fill %

BY TERM DESC

● Enrollment ● Fill %

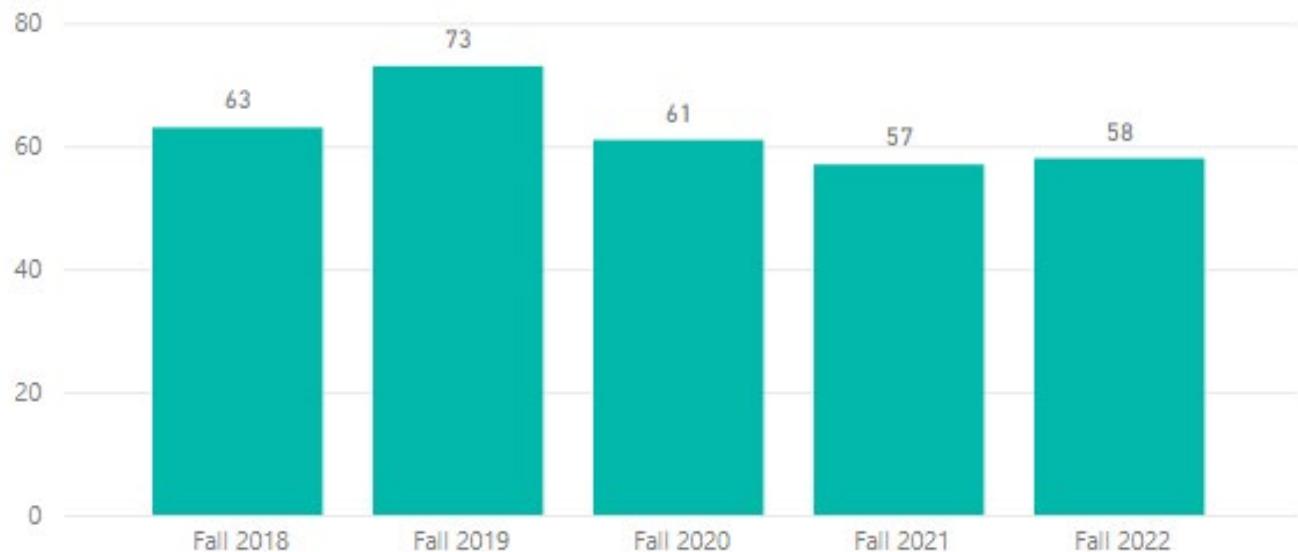


Program Review Report

Psychology

Num Sections

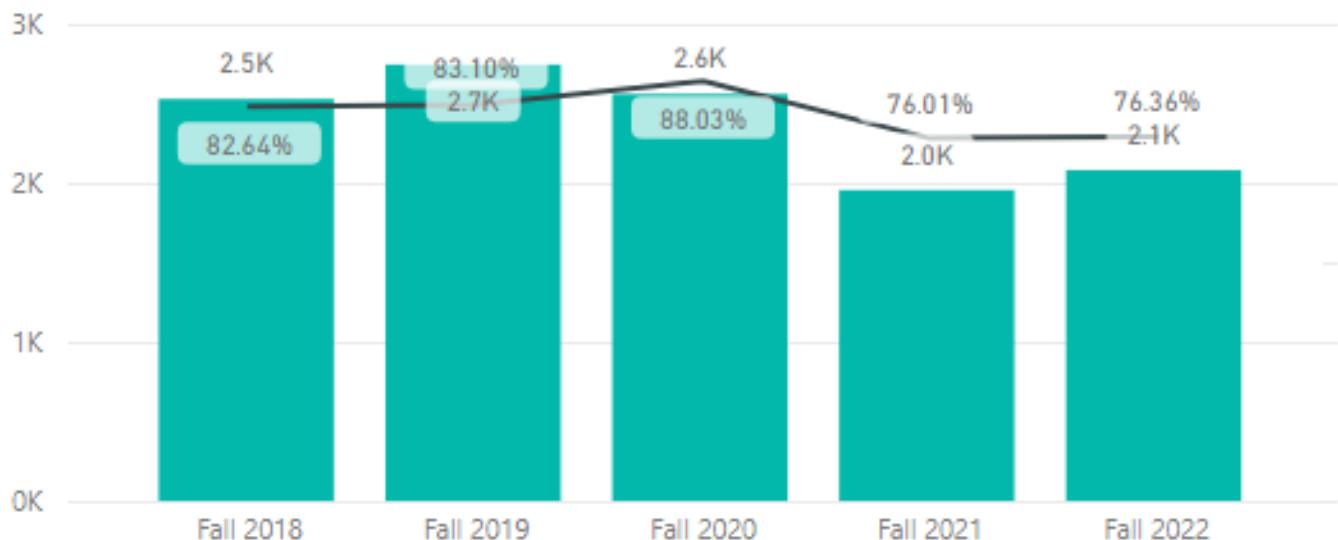
BY TERM DESC



Enrollment, Fill %

BY TERM DESC

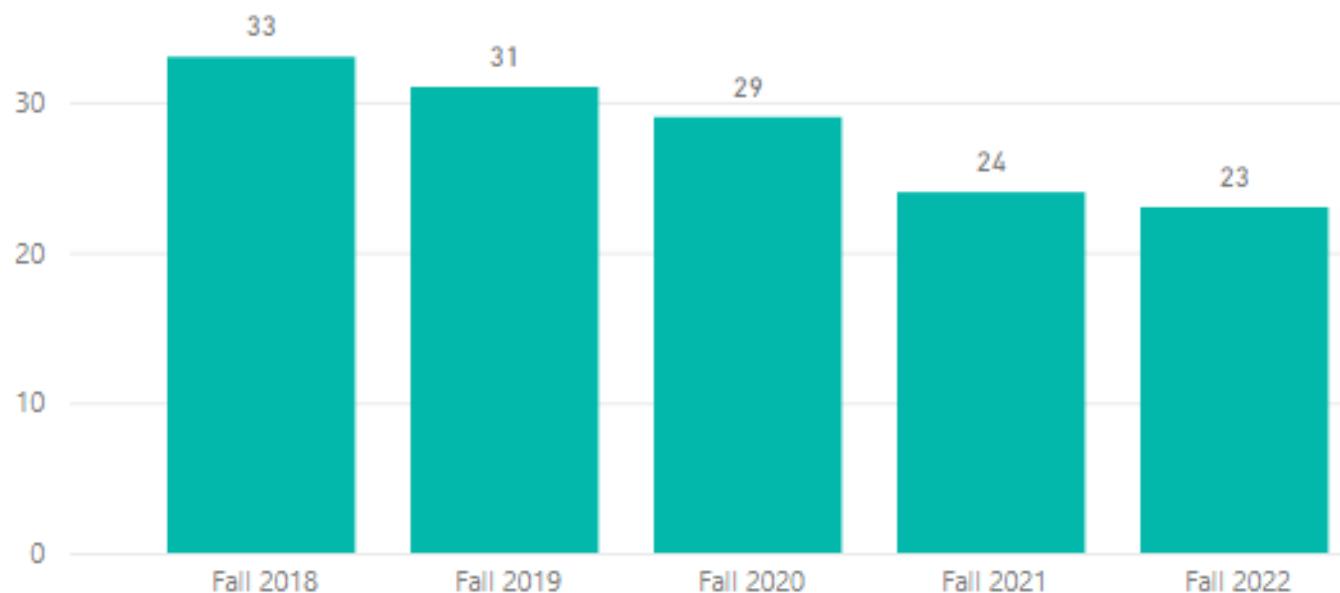
● Enrollment ● Fill %



Sociology

Num Sections

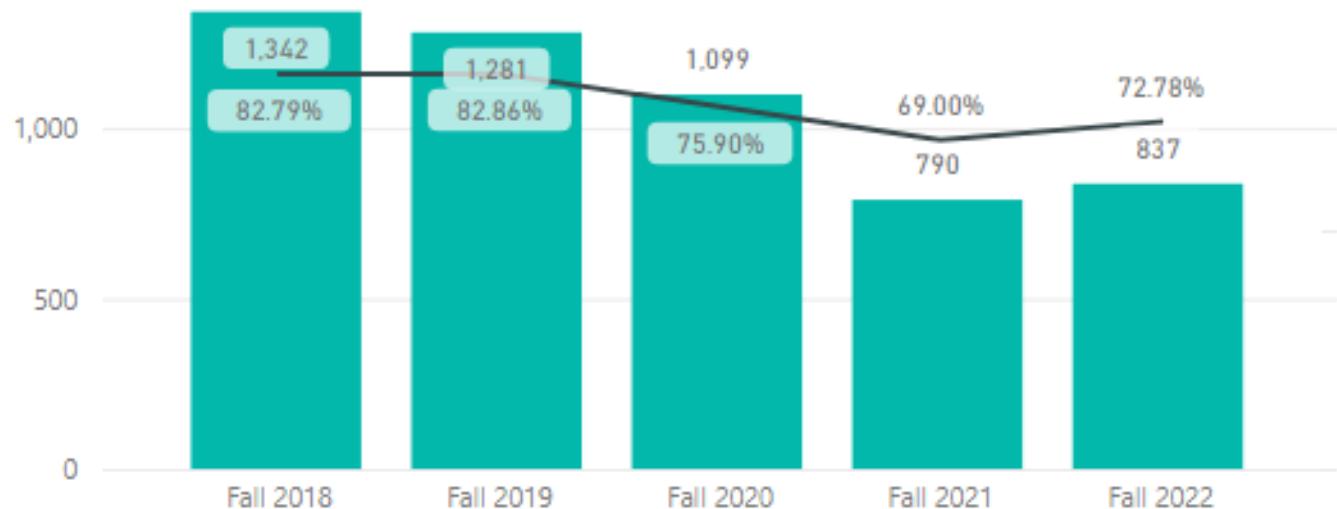
BY TERM DESC



Enrollment, Fill %

BY TERM DESC

● Enrollment ● Fill %



Program Review Report

8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

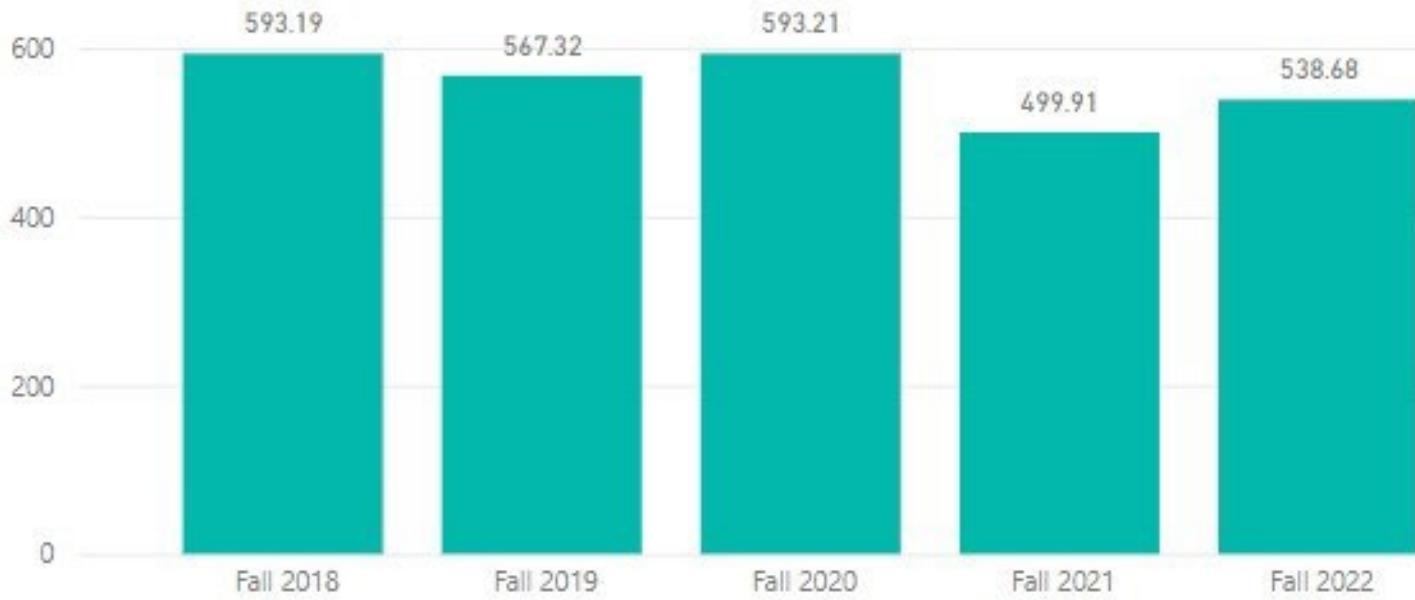
Our department strives to maintain parity with the division and the college in terms of weekly student contact hours (WSCH) per full-time equivalent faculty (FTEF). Our department WSCH/FTEF ratio generally surpasses both the Division and the College. This indicates that the Behavioral Sciences Department is doing its part to maintain high course maximum enrollments and to fill courses.

While the department's WSCH/FTEF ratio is commendable, we also recognize the need to continually expand our enrollment in alignment with Grossmont's Strategic Plan objectives of outreach and recruitment. Specifically, the plan seeks to increase the number of high school graduates from the local area who are recruited to enroll at Grossmont.

Another way to sustain these positive numbers would be to maintain focus on the importance of student retention from the Fall to Spring semester, and beyond. By providing students with engaging and challenging coursework, fostering positive relationships between faculty and students, and creating a supportive learning environment, we aim to cultivate a sense of belongingness that motivates students to continue their studies at Grossmont College.

Department WSCH/FTEF:

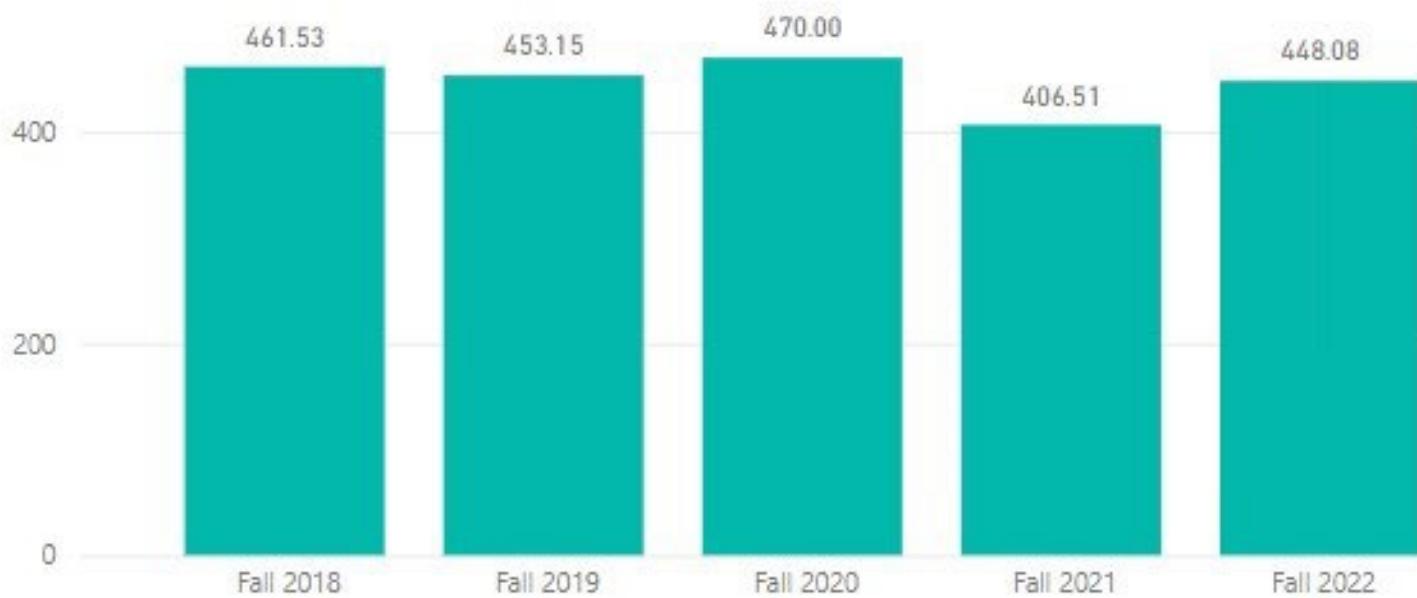
WSCH/FTEF by Term Desc



Division WSCH/FTEF:

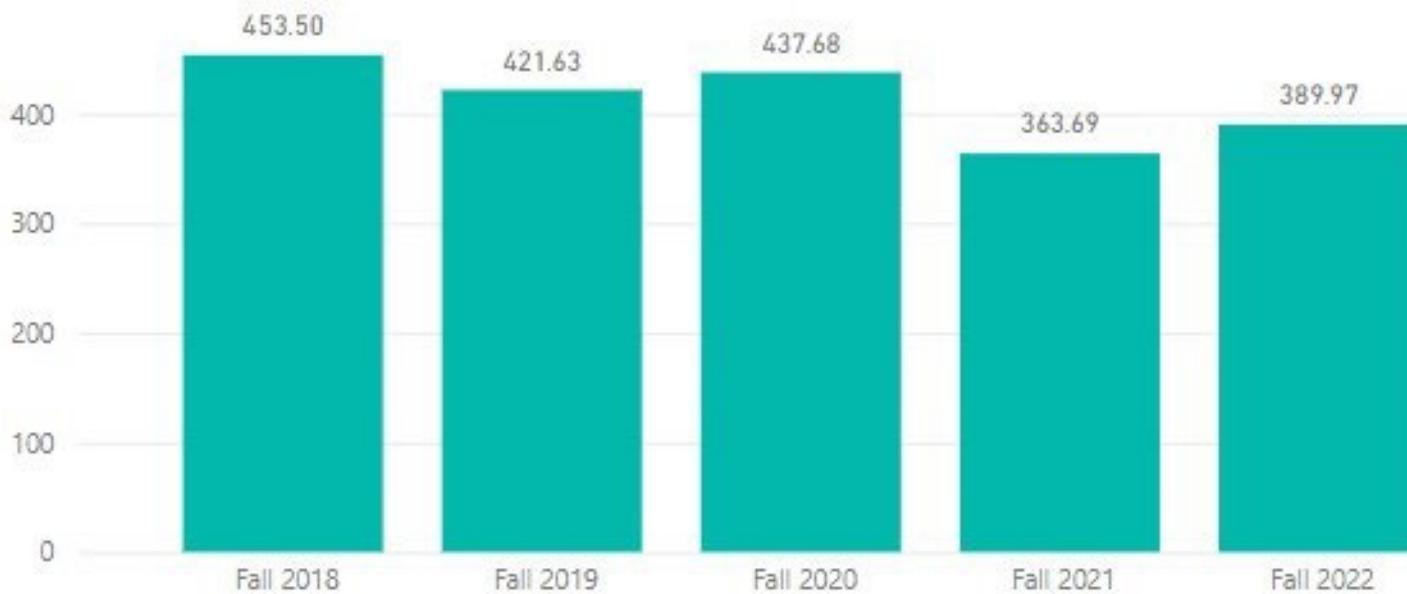
Program Review Report

WSCH/FTEF by Term Desc



College WSCH/FTEF:

WSCH/FTEF by Term Desc



8.3 For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

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 biological anthropology lab. These funds seem sufficient at present.

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8. 4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Not applicable during this period

Human Resources

8.5 How are you ensuring that part-time faculty are included in fulfilling the college's strategic plan and goals? How do they contribute to department level goals and objectives?

We include part-time faculty in pertinent communications and in our meetings. Many part-time faculty members in Behavioral Sciences take on (largely unpaid) responsibilities beyond those specified in the contract, in order to support the college's goals of educational excellence, completion culture, and community collaboration. For example, part-time faculty participate in leadership positions in Academic Senate and the AFT union, committee service, OER writing and adoption, involvement in planning Mental Health Awareness and Community Service Learning programs, and numerous other areas of involvement.

8.6 How do you onboard new faculty (both full- and part-time)? For example, part-time faculty handbook sample syllabi, official course outline, assessment strategies, culturally responsive teaching methods, faculty resources and student resources.

To onboard new part-time faculty, we utilize the part-time faculty handbook, which was created by one of our own adjunct instructors, Richard Unis, and is now used campuswide. It includes sections on syllabus design and general teaching and learning resources (including assessment strategies). The ASPTFC, which Richard Unis also chairs, has hosted professional development events including a collegewide part-time orientation and tour, with presentations from student services.

The AFT union has recently created a mentorship program to better support new instructors.

New full-time faculty meet, as a cohort, with the campus Tenure Review Coordinator to learn about the process of tenure, as well as to connect with faculty resources and student services.

8.7 What faculty and/or staffing changes do you anticipate in the next cycle considering retirements?

Our department needs to hire 4 full-time faculty members: one for anthropology, one for sociology and 2 for psychology.

The growing student demand for the biological anthropology lab course necessitates hiring another biological anthropology instructor to teach several lab sections and other courses. Finding part-time instructors to teach the biological anthropology lab has been very difficult.

In light of the retirement of Gregg Robinson, and to sustain the current full-time faculty-to-student ratios, it is a goal to employ a full-time Sociology faculty member. This will ensure the department's capacity to provide comprehensive and specialized instruction, promote student-faculty interaction, and meet the evolving needs of our students.

Our department will need to respond to increased student need and college demand by recruiting and hiring two full-time psychology faculty members. These new hires will alleviate the workload on existing faculty members, ensure appropriate support for students pursuing psychology courses, and maintain our high standard of instruction. Through the expertise and dedication of a full-time faculty member, students will benefit from enhanced mentorship and guidance, thereby facilitating student success.

8.8 What plans do you have to submit for tenure track faculty via the Staffing Committee or the Annual Unit Plan?

Our department needs to hire 4 full-time faculty members: one for anthropology, one for sociology and 2 for psychology. Most importantly, we intend to submit a request for another full-time psychology faculty member to serve the largest program within our department. We believe that our enrollment numbers support the need for another psychologist and would bring us closer to the desired ratio of full to part time faculty. The current full-time psychology faculty will determine the focus of this hire.

8.9 Download the table to the right, fill it in, and upload here. Please list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff

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as well as work study and student workers. Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed.

8.10 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, do you plan to submit a request to the staffing committee?

N/A

8.11 How many of your faculty are receiving reassigned time? What projects are they involved in? In what ways does this impact your program?

Several faculty members receive reassigned time for their service to the department and the college. This impacts our program because of the need to hire part-time faculty to teach courses that full-time faculty cannot (due to reassigned time). However, the projects that faculty engage in benefit our program and the college as a whole by supporting student success, equity, and faculty rights.

- Israel Cardona receives reassigned time for his Chair duties.
- Lara Braff receives reassigned time for her role an OER co-coordinator.
- Julio Soto and Gregg Robinson receive reassigned time for their work in the faculty union.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1 Summarize program strengths in terms of the current Strategic Plan (2022-2028).

In this section, we provide one example of how the Behavioral Sciences department supports each component of the current Strategic Plan.

Educational Excellence

All three programs ensure educational excellence by prioritizing equity and anti-racism in our curriculum and pedagogy. The coursework in anthropology, sociology, and psychology explicitly address issues of identity, intersectionality, racism (e.g. implicit bias and structural racism), among other topics that coincide with DEIA work. Further, as instructors and mentors, we apply equity-minded approaches that support learning, enabling all students to realize their educational goals.

Completion Culture

Empowering students to achieve their educational goals, our department awards more AA-T degrees each year with psychology leading the department by awarding 118 degrees in 2020. While students are drawn to the subject matter taught in our department, we foster their success by providing them with the resources they need, particularly counseling and tutoring services (as evidenced by our student surveys).

Innovation & Effectiveness

Our department supports innovation and effectiveness in several ways. We are at the forefront of the Zero Textbook Cost initiative, which increases student access and equity by providing free, high-quality teaching/learning resources to all students, thereby alleviating the financial barriers to a college education. Lara Braff (anthropology) serves as an OER co-coordinator, most faculty in the department offer ZTC sections, and our sociology AA-T is a ZTC degree. Additionally, Dr. Maria Pak and Dr. Bonnie Yoshida are working with the GIAT group to provide culturally responsive and inclusive curriculum that aims to help first-generation students feel seen, valued, and supported in their academic pursuits.

Operational Excellence

Our department does a particularly good job of promoting student safety and wellness by recognizing mental health as integral to student learning. Our psychology faculty have organized college-wide mental health awareness events to de-stigmatize mental health struggles and connect students with the resources they need. Our faculty has created college-wide opportunities for professional development related to mental

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health and faculty mentorship programs. Further, each semester, department faculty members advise multiple student-initiated research projects with a common goal to better understand Grossmont College student academic success and equity.

Community Collaboration

Several members of our department are actively engaged with community projects that serve our students. Maria Pak, in psychology, has served as the Community Service Learning Co-coordinator. She provides students with opportunities to serve the wider community by planning Grossmont's Month of Service and initiating a service-learning partnership with Barrio Logan College Institute. Notably, Gregg Robinson, in sociology, has been actively involved in local politics, unions, and the school board, as an elected official of the San Diego County Board of Education in 2012 (and president in 2014) and in 2020 to the present. He also helped found the Coalition of Progressive School Board members of San Diego County. His extensive community activism and public education service helps bridge the gaps among the community, K-12 education, and our college.

9.2 Summarize opportunities to improve in terms of the current Strategic Plan (2022-2028).

Educational Excellence:

To enhance educational excellence and ensure timely completion of students' goals, we make the following recommendations. Continue to establish clear learning outcomes aligned within the department as well as with local four-year institutions. We can offer timely and relevant course options that fit with the four-year AA-T requirements. We can also improve student outcomes by continuously evaluating and improving our instruction, instructors, courses and program.

Completion Culture:

To foster a completion culture and educational excellence, the department is dedicated to providing flexible course options across various modalities and time slots, clarifying AA-T requirements for instructors and students, and supporting and strengthening our academic and community support services like tutoring centers, success coaches, and financial aid resources. Through these improvements, we can effectively support students in attaining their educational goals in an efficient amount of time while encouraging an environment that nurtures completion and success.

Innovation and Effectiveness:

To enhance departmental innovation and effectiveness, it is crucial to embrace emerging technologies like interactive online and in-classroom assignments and artificial intelligence demonstrations. By staying informed about these technologies and fostering collaborative discussions, the department can innovate practices that enhance learning and understanding. Additionally, continuing data collection and analysis through student and faculty research helps identify areas for improvement, promote student academic success, and address equity gaps. The Psychology student research courses and the departments work in the GIAT Cultural Inclusiveness campaign are examples of this work.

Operational Excellence:

To achieve operational excellence and maximize student learning, our department can continue to improve the organizational processes in scheduling and communication, prioritize safety and wellness, and provide professional development opportunities and speakers. Continuing to review and improve our department's course offerings and program is an important step to creating a student-centered environment. Additionally, we recognize the significance of prioritizing student safety and well-being, actively promoting mental health resources, and fostering a supportive and inclusive environment. Keeping mental health and wellbeing front and center in our department will pave the way for continued student success.

Community Collaboration:

To enhance community collaboration and provide educational opportunities that align with the needs of both our students and the community, our department looks to improve in the following ways. Encourage and expand our community service-learning opportunities. Continuing to develop these opportunities involves our students in a deeper understanding of our community's needs while making meaningful contributions. Our department can also look to establish partnerships with local organizations such as non-profits, immigrants'

Program Review Report

rights groups and mental health related organizations. These partnerships can provide valuable opportunities for our students to engage in vital real-world service to our community.

9.3 Describe any concerns that may affect the program before the next review cycle such as addition of new programs, external changes, funding issues etc.

The major uncertainty confronting our department, and the college as a whole, involves larger societal and economic issues that inevitably affect community colleges. For example, current concerns about inflation and recessions could impact our enrollment. Similarly, the consequences of the pandemic will continue to impact us for decades to come. We know that students in K-12 schools fell behind in reading and, more significantly, in math. As these students enter our program, they will require additional support. Further, high school graduation rates declined during the pandemic. We don't yet know if these students will seek a college education in the future and, if so, what kinds of services they will require. In addition, current legislative proposals (that aim to accelerate college completion and emphasize transfer) could affect our student's capacity to explore our disciplines or could shrink our course offerings. Finally, the shift towards more online courses (necessitated by the pandemic) has led to student demand for this modality. We have yet to see how we can effectively increase our face-to-face courses, which, studies show, are a better modality for fostering learning and creating socially engaged citizens.

9.4 Make a rank ordered list of program goals for the next six-year cycle based on the current Strategic Plan (2022-2028).

The successful implementation of the following four program goals will enable the Behavioral Sciences Department to proactively address disparities in the pursuit of educational excellence. These actions will also effectively respond to student demand, foster a completion culture at our college, and maintain optimal faculty-to-student ratios to enhance operational excellence. Moreover, they will contribute to fostering a culture of innovation, effectiveness and facilitate meaningful collaboration within our community.

1. Continue to engage in comprehensive professional development initiatives, including workshops, training sessions, and scholarly discussions, at the discipline, department, and college levels. These opportunities will enable faculty members to acquire the necessary knowledge and skills to address the equity gap and improve success rates for all students (including by gender, race, ethnicity, socioeconomic status, and age). By implementing inclusive teaching practices and fostering an equitable learning environment, faculty members can contribute to student achievement and promote educational equity.
1. Respond to increased student need and college demand by recruiting and hiring two full-time Psychology faculty members. This addition to the department will alleviate the workload on existing faculty members, ensure appropriate support for students pursuing Psychology courses, and maintain our high standard of instruction. Through the expertise and dedication of a full-time faculty member, students will benefit from enhanced mentorship and guidance, thereby facilitating student academic success.
1. Our department must hire one faculty member for anthropology in order to meet growing student demand for the biological anthropology lab course. We anticipate the demand will only increase after we move into the dedicated anthropology lab in the new Building 36.
1. In light of the retirement of Gregg Robinson in sociology, and to sustain current full-time-faculty-to-student ratios, it is a goal to hire a full-time sociology instructor. This will ensure the department's capacity to provide both comprehensive and specialized instruction, promote student-faculty interaction, and meet the evolving needs of our students.
1. Ensuring effective mentoring for our adjunct faculty members is a key objective within our department. These esteemed educators within our department exhibit superior dedication in guiding our students. The significance of this goal is particularly heightened in the enduring impact of COVID-19 pandemic, which has resulted in an extended period of disruption and isolation.

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1. Another important goal of our department is to employ data-driven methodologies in order to guide its decision-making processes. The utilization of data encompasses an examination of success rates in both online and on-campus modalities, as well as specific course and time-based success rates. By engaging in this data-driven practice, the department aims to enhance its understanding of how course scheduling can be optimized to benefit our students.
1. Continue to work toward securing a dedicated space for the “Psychology Research Methods” and “Statistics for the Behavioral Sciences” courses. Obtaining a specialized space for these courses will enable students to access state-of-the-art statistical resources, equipment, and technologies necessary to conduct professional research and data analysis needed for a four-year degree in Psychology and/or the Behavioral Sciences. It will also open the schedule to be able to offer courses on days and times that best serve students.
1. Lastly, our department is committed to prioritizing the well-being and mental health of both our students and faculty. In the wake of the prolonged COVID-19 pandemic, we have witnessed a noticeable decline in mental health among individuals within our larger academic community. Students and faculty members alike have expressed their concerns, with experiences of burnout and overwhelming feelings. As a response we are dedicated to actively listen and provide support for the mental health needs of our students, classified professionals and the entirety of our faculty.



**GROSSMONT
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Six Year Program Review Committee Questions

Behavioral Sciences

Questions

Questions: Section 1 - Overview

Please provide a list of all the *current* full time faculty and part time faculty (with names)

Can you tell us about the process of hiring tutors that remains a barrier to offering more robust tutoring?

F2F: Are you in need of more part-time faculty? If so, are you in the process of hiring anyone? (Do you know where to find your applicants?)

Yes, yes, and yes! Sociology is OK

Questions: Section 2 - Curriculum Development and Academic Standards

F2F 2.7: It was mentioned that the department supports students by connecting them to resources such as Grossmont Tutoring, Success Coaches, and EOPS. All these resources are certainly valuable and these collaborations are important. In addition to referring students to these outside resources, what may be some other steps your specific department and faculty have taken to support these students?

2.1) What were the different components between SOC 114 and 150, that allowed 114 to be approved for Area F Ethnic Studies but not 150? Are there plans to continue pursuing approval for SOC 150?

2.6) It was mentioned that standardized grading practices and rubrics were developed for grading consistency, can you elaborate more on this? Are all instructors expected to use the same rubric?

2.7) The report mentioned that the department's grading standards are intentionally more rigorous and demanding with high academic standards which remains unwavering. At the same time, it was also mentioned that there are students facing difficulties maintaining this level of academic performance. What are steps taken by the department to help support students who are facing these difficulties?

Questions: Section 3 - Student Learning Outcomes (SLOs)

FK: Overall Section 3 is looking good. I agree that Covid times disrupt all our data. Also, the college revamped our assessment processes just a couple of years ago. So, it's early still in terms of data collection for course SLOs and for PSLOs as well. The department is doing a great job of implementing a regular assessment process. It takes time to have meaningful SLO data trends.

Qs and thoughts on 3.1b/3.2

Many of your PSLO rates are very high and congratulations! Q: What is unique about PSLO #1 and, considering that, what would help increase its pass rate from 70%? This is something the department might choose to reflect on for the next cycle/AUP. Rather than always addressing all PSLOs it is acceptable to focus on one at a time.

Q: Also, as a methodology we know mapping is often a starting point and not an end point, since it opens up questions rather than providing full answers. Have you thought yet about where to go next with the program level assessment? Consider: What type of information would reflect student success at that level?

Questions: Section 4 - Faculty & Staff Support Services and Facilities

4.3 Will there be additional space available in Building 36 (other than dedicated Anthropology Lab) that might ease the space demands in the 500s?

4.4 What is the value/reason for computers to be able to project? (just wondering)

4.7 Do you have any thoughts about how building 53 could be brought into the "retention" conversation?

Committee Questions

F2F: Have you spoken to your Dean or Facilities or anyone about these needed upgrades?

Questions: Section 5 - Student Equity and Success

5.3 What resources and support seem to help students in your department the most in increasing success and retention rates?

5.4. Why do you think older students have lower success/retention rates? What can your department do to raise the success of these older students?

F2F: Do you think that older students have more time challenges (jobs, kids, etc), than the younger students? It's interesting that you have some students who are just lifelong learners, and that might be a larger percentage of older students. Do you think that their grades aren't as important, they just want to learn, and that's why their success rates are a bit lower?

Students may be experiencing imposter syndrome. They are being supported and complicated set ups in life. Sometimes the technology.

5.9. Do you have any anecdotal stories to share about any prior students from your department? We enjoy hearing about student success after Grossmont.

Questions: Section 6 - Student Support Services

No follow-up questions for this section

Questions: Section 7 - On-Campus & Off-Campus Activities

No follow-up questions for this section

Questions: Section 8 - Fiscal & Human Resources

Thank you for writing a detailed response to all questions in Section 8,

Section 8.11: You expressed that those who were unavailable to teach were replaced by part time faculty, has this ever led to the cancellation of courses?

f2f: Cancellation of courses due to unavailable part-time faculty must have an affect on your efficiency and an overall affect on your students. Could you please give an example of the last time a cancellation occurred and how it affected your students. Please be as detailed as possible. (S.Munoz)

Psych 2nd 8-week cancelled 120 couldn't have an adjunct take over for online threshold. Went somewhere else or to another department.

Interim dean didn't allow to take over. no exception was made for this department for their needs.

70% rule is an obstacle for this department and perhaps others.

Questions: Section 9 - Summary and Recommendations

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. Commendation: Robust work and engagement with DEIA, that extends through the campus and community.
 - a. Ensuring that our student's most important resource is our Faculty by being engaged in DEIA efforts outside of campus.
 - b. Contributing to the student experience by making students aware and inviting support representatives from across the campus to their classes. (e.g. counseling, mental health, EOPS, etc.)
2. For getting a regular schedule implemented for SLO and PSLO assessment.
3. Extensive on and off campus involvement by many faculty

The Committee recommends the following:

1. Work with your Dean on recruiting and hiring 2 full-time Psychology faculty in response to increased student need and college demand
2. Continue to work toward securing a dedicated space for the "Psychology Research Methods" and "Statistics for the Behavioral Sciences" courses
3. SLO work- Focus on one PSLO at a time and digging in deeper into questions that mapping raises
4. Employ data-driven methodologies in order to guide decision making processes to optimize course scheduling
5. Continue extensive DEI work to address equity gaps and increased success rates

College President: Dr. Denise Wisenhunt
Interim Division Dean: Dr. Stephen Fomeche

Department Chair(s): Lara Braff, Michael Bacon, and Israel CardonaIn

Academic Program Review Co-Chairs: Joyce Fries, and Kelly Menck

BEHAVIORAL SCIENCES

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER	
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH
2017-18	70.5	521.79	76.1	560.24
2018-19	79.9	593.19	81.3	574.76
2019-20	81.3	567.32	85.8	591.93
2020-21	82.2	593.09	79.8	577.85
2021-22	73.6	499.91	76.3	559.35