



PROGRAM COMPREHENSIVE REPORT

2023-2024

Program Review (P) - Behavioral Sciences

General Information

Briefly describe your program.

The Behavioral Sciences Department includes the academic disciplines of Psychology, Sociology, Philosophy, Social Work/Human Services and Modern Languages. These disciplines have a wide range of application in the workplace and provide important critical thinking skills that apply to work and meet the needs of students transferring.

How does your program support VC's mission?

Our division embodies the core principles of Ventura College's mission. Our faculty earnestly place students at the center of learning. We have thoughtfully created and planned courses in all modalities to offer supportive and accessible learning environments for all students. The disciplines in our program are largely based on anti-racist, inclusive and equity content. All our disciplines offer degrees for transfer and value interpersonal skills for our diverse world.

Which disciplines are included in your program?

Psychology, Sociology, Philosophy, Social Work/Human Services and Modern Languages (*Modern Languages completed a separate comprehensive program review and their data will not be included here)

SWOT Analysis: What are the strengths of your program?

In addition to exceptional discipline faculty, our program makes up roughly 10% of student enrollment. Additionally, we produce the 2nd and 5th highest number of degrees (Psychology and Sociology, respectively). We were also at the forefront of offering online degrees; Psychology, Sociology, Philosophy and Social Work/Human Services offer online degrees.

SWOT Analysis: What are the weaknesses of your program?

Our program has had a revolving door of Deans over the past years which ultimately impacts the continuity and vision of our area.

SWOT Analysis: What are some opportunities for your program?

Growth. As with all of Ventura College, we experienced a loss of students during Covid 19.

SWOT Analysis: What are some threats to your program?

Reduction in unit requirements in our area over the past few years has had a negative impact on enrollment. AB928 will likely negatively impact our entire department as a whole.

Enrollment & Demographics

Enrollment & Demographics: General Observations

While enrollment is lower than before Covid 19, we are still a strong program with higher than average enrollment. Our student body generally reflects the overall student population.

Over the past five years, what was the trend in your program's enrollment?

Decreased

Has there been a substantial decrease in any of your program's disciplines?

No

Are student gender demographics similar between your program and the college?

Yes

Program Planning

Are student ethnic demographics similar between your program and the college?

Yes

Course Success Rate

Course Success Rate: General Observations

Behavioral Science success rates have exceeded the college as a whole the past 5 years.

Was the most recent year's course success rate higher than the college standard of 66.7%?

Yes

Was the most recent year's course success rate higher than the overall college average?

Yes

Has your course success rate increased, decreased, or remained constant over the past 5 years?

Remained Constant

Click the "Disciplines" tab - Describe any differences between the disciplines in your program.

Psychology has had the highest average of success rates over the past 5 years (approximately 80%) followed by Sociology and Philosophy (Approximately 73% and 71%, respectfully). Social Work/Human Services is a newer discipline and has only been tracked for the past 4 years; it has an average success rate 65%.

Click the "Ethnicity" Report on the right - Are there gaps in your course success rate by ethnicity?

Yes

Ethnicity: How have these gaps changed over the past five years?

Remained Constant

Click the "Gender" Report on the right - Are there gaps in your course success rate by gender?

No

Gender: How have these gaps changed over the past five years?

Remained Constant

Describe what your program has done over the past 3 years to close equity gaps in course success.

There has been an average success gap between Hispanic and White students of approximately 7%; however, Black Students have consistently had the lowest success rates. Faculty have recognized these equity gaps and participated in numerous Flex activities, and are committed to connecting students with all available resources available at Ventura College including Starfish reporting, tutoring, counseling, basic needs, etc.

Student Completion

Does your program offer a degree or certificate of achievement?

Yes

How does your program contribute to VC's goal of increasing our degree/certificate/transfer rate?

Two of our disciplines (Psychology and Sociology) produce the 2nd and 5th highest number of degrees. This has been consistent over the last 5 years.

Within the past five years, what is the trend for your program's degree/certificates awarded?

Both Psychology and Sociology saw a decrease in degrees awarded which coincide with the pandemic. Philosophy and SWHS have seen little change; however, they are much smaller disciplines and proportionality have maintained consistency.

Program Planning

Are any of the degrees/certificates in your program on the program warning list?

No

Click the "Award Ethnicity" Report on the right – Are there equity gaps by ethnicity?

No

Click the "Award Gender" Report on the right – Are there equity gaps by gender?

Yes

Equity Gaps by Gender: If yes, please describe.

While our program typically has more female students enrolled (gender typing in the 'helping' professions"), females, proportionality, complete more degrees than male students. Historically, males have greater employment options without a degree than females do.

Click the "CSU/UC Transfers" Report on the right - How has the number of CSU Transfers changed over the past 5 years?

Decreased

Click the "CSU/UC Transfers" Report on the right - How has the number of UC Transfers changed over the past 5 years?

Remained Constant

Click the "Transfer Ethnicity" Report on the right – Are there equity gaps by ethnicity?

No

Click the "Transfer Gender" Report on the right – Are there equity gaps by gender?

Yes

Equity Gaps by Gender-Transfer: If yes, please describe.

Male students transfer at a significantly lower rate than the female students.(Approximately 12% difference)

Course Offerings

Course Offerings: General Observations

Psychology has offered 100% of its course in the past 5 year. Philosophy has 1 class that hasn't been offered. Sociology has 2; these classes have been considered for removal. SWHS has not completed a 5 year cycle yet to assess.

Are there any disciplines in which 30% or more of classes haven't been offered in the past 5 years?

No

CSLOs

Briefly summarize the results of your Course SLOs.

All of our courses with SLO results reported having met or exceeded the success threshold of 75%

Which SLO initiatives had the greatest impact on student learning in your program?

Tough to comment here. The room for qualitative input has been largely eliminated.

PSLOs

Briefly summarize the results of your Program SLOs.

All of our program with PSLO results reported having met or exceeded the success threshold of 75%

Program Planning

Which PSLO initiatives had the greatest impact on student learning in your program?

Tough to comment here as well.. The room for qualitative input has been largely eliminated.

Labor Market Data - CE Only

Objective

5 -Year Objective

Increase degree completion in all areas of Behavioral Science especially HMSV and PHIL.

What specific actions will you take to meet this objective?

The BEH Studies Department will move to increasing degrees by creating more interest in it various subjects by more advertising by full and part time faculty of courses offered, more effective scheduling, and increasing online offerings.

Which of the following Educational Master Plan Goals does this objective align with?

Goal 1: Increase the success of our students while closing equity gaps

Which of the following Student Equity Plan Goals does this objective align with?

Goal 1: Access and Successful Enrollment, Goal 2: First-Term to Second-Term Persistence

Review Type

Mini

Program Review Cycle

2018 - 2021, 2022 - 2025

Objective Status

Active

Completion Date

09/27/2025

Year 2: Describe Progress Made Towards Objective

In the last year HMSV AA has seen an increase of 6 new degree being achieved, PHIL has continued with 3 degrees, and both PSY and SOC have seen slight declines (due to a drop of enrollment).

Year 2: Discuss Any Challenges You Encountered in Progressing Towards This Objective.

It is expected that HMSV, when it completes its transition to SWHS, that degrees will increase as students will enroll more readily in the area of social work. As for PHIL, PSY, and SOC the decline in degrees produced was due to three issues: declining enrollment, staffing difficulties, and sabbaticals by several members of these disciplines.

Year 3: Describe Progress Made Towards This Objective

Some progress was made on this goal with development from HMSV to SWHS and in PHIL with the beginning of the revamping of the program's offerings.

Year 3: Discuss Any Challenges You Encountered in Progressing Towards This Objective

The challenges to this area were for HMSV to SWHS - the curriculum process and for both SWHS and PHIL the pandemic.

Year 4: Describe Progress Made Towards Objective.

Philosophy awarded 5 more degrees than the previous year.

Year 4: Discuss Any Challenges You Encountered in Progressing Towards This Objective.

Due to the passage of AB 928, the decrease in required units in coursework in our area is likely to impact our entire department, and specifically Philosophy. There has been interest from students to create a Philosophy club which may draw more interest to the discipline as a major.

SWHS awarded fewer degrees; it has struggled to offer the sequence of courses because of lack of instructors. The department recently hired two adjuncts to fill in for a faculty on sabbatical. These adjuncts will ideally enable us to offer a full rotation of classes on a regular basis starting in spring 2024.

Objective

5 -Year Objective

Increase Student Engagement in Subject Matter

What specific actions will you take to meet this objective?

The Behavioral Sciences Program will increase student engagement in the subject matter by enhancing the media offering available for classroom use. Specific action center on working as discipline-specific departments and as a Division to find solutions and methods to enhance teaching and learning and student success.

Which of the following Educational Master Plan Goals does this objective align with?

Goal 1: Increase the success of our students while closing equity gaps

Which of the following Student Equity Plan Goals does this objective align with?

Goal 2: First-Term to Second-Term Persistence

Review Type

Mini

Program Review Cycle

2018 - 2021, 2022 - 2025

Objective Status

Active

Completion Date

09/27/2025

Year 2: Describe Progress Made Towards Objective

Good progress has been made in this area due to materials available from the library.

Year 2: Discuss Any Challenges You Encountered in Progressing Towards This Objective.

None.

Year 3: Describe Progress Made Towards This Objective

Excellent progress was made in this area with the hard work of faculty to transition to online instruction during the pandemic.

Year 3: Discuss Any Challenges You Encountered in Progressing Towards This Objective

The challenges to this goal were the pandemic and the subsequent drop in student enrollment.

Year 4: Describe Progress Made Towards Objective.

Discussion among faculty to vary times/days of classes will increase opportunities for students to take classes. Students clubs in Psychology and Sociology are back and offering opportunities for extra curricular student engagement.

Year 4: Discuss Any Challenges You Encountered in Progressing Towards This Objective.

none

Objective

5 -Year Objective

Increase student retention by 10%, helping students to successfully complete their Psychology major by increasing persistence

What specific actions will you take to meet this objective?

Hiring a replacement full-time faculty member will improve student success by increasing student contact with an full-time instructor.

Which of the following Educational Master Plan Goals does this objective align with?

Goal 1: Increase the success of our students while closing equity gaps

Which of the following Student Equity Plan Goals does this objective align with?

Goal 1: Access and Successful Enrollment, Goal 2: First-Term to Second-Term Persistence, Goal 4: Transfer, Goal 5: Degree/Certificate Completion

Review Type

Mini

Program Review Cycle

2018 - 2021, 2022 - 2025

Objective Status

Active

Completion Date

08/19/2025

Year 2: Describe Progress Made Towards Objective

The department was successful in hiring a replacement full-time faculty member in Fall 2022 to replace a faculty member who retired in Spring 2019, but, due to student enrollment demand, needs to hire another full-time faculty member to replace one who retired in Spring 2022.

Year 4: Describe Progress Made Towards Objective.

Success rates for Behavioral Sciences continues to exceed the college as a whole.

Year 4: Discuss Any Challenges You Encountered in Progressing Towards This Objective.

Psychology, our largest degree awarder, relies on faculty to continuously teach overload and extra large classes because of high demand from students. An additional full-time faculty replacement would enhance the discipline as a whole.

Resource Requests

Resource Request Status

Active

Request Year

2023- 2024

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)

BEH2401

Description of Resource Request

Full-time Faculty Replacement

Estimated Cost

150,00.00

Type

Full-time Faculty

New/Replacement

Replacement

Previously Requested in Year(s)

2022-2023, 2019-2020, 2020-2021

Priority

01

Primary Contact For This Resource Request

Ron Mules

Administrator, Faculty, or Staff Request

Please provide a detailed justification as to why this position is needed.

Psychology has the largest student enrollment in addition to awarding the most degrees within our division. Despite one of our two replacement requests (2022) 2022, fulltime faculty consistently teach 7 classes a semester and frequently extra-large.

The student demand for this discipline is enormous. This in turn has increased the instructional workload of full-time faculty, their engagement with students in office hours, and expanded their interaction with students on the mental health issues and referrals. The challenge for the discipline is meeting the increased demands and maintaining the high level of instruction, success, and degree production. As a result of the above, one can clearly see the importance of a replacement hire in Psychology and its benefits to students, the college, and the community.

Rationale for fulfilling replacement faculty for Psychology per Academic Senate criteria.

1. Percent of courses taught by fulltime faculty –

Spring 2024 Schedule - 47% (of 32 sections), 9 classes are listed as extra-large (70 students) which would equal 4 additional class.

Fall 2023 – 47% (of 32 sections), additionally, faculty taught 7 extra-large classes which would equal 3 additional class.

Spring 2022 – 50% (of 32 sections), additionally, faculty taught 4 extra-large classes which would equal 1.5 additional class.

Fall 2022, even after one replacement faculty was hired - 48.5% (of 32 sections), additionally, faculty taught 5 extra-large classes which would equal 2 additional sections

2. Fill Rate –

The fill rate for the college is 84.6%, Behavior Sciences is 85.5% psychology fill rate 91.7% (per tableau)

Equipment, Technology, or Facilities Request