SBS Program Review (Revised)

1. **Overview**
	1. Introduction

 Social and Behavioral Sciences (SBS) at Coconino Community College (CCC) has not been and is not a “program” in any of the traditional uses of the word “program”. The disciplines in SBS do not share a common identity nor have they ever been unified as a single department. When Academic Affairs at CCC was organized into departments, the disciplines within SBS were spread across four different departments. Beyond studying the human condition, what unites these disciplines into a “program” is that they all offer courses that CCC has placed in the SBS section of the Arizona General Education Core Curriculum.

 This is important to keep in mind when evaluating the SBS program and comparing it to the other “programs” in General Education. Some of these programs, e.g. English and Mathematics, are more coherent and unified. The diversity and lack of unity with SBS presents certain unique problems such as establishing common goals and planning.

 Currently, the SBS General Education program includes courses from the following disciplines and/or prefixes: Administration of Justice, Anthropology, Business, Colorado Plateau Studies, Economics, Geography, History, Political Science, Psychology and Sociology.

 Social and Behavioral Sciences (SBS) has been an integral part of Coconino Community College’s curriculum since the founding of the College in 1991. Initially, SBS contained the disciplines of anthropology, geography, history, political science, psychology and sociology. Administration of Justice was added in 1992 and Colorado Plateau Studies was added in 2004. A Social Work program was added in 2000, but was eliminated in 2010 due to low enrollments. Economics has been taught at the College since 1992, but is administered as part of the Business and Accounting Program in Career and Technical Education.

 SBS plays an essential role in the Arizona General Education Curriculum offered at CCC as well as the General Studies degree. Without SBS courses, the AGEC cannot be completed. Currently, SBS offers four Associate of Arts degrees and one Associate in Applied Science Degree. Every year, SBS offer more than thirty-five distinct courses and more than 160 sections of these courses. These courses are offered through a variety of delivery methods including face-to-face, ITV, online and hybrid. Courses are offered at the Lone Tree Campus, the Fourth Street Campus and the Page Instructional Site. Over 3,500 students enroll in SBS courses every year. In addition, PSY 240 is required in the CCC’s Nursing degree. This also means that PSY 101, which is required for PSY 240, is required.

 SBS strives to familiarize the student with the human world, how the social world operates (theoretical analysis) and how to participate in that world through informed activities. Additionally, SBS strives to get students to critically think about their world and their place in it. What makes the SBS program unique at CCC is that we examine with how humans interact with their physical and social world in a scientific manner.

 The last program review for Social and Behavioral Sciences was completed in 2010. Program reviews were completed for Sociology in Spring 2013, Anthropology in Spring 2012, and Psychology in Spring 2011.

* 1. Program goals

The goals of the Social and Behavioral Science program are to:

1. Examine inquiry methods, theories and interpretations of the human condition;

2. Explore issues relating to the human condition; and,

3. Develop critical thinking skills through application, analysis, or synthesis of ideas

and/or evidence*.*

The mission of the College as stated in Policy 1-00 Mission is “As a learning-centered college. Coconino Community College enriches lives by embracing diversity and transforming the future through quality education.” SBS program goals support the mission in the following ways:

1. SBS promotes a “learning-centered college” by providing students with the tools

they can use to learn at the college level and through live. (SBS Goal #1)

2. SBS helps the students understand diversity through SBS Goal #2 with the skills

they have learned in SBS Goal #1.

3. All three of the SBS goals helps transform the future by providing students with

the tools necessary to understand and change the human world.

* 1. Decision making

 As noted in the introduction, SBS has never been an administratively unified group at CCC. SBS has never been a single department nor has it been housed within one division or under a single dean. Therefore, there has been no SBS-wide decision making process.

Decisions tend to be made discipline specific. Within individual disciplines, decisions tend to be made by that discipline’s full-time faculty member or members in consultation with their respective dean and, if necessary, with relevant part-time faculty members. However, as this is not a formalized process, it is not always adhered to and members of disciplines have found themselves excluded from decisions affecting their areas. Examples of such exclusion would include scheduling and course retirement.

A number of factors may influence curriculum decisions within a discipline. These factors may include, but are not limited to, discussion at the discipline specific statewide Articulation Task Force, decisions made at one of Arizona’s three universities, trends in the discipline, budgetary issues at the college, and changes in institutional goals.

* 1. The current CCC Strategic Plan identifies four goals:
		1. CCC will provide learners educational opportunities that are accessible and affordable, while also being economically feasible for the College.
		2. CCC will promote a learner-centered environment that incorporates innovative strategies and support structures intended to reduce student attrition, increase retention, and improve learning.
		3. CCC will empower students to achieve their individual learning goals and implement strategies to increase certificate and degree completion rates.
		4. CCC will strengthen the College’s working environment by maximizing college resources, expanding community outreach, and implementing effective personnel management and employee development strategies.

 The SBS program contributes to all four of the goals in varying ways as demonstrated in this report. From AY 12-13 to AY 16-17, SBS offered an average of 162 sections per year and enrolled an average of 3,668.6 students per academic year. SBS achieves this by offering courses in a variety of modalities and at a number of locations. Additionally, the program does this in an economically feasible manner by averaging over twenty-two students per section and requiring small supply budgets. SBS has no say in the affordability of its offerings as tuition is a DGB decision. Additionally, SBS faculty are professionals who monitor their courses both formally and informally and make improvements as necessary to affect learning.

1. **Teaching and Learning**
2. Program requirements and course offerings

 For the SBS component of the AGEC, students are required to take two courses from the approved SBS Gen Ed courses. SBS offers thirty-different courses across ten prefixes. Many of these courses are offered in both Fall and Spring semesters, while others are sequenced. See Appendix D for three-year plan. However, the full-time faculty have only limited involvement in making the schedule for each semester. We do not control what is offered nor what part-time faculty teach what courses. We believe that this is a serious problem.

 In addition, the disciplines within SBS offer five degrees. These degrees include Associate Degrees in Anthropology, Colorado Plateau Studies, Psychology and Sociology as well as an Applied Science Degree in Administration of Justice. In 2010, the College discontinued the Pre-Social Work Associates degree due to low enrollment.

As the College is adopting “guided pathways” in an attempt to increase retention and completion rates for students, SBS will be assessing the impact that “guided pathways” has on our offerings and enrollment.

* + 1. Course Offerings

SBS courses are offered through a variety of delivery methods including face-to-face, online, hybrid, ITV, CAVIAT, and dual enrollment. Courses are offered at the Lone Tree Campus, Page, Fredonia and Williams*.*

**Table 1 Students by Modality**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | AY12-13 | AY13-14 | AY14-15 | AY15-16 | AY16-17 | Total |
| CAVIAT | 76 | 11 | 28 | 6 | 1 | 122 |
| Dual Enrollment | 99 | 191 | 155 | 179 | 196 | 820 |
| Hybrid | 0 | 0 | 51 | 99 | 98 | 248 |
| In Person | 1999 | 2084 | 1899 | 1831 | 1793 | 9596 |
| ITV | 231 | 184 | 259 | 303 | 308 | 1285 |
| Online | 901 | 881 | 960 | 1029 | 1074 | 4845 |

* + 1. Enrollment and student success information for the previous five years
			- Nationally, undergraduate college enrollment declined from 17,735,638 students in fall 2012 to 16,924,000 students in fall 2017.[[1]](#footnote-1)
			- While undergraduate college enrollment nationally was declined, enrollment in SBS courses at CCC increased nearly 5% from AY 2012-2013 to AY 2016-2017. (See Chart One below).

This growth has not been uniform across modality or across discipline. (See Chart Two below) SBS saw declines in enrollment for the CAVIAT courses, which serve high school students in Coconino County. However, this decline was more than offset by increased enrollment in the dual enrollment courses which also serve high school students. CAVIAT courses have seen their enrollment drop by almost 100% while enrollment in dual enrollment courses have almost doubled from 99 students to 196 students.

Enrollment in “in person” classes declined significantly, but this may be an artifact of increasing enrollment in hybrid courses and ITV courses, all of which are variants of “in person” classes.

Charts showing enrollment trends for the individual disciplines in SBS are below. Note that unless the College overall enrollment grows, there should be little increase in SBS enrollment as SBS, despite its degree offerings, largely offers courses for the AGEC. Therefore, without increases in College-wide enrollment, any enrollment in a specific SBS area may be cannibalizing from another SBS area.

Administration of Justice: While enrollment has fluctuated from a low of about 140 students to a high of over 180 students, it has been steady.

Anthropology: Since AY 2013-2014, enrollment in Anthropology courses has been increasing. Several factors may be at play here including the addition of a full-time faculty position in Anthropology and the rebranding of ANT 241 from “Anthropology of Religion” to “Magic, Witchcraft and Religion”.

Business: Most Business courses are outside of the prevue of this report as they are not part of the SBS program. BUS 214 Legal, Ethical and Regulatory Issues in Business is part of SBS. Enrollment has been steady increasing with the caveat that the numbers (80 to 110) are small relative to other programs.

Colorado Plateau Studies: CPS saw a significant jump in enrollments. We believe this can be attributed to the increase in the number of sections offered.

Geography: After some years of decline, Geography enrollments have recently increased. However, given the number of students is relatively small, one should be cautious about the enrollment changes.

History: History enrollments have fluctuated significantly over the last five years from a low of 431 students in AY 2015-2016 to a high of 639 students in AY 2013-2014. In AY 2016-20917, enrollment increased to 544 students. Note that this may be a fluctuation around a mean. A long term analysis would have to be done. The College has added a full-time faculty position for AY 2018-2019.

Additionally, it should be noted that enrollment in undergraduate history courses nationally has been declining. In 2016, Julia Brooks reported that in a national survey of history departments undergraduate enrollment in history courses declined from 390,000 in 2012-2013 to 360,000 in 2014-15.[[2]](#footnote-2) (Note that was amongst departments/programs that responded to a survey conducted by the American Historical Association.). Enrollment varied across institutions with declining at 96 of the 123 reporting academic units, while increasing at twenty-seven. According to Brooks, a preliminary analysis suggested that institutions that actively recruited students and institutions that engaged in outreach to prospective students were more likely to see an increase in students. This does suggest the value of having a full-time faculty member in history or any other discipline and tasking them with outreach.

Political Science: Enrollment in Political Science fluctuates from year to year, but this may be a fluctuation around a mean. A long term analysis would have to be done. A 2016 American Political Science Association report noted that while enrollments tended to increase across the board for political science, they tended to decrease at institutions where political science was combined with other social science disciplines in a program.[[3]](#footnote-3)

Psychology: Psychology is the largest area in SBS with over 1,100 students per academic year. While enrollment has been steady, there has been a slight decrease since AY 2012-2013 in enrollment. Note that this may be a fluctuation around a mean. A long term analysis would have to be done.

It should be noted that a variety of external factors may be at work here. For example, between 2012 and 2016, the number of students enrolled in Advanced Placement psychology courses at the nation’s high schools increased from 220,000 to 293,500.[[4]](#footnote-4) Additionally, thirty percent of graduating high school students have received credits for a psychology course during high school.

Sociology: There has been a ten percent decrease over the last five years in Sociology enrollment. SBS does not know why this has occurred and, since SBS has not been a department, has not had the resources to determine why the decrease occurred. During this period, SBS did see a change in personnel including in the full time faculty position. We would strongly caution against reading too much into this five year trend without contextualizing it within the longer trends in CCC’s sociology enrollment, national sociology enrollment and tends in sociology courses at the high school level.

Student success is a nebulous term as it means very different thing to different people. For the purposes of this program review, we will accept the College’s definition of student success which is the student completing a course with a passing grade (C or better). Note that this definition may not reflect student success from either a faculty view or from a student view and may reflect institutional success, not student success.[[5]](#footnote-5) This is an important point for social an behavioral scientists.

**Table 2: SBS Completion Rates**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| AREA | AY 12-13 | AY 13-14 | AY 14-15 | AY 15-16 | AY 16-17 | TOTALS |
| SBS | 75.8 | 76.3 | 76.5 | 81.3 | 77.4 |   |
| AJS | 90.9 | 93.8 | 93.1 | 94.1 | 88.3 | 92.0 |
| Anthropology | 75.5 | 77.5 | 76.2 | 78.3 | 76.3 | 76.7 |
| Business | 88.7 | 85.4 | 86.4 | 93.8 | 94.7 | 90.2 |
| Colorado Plateau Studies | 50 | 63.1 | 68.4 | 72.6 | 78.5 | 69.8 |
| Economics | 66.8 | 77.9 | 71.1 | 81 | 78.5 | 75.4 |
| Geography | 83.3 | 76.3 | 81.1 | 70.9 | 70.2 | 75.5 |
| History | 75.7 | 81.1 | 78.6 | 82.4 | 76.1 | 78.9 |
| Political Science | 69.9 | 60.1 | 67.6 | 69.7 | 65.8 | 66.8 |
| Psychology | 78.7 | 79.8 | 74.6 | 81.7 | 75.8 | 78.2 |
| Sociology | 71.8 | 62.5 | 78.2 | 81.7 | 79.2 | 74.6 |

**Table 3: Student Completion by Modality**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| MODALITY | AY12-13 | AY13-14 | AY14-15 | AY15-16 | AY16-17 | TOTAL |
| CAVIAT | 92.1 | 90.9 | 92.9 | 100 | 100 | 92.6 |
| Dual Enrollment | 98 | 95.8 | 96.1 | 91.6 | 79.1 | 91.2 |
| Hybrid |   |   | 60.8 | 76.8 | 78.6 | 74.2 |
| In Person | 77.6 | 77.7 | 80.1 | 83.3 | 78.6 | 79.4 |
| ITV Originator | 81.6 | 78.2 | 79.7 | 84.4 | 82.7 | 81.6 |
| ITV Reveiver | 86.5 | 82.1 | 64.3 | 84.8 | 86.1 | 82.1 |
| Online | 66.3 | 68 | 65.9 | 75.1 | 73.4 | 70 |

**Table 4 Students by Location**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | AY12-13 | AY13-14 | AY14-15 | AY15-16 | AY16-17 | Total |
| Lone Tree | 3182 | 3351 | 3257 | 3377 | 3397 | 16444 |
| Page | 124 | 77 | 50 | 64 | 67 | 382 |
| Williams | 0 | 37 | 35 | 0 | 6 | 84 |
| Fredonia | 0 | 6 | 0 | 0 | 0 | 6 |

Table **1**: SBS Completion Rates shows that overall and across all platforms, SBS has a completion rate of 88.3 to 94.1 percent. However, as shown in Table 3: Completion Rates by Modality, completion rates vary significantly relative to modality from a low of 64.3% for ITV Receiver students in AY 2014-2015 to 100% for CAVIAT students in AY 2015-16 and AY 2016-17. The CAVIAT data for these should be taken with a very large grain of salt as it involved six students and one student respectively.

Looking at the completion rate for the entire five year period, both CAVIAT and dual enrollment completion rates are significantly greater than all other modalities. As these two programs fall outside of the prevue of the FT faculty of SBS, we cannot comment on what that is.

We will note that the completion rates for online courses is lower than for other modalities, though only marginally lower when compared to hybrid courses. We suspect that the lower completion rate for online courses is due to several factors including:

* Confusing the convenience of taking an online course with the academic expectations of the course. Being convenient in time and space may cause the student to be less serious in applying themselves to the course.
* A mismatch between student personality and the demands of an online course.
* Student difficulty in making an online personal connection with both the instructor and other students.

We suggest two possible actions to rectify the lower completion rates:

* At registration and in the introduction to the course, students are made aware of the nature of the online course experience. It should be emphasized that not all students are compatible with an online course.
* Online instructors hold some online office hours. Some instructors have done this in the past, but there was no systematic study of whether or not this affected the student experience, student learning or student completion rates

Completion rates between disciplines vary significantly and may be due to a host of factors beyond the scope of this review. These may include differences in expectations, in workload demanded by courses, in distribution of student ability, in instructor ability, etc. Having stand that, any comparison of completion rates between disciplines is pointless without far more research than the SBS faculty have the time to perform. Additionally, it should be noted that such a comparison implies that there is a “right” completion rate, which could lead to a focus of raising completion rates at the expense of academic and professional standards.

1. Licensure/certifications of students

**Not applicable***.*

1. Curriculum

It is left to the individual disciplines to review, maintain and update their course outlines. Faculty, individually or in collaboration with other faculty in the discipline, may propose changes to course outlines and to degrees. In the disciplines which have full-time faculty, proposed changes are routed through them before being forwarded to the Dean and Curriculum Committee. Additionally, any changes to courses that transfer to the Arizona public universities will be forwarded to the respective Articulation Task Force (ATF). Note that the ATF nor the public universities can stop the proposed course outline change, but they can change how and if the course transfers to other state institutions*.*

Since the last program review, there have been no changes to course outlines in History.

The following changes have been made:

ANT 241 Magic, Witchcraft and Religion. The name of this course was formally “Anthropology of Religion”. It was changed to “Magic, Witchcraft and Religion” as the new name is more descriptive of the course and was felt to be more attractive to potential students, i.e. marketing.

ECN 204 Macroeconomics Principles: The writing intensive component was removed and as of Fall 2015 the course no longer meets the writing intensive requirement for the AGEC.

POS 233 Global Environmental Politics: A writing Intensive Component was added. As of Fall 2016, the course meets the writing intensive requirement for the AGEC.

POS 140 Introduction to Public Administration and POS 201 Introduction to Political Ideologies. In 2016, the Dean of Arts and Sciences decided to retire these two courses. POS 140 had never successfully been offered. POS 201 was successfully offered until the recession. After not making in 2009, the course was not reoffered. While the POS FT faculty member agreed with retiring POS 140, he objected to retiring POS 201 as it had not been offered and enrollment had been cyclical in it. No one responsible for scheduling thought to reoffer the course as the country came out of the recession. He also objected as he did not believe that if the College at a later date decided to bring back the course, the course would obtain the same transferability from the universities.

PSY 230 Introduction to Statistics. A lab component has been added to this course and has been approved by the Curriculum Committee. The amended course will be offered beginning in Fall 2018. This will increase the credit hours from three to four.

In 2011, faculty in the Psychology Department decided to adopt an educational resource called LaunchPad that was provided by Macmillan Higher Education, the publisher of the textbook being used at that time. Our goal was to increase student learning by increasing their confidence in the area of Psychology. LaunchPad provides a place where they could read, study, practice, complete homework, all in one place. LaunchPad also provides an interactive e-book that would bring together resources students needed to prepare for class, working with the textbook we had selected for courses we adopted, and at a much lower price than students were paying for a textbook at the time. LaunchPad was selected for use in Introduction to Psychology (PSY 101) and Developmental Psychology (PSY 240).

1. Articulation

SBS faculty regularly participate in the Anthropology, Psychology and Sociology state wide Articulation Task Force meetings. Attendance at the History/Political Science ATF is spotty though the Dean of Arts and Sciences did attend in Fall 2017.

Articulation of SBS to the three state universities is shown in Appendix C.

1. Is the program accredited by a programmatic accrediting agency? If so, name the agency and include the status of the most recent accreditation.

Not applicable.

1. Teaching loads

Full time faculty are required to teach thirty load hours per academic year (fifteen per semester), hold five office hours a week, serve on a minimum of two College committees or task forces, follow college procedures and perform other duties as assigned. Part time faculty are required to teach the course they have been contracted for and to follow College procedures. Part time faculty are not required to hold office hours, though they are encouraged to and office space, both common and private, have been made available to part time faculty.

Two significant changes in expectations for both full time and part time faculty that have occurred since the last program review involve CANVAS, the College’s learning management software (LMS). First, all faculty are required to post their syllabus in their course shell on CANVAS. Since Fall 2017, that syllabus must conform to the CCC syllabus guidelines. Second, all faculty are now expected to use the gradebook function on CANVAS so that students may access their grades at any time.

As previously noted, SBS employs a variety of delivery methods for courses. These methods include face-to-face classes, hybrid class, ITV classes, and online courses.

Release time is not common at CCC. Currently, the only SBS faculty member to receive release time is Michele Metcalf. She has received three hours per semester of release time to serve as a part time faculty evaluator for CCC.

1. Faculty credentials
	* Prior to AY 2017-2018, for the minimum qualifications for teaching in each discipline, the College followed credentialing guidelines established by the State of Arizona. Beginning in Spring Semester 2016, the College began a transition to the guidelines established by the Higher Leaning Commission. These new qualifications are laid out in Procedure 308-01 Faculty Credentialing and are presented in the table below. These new credentialing standards were implemented in AY 2017-2018

|  |  |  |
| --- | --- | --- |
| Program/Course(s) | Threshold standards | Documentation required |
| General Education and MUS 120 | Master’s degree in the field or Master’s degree and 18 graduate hours in the field. | Transcripts from regionally accredited institution. |
| Career and Technical Education leading to certificate or AAS degree except ECN, BUS, ACC & NUR | Associate degree, industry standard certification, or licensure and three (3) years of related work experience or equivalent work experience to prove mastery in the subject area being taught. | Combination of transcripts from regionally accredited institution, certifications, licensure, and/or documented work experience. |
| BUS, ACC, ECN for transfer. | Master’s degree in the field or Master’s degree and professional certification or work experience to prove mastery in the subject area being taught. | Combination of transcripts from regionally accredited institution, certifications, licensure, and/or documented work experience. |

Individual credentials are listed in Appendixes A and B. Appendix A addresses individuals teaching in AY 2017-2018 when the College applied the HLC mandated credentialing standards. Appendix B addresses individuals who taught from AY 2012-2013 to AY 2016-2017 under the old credentialing standards.

1. Student Learning Assessment

In 2010-2011 and 2011-2012, SBS completed and submitted assessment reports. At that time, the SBS program was defined as Anthropology, Psychology and Sociology.

Beginning in Spring 2016, all writing intensive courses in SBS have participated in the General Education critical thinking assessment. Prior to 2016, history and political science courses assessed critical thinking as part of the English and Liberal Studies Department Assessment program.

Faculty employ a variety of informal assessment techniques to aid students in completing their courses. In PSY 250, a writing intensive course, the instructor has instituted a sequential process by which the students complete their research paper as well as a check list of paper requirements that the student must meet. In POS 233, the instructor has instituted a sequential process through which the students complete their research paper. In POS 233 and other POS courses, the students must submit a completed checklist for each of their reflection/opinion papers.

1. **Facilities and Resources**
* In general, with a few exceptions, SBS courses do not required any special facilities or resources.
* Anthropology courses are primarily taught in Room 510 on the Lone Tree Campus. This room is equipped with cabinets to store lab equipment, examples of pottery and the models of evolutionary skulls and skeletons as well as additional archeological materials. The room is decorated with posters and maps to facilitate the teaching of the anthropology courses.
* The physical geography courses are taught in room 601 which was remodeled in Summer 2017 for Geology and Geography. This room contains lab equipment as well as a map collection that is used in teaching the physical geography and geology (not part of SBS) courses.
* For history, political science and cultural geography, there are maps located in various rooms.

The archaeology class (ANT 110) has included differential tuition to cover the cost of materials and field trips for the students.

1. **Analysis and Reflection**
	1. Strengths, Weakness, and Challenges Analysis
		1. What do you see as internal strengths of the program?
			1. Our faculty relate the material they teach to the lives and the world they inhabit. Perhaps more than any other program, SBS courses are relevant.
			2. Inexpensive programs to run.
			3. Provide tools for cultural change and understanding.
			4. Diverse student populations facilitate the explanation and understanding of many of the concepts within our discipline. See IV.c.1.
			5. Anthropology Club and the Fiji Field School.
			6. Faculty mentoring past, present and future students.
			7. Internships and Service Learning. For example, AJS offers internships for three credits. These internships require 100 hours of actual on-site work and an additional ten hours allotted for the completion of a research paper. A log of activities performed while on the internship is required to be kept by the student and submitted at the conclusion of their internship. To date, students have been placed with:
* local law enforcement agencies including state, county, city and tribal
* medical examiners in Coconino, Yavapai, and Maricopa Counties
* local probation and parole offices
* various private attorney offices
* out of area law enforcement offices including Yuma Police Department, San Bernardino County Sheriff, etc.
* various news/media outlets and private security firms
* local courts
	+ - 1. Expectations of writing. Instructors in many of the SBS courses require some form of written work. For example, in POS 120 World Politics, students are required to write a minimum of five short papers on topics discussed in class.
			2. Responsiveness to student needs (see PSY 230 Statistics changes).
			3. In several courses, a open source textbook has been adopted. This reduces significantly the cost of education for the student as the textbook may be free. Additionally, the open source textbooks increase the variety of ways a student may access the material*.* Examples of said courses are ECN 204/205 and POS 110.
		1. What do you see as internal weaknesses of the program?
			1. Insufficient funds for classroom supplies and field trips. The College may consider applying differential tuition to courses that need more funds for supplies and field trips.
			2. Diversity of the disciplines within the program creates issues of isolation between disciplines. Some of the disciplines within the SBS program do not have a full-time faculty member. We believe that a full-time faculty member within a discipline is important as they take ownership of the program and they have the discipline knowledge to make the necessary changes to the program.
			3. Lack of strategic vision leads to competing priorities and crisis management, which affects ability to teach courses and work with students. As a budget move, the College eliminated the chair position and implemented a new structure. However, many faculty feel that the issues in their areas are not being addressed by the administration.
			4. Overstretched, more full-time faculty, just us let teach. The College continues to add work such as program assessment, General Education assessment, program reviews, etc. to faculty’s plate without removing anything from that plate. The College cannot expect quality instruction if this trend continues.
			5. Low salaries. Adjusted for inflation, faculty salaries have failed to keep up with inflation. Adjusted for inflation, starting faculty salaries in AY 2017-2018 are between 76% and 86% of what they were in AY 1999-2000. However, given the increased work load placed on faculty, faculty find it increasingly difficult to take on overload to make up the shortfall in wages.
			6. Turnover of part-time faculty.
			7. Funds for professional development, conferences, etc.
			8. Time for research and currency. As noted in four above, additional work has been added to the faculty workload. This makes it more difficult for faculty to stay professionally engaged in their larger discipline.
		2. What do you see as opportunities for the program?
			1. Diverse student populations. Given that the SBS program studies the human condition, we benefit from having a diverse student population that contains significant percentages of Hispanic and Native American students. We believe that these students enrich our courses and provide the opportunity for all of our students to better understand the human condition and society.
			2. The Colorado Plateau is not only a wonderful environment for hiking, biking, camping and other outdoor activities, the Colorado Plateau also provides ample archaeological sites and other benefits for the Anthropology courses as well as courses in other disciplines.
			3. Opportunities at 4th Street and Page. Page, in particular, offers unique opportunities if the College can figure out how to make it work. Page sits on the edge of the Navajo Reservation which provides unique opportunities to study cultural interaction, tribal-state-federal politics, environmental issues and the politics involved therein, etc. The problem remains how to schedule classes at appropriate times to attract students to the Page site.
			4. Anthropology field school in Fiji and Spanish field school in Costa Rica. Possible field school in Vienna.
			5. Independent studies. If granted some flexibility in transferability of credits, there are numerous opportunities for students working with faculty to design independent study opportunities to address the problems and issues affecting Coconino County, the Native American reservations, and the larger community.
			6. Courses taught overseas for credit.
			7. AJS students travelling to the 9th U. S. Circuit Court and Alcatraz in Summer 2019. Possible Washington, D.C. trip at a later date.
		3. What do you see as challenges of the program?
			1. Budget and state attitude.
			2. Trying to morph things online that work better face-to-face.
			3. Involvement in hiring of part-time and full-time faculty.
			4. Communications of decision made to full-time and part-time faculty.
			5. Improvement of transferability of courses to universities.
			6. Due to turnover in our advising services and their workload, there is inconsistent and sometimes inaccurate advising.
			7. Scheduling of courses has become a problem as the full-time faculty do not control the schedule and have limited input, if any, into what courses are offered and what part-time faculty teach what.

 e. Previous Recommendations and Results

* + - 1. While a SBS program review was completed in 2010, no copies were available at the time this review was written, therefore we were unable to comment on previous recommendations and results at that time.
1. **Recommendations**

Provide recommendations for specific actions for continuous improvement of the program.

* 1. Five Year Plan

SBS will continue to play an integral role in educating students at CCC through both our General Education (AGEC) courses and our degrees. We help students relate to the human world and each other. We help students understand the human world and each other.

* 1. Action Plan/Recommendations (To be completed in the next five years). List action items in order of priority of completion.
		+ 1. Increased funding for professional development for all faculty. The scarcity of funds for professional development has discouraged some faculty from pursuing professional development.
			2. Review program level assessments and determine if SBS needs to create a SBS program level assessment plan.
			3. Reduction of full-time teaching and work loads so that faculty can spend more quality time teaching and with students or a reduction in addition expectations and duties for faculty. In the last decade, the College has increased the type and number of reports, data, etc. that the faculty have been required to submit without a corresponding reduction in work in other areas.
			4. As noted in the discussion of history and political science enrollment, recruitment to undergraduate courses may be necessary to ensure enrollment in those courses and majors. Therefore, if there is an expectation that enrollments grow, we would recommend that the College promote SBS courses to both the general public and to students, both current and potential. The SBS faculty will have to be involved in both the identification of what courses to promote and the recruitment efforts.
		1. Last reviewed date

**Appendix**

* + Apprendix A: SBS Faculty and degree attainment for AY 2017-2018

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUBJ** | **INSTRUCTOR** | **FT/PT** | **DEGREE** | **CERTIFICATIONS AND OTHER QUALIFICATIONS** |
| AJS | Brownlee, Jeffery | PT | BSW Social Work | 20+ years industry experience; industry certifications |
| AJS | Cardani, John | PT | No degree | 20 + years industry experience; industry certifications |
| AJS | Ramos, David | FT | No degree | 25+ years industry experience; industry certifications |
| ANT | Bacon, Gerald | PT | MA History | BS Business Admin |
| ANT | Becker, Lisa | PT | PhD Anthropology | MA Anthropology |
| ANT | Doskocil, Lisa | FT | MA Cultural Anthropology | BA Anthropology |
| ANT | Gardner, Albert | PT | PhD History | MA History, 25 hours Anthropology |
| BUS | Brown, Ian | PT | Juris Doctor | BS American Political Studies |
| BUS | Criddle, Amy | PT | Juris Doctor |   |
| BUS | Houle, Linda | PT | Juris Doctor | BS Public Administration |
| BUS | Korb, Jason | PT | Juris Doctor | BS Business Admin |
| BUS | Mellen, Lindsay | PT | Juris Doctor |   |
| BUS | Tom, Daniel | PT | Juris Doctor |   |
| BUS | Zickerman, Adam | PT | Juris Doctor | BS Criminal Justice |
| CPS | Petersen, Alan | FT | MA Art | BFA Art History, Painting |
| ECN | Gifford, Adam | FT | MBA Business Admin | BS Management |
| GEO | Brown, Kristin | PT | MS Earth Science | BA Earth Science |
| GEO | Franklin, Stephen | PT | Master of Applied Geography | BS Earth Science |
| HIS | Boles, Laurence | PT | PhD History | MA History |
| HIS | Farretta, Kathleen | PT | MA History | BS Education |
| HIS | Reid, Kevin | PT | MA History | BA History |
| HIS | Ward, Jane | PT | MA History | BS History/Humanities |
| POS | Barraza, Eva | PT | PhD Political Science | BA Political Science/Social Science |
| POS | Rudakewich, David | FT | MS Political Science: course towards Ph.D Political Science completed | BA Political Science |
| PSY | Carey, Christi | PT | MA CounselingMS Family Financial PlanningDoctorate Level Education Specialist  | BS Criminal Justice |
| PSY | Cooke, Carl | PT | M.Ed. Counseling | BA Psychology |
| PSY | Metcalf, Michele | FT | MA Psychology | BA Psychology |
| PSY | O'Neill, Donna | PT | MA Counseling | BS Psychology |
| PSY | Rhodes, James | FT | MA PsychologyM.Ed | BS Psychology |
| PSY | Rodarmel, Staci | PT | MS Psychology | BA Sociology |
| PSY | Woodruff, Christopher | PT | PhD Psychology |   |
| SOC | Barker, Linda | FT | MA Applied Sociology | BS Applied Sociology |
| SOC | Gould, Larry | PT | PhD Sociology | MS Criminal Justice |
| SOC | Hagen, Kristi | PT | MA Applied SociologyM.Ed. Elementary Ed | BA Psychology |
| SOC | McIlwaine, Heidi | PT | MA Sociology | BA Sociology |

Appendix B: Additional SBS Faculty and Degree Attainment for AY 2012-2013 to AY 2016-2017. Note individuals listed in Appendix A may have also taught during this period.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUBJ** | **INSTRUCTOR** | **FT/PT** | **DEGREE** | **CERTIFICATIONS AND OTHER QUALIFICATIONS** |
| AJS | Sotelo, Regina | PT | Master of Forensic Science | BS Criminal Justice |
| AJS | Wible, Paul | PT |   | 20+ years of industry experience, certifications |
| ANT | Copeland-Glenn, Lauren | PT | no info |   |
| ANT | Eaves, Emery | PT | PhD Anthropology | MA Anthropology |
| ANT | Hatcher, Alexandra | PT | MA Anthropology | M.Ed. |
| ANT | Hulen, Elizabeth | PT | 18+ ANT graduate credits |   |
| ANT | Myers, Jordan | PT | MA Anthropology | BS Anthropology |
| ANT | Rickli, Robin | PT | MA Anthropology | BA Anthropology |
| ANT | Sucha, Dobromila | PT | Juris Doctor | MA Public Policy |
| ANT | West, Katherine | PT | MS Archaeology | BA Anthropology |
| BUS | Brown, Ian | PT | Juris Doctor | BS American Political Studies |
| BUS | Criddle, Amy | PT | Juris Doctor |   |
| BUS | Houle, Linda | PT | Juris Doctor | BS Public Administration |
| BUS | Korb, Jason | PT | Juris Doctor | BS Business Admin |
| BUS | Mellen, Lindsay | PT | Juris Doctor |   |
| BUS | Tom, Daniel | PT | Juris Doctor |   |
| BUS | Zickerman, Adam | PT | Juris Doctor | BS Criminal Justice |
| CPS | Bates, Bryan | FT | MA | BA History: Native American Studies |
| ECN | Barlow, Lori | PT | 18+ graduate hours toward MBA | BS Business/Management |
| ECN | Drew, Hollie | PT | MBA Management | BS Business Admin |
| ECN | Holbrook, Paul | FT | Doctor of Mgmt in Organizational Leadership | MBA Business Administration |
| ECN | Knecht, Edward | FT | MBA Accounting | M.Ed. Secondary Ed; BS Accountancy; CPA |
| ECN | Korb, Jason | PT | Juris Doctor | BS Business Admin |
| ECN | O'Donnell, Jane | PT | MMR Marketing Research | BBA International Business |
| ECN | Terwilliger, Alex | PT | MBA Accounting | BA Liberal Studies |
| ECN | Vadnais, Lee | PT | MA Management | BA Management |
| ECN | Zatezalo, Eugene | FT | MBA Management  | BS Business Management |
| HIS | Askew, Mitchel | PT | MA History | BA Secondary Education |
| HIS | Koelfgen, Kelly | PT | M.Ed. Counseling | BA English/ BA History |
| HIS | Rudakewich, David | FT | MS Political Science; course towards Ph.D Political Science completed | BA Political Science |
| HIS | Walker, Heather | PT | MS Education | BS Education |
| HIS | Wright, Paula | PT |   |   |
| POS | Edwards, Jonathan | PT | MA History | BS Education |
| POS | Walsh, Stephen | PT | MA Interdisciplinary Humanities |   |
| PSY | Campitelli, Martin | PT | no info |   |
| PSY | Goodman, Anthoni | PT | MA Clinical Health Psychology | BA Psychology |
| PSY | Griffith, Amanda | PT | M.Ed. Counseling | BS Psychology |
| PSY | Hagen, Kristi | PT | MA Applied SociologyM.Ed. Elementary Ed | BA Psychology |
| PSY | Hodge, Stephanie | PT | 18+ Psychology graduate credits | BA Psychology |
| PSY | Knauss, Jenna | PT | MS Counseling | BS Psychology |
| PSY | Linskey Estate, John | PT | Ed.D. Educational Psychology | BS Education |
| PSY | McIntyre, Jeff | PT | MS Psychology | BA Psychology |
| PSY | Moyer, Christina | PT | 18+ Psychology graduate credits |   |
| PSY | Olson, Bryan | PT | no info |   |
| PSY | Persinger, Lisa | PT | PhD Educational Psychology | MA Psychology, MA Sociology |
| PSY | Reed, Chanel | PT | 18+ Psychology graduate credits | BA Psychology |
| PSY | Swan, Gwendolyn | PT | Ed.D. Educational Psychology | BA Psychology |
| PSY | Thimot, Linda | PT | MA Psychology | BA Psychology |
| PSY | Whetten, Jason | PT | 18+ Psychology graduate credits | BA Psychology |
| PSY | Woodruff, Christopher | PT | PhD Psychology |   |
| SOC | Bernhart, Amanda | PT | 18+ graduate hours in Sociology |   |
| SOC | Ferechil, Myra | PT | MA Applied Sociology | BA Sociology |
| SOC | Griffith, Amanda | PT | M.Ed. Counseling | BS Psychology |
| SOC | McIntyre, Jeff | PT | MS Psychology | BA Psychology |
| SOC | Smith, Libby | PT | Ed.D. Educational Leadership | MA Sociology |
| SOC | Winters, Stephanie | PT | MA Applied Sociology | BA Sociology |
| SOC | Wynn-Summers, Lenard | FT | MA Sociology |   |

* + Appendix C: Course Articulation to Arizona Universities

|  |  |  |  |
| --- | --- | --- | --- |
| Course | ASU | NAU | UA |
| ANT 101 Intro to Physical Anthropology | ASM 104 | ANT 101 | ANT 265 |
| ANT 102 Intro to Cultural Anthropology | ASB 102 | ANT 102 | Dept Elective |
| ANT 103 Culture and Language | ASB 275 | ANT 103 | ANT 150 |
| ANT 110 Exploring Archeology | ASB 222 | ANT 104 | Dept Elective |
| ANT 230 Peoples of the Southwest | Dept Elective | Dept Elective | Dept Elective |
| ANT 241 Magic, Witchcraft and Religion | Dept Elective | Dept Elective | Dept Elective |
| ANT 250 Peoples of the World | Dept Elective | Dept Elective | Dept Elective |
|   |   |   |   |
| CPS 100 Colorado Plateau Studies | GCU Dept Elective | GSP Dept Elective | Elective  |
|   |   |   |   |
| GEO 102 Human Geography | GCU 102 | Dept Elective | GEOG 210 |
| GEO 131 Intro to Physical Geography |   | GSP 150 | GEOG 107A1 |
| GEO 133 World and Regional Geography | GCU 121 | GSP 241 | MENA 251 or LAS 251 or GEOG 251 |
| GEO 135 Geodesign | GIS Dept Elective | GSP 239 | GEOG Dept Elective |
|   |   |   |   |
| HIS 131 US History to 1877 | HST 109 | HIS 291 | HIST 160C1 |
| HIS 132 US History from 1877 | HST 110 | HIS 292 | HIST 150C3 |
| HIS 201 Western Civilization to 1660 | HST Dept Elective | HIS 240 | HIST Dept Elective |
| HIS 202 Western Civilization from 1600 | HST Dept Elective | HIS 241 | HIST Dept Elective |
| HIS 211 World History to 1500 | HST Dept Elective | HIS 100 | HIST 160B2 |
| HIS 212 World History from 1500 | HST 101 | HIS 102 | HIST 150C4 |
| HIS 238 Navajo History | HST Dept Elective | HIS Dept Elective | AIS Dept Elective |
|   |   |   |   |
| POS 101 Introduction to Politics | POS Dept Elective | POS 100 | POL Dept Elective |
| POS 110 American National Government | POS 110 | POS 110 | POL 201 |
| POS 220 Arizona & National Constitution | Elective Credit | POS 220 | POL 210 |
| POS 221 Arizona Constitution & Government | POS Dept Elective | Elective Credit | POL Dept Elective |
| POS 222 National Constitution & Government | Elective Credit | Elective Credit | POL Dept Elective |
| POS 233 Global Environmental Politics | POS Dept Elective | POS Dept Elective | POL Dept Elective |
|   |   |   |   |
| PSY 101 Intro to Psychology | PSY 101 | PSY 101 | PSY 101 |
| PSY 205 Introi to Abnormal Psychology | PSY Dept Elective | PSY 215 | PSY or PSYV Dept Elective |
| PSY 227 Personality Development | PSY Dept Elective | PSY 227 | PSY or PSYV Dept Elective |
| PSY 230 Intro to Statistics | PSY 230 | PSY 230 | PSY 230 |
| PSY 236 Psychology of Women | PSY Dept Elective, WST Dept Elective | PSY Dept Elective | PSY or PSYV Dept Elective |
| PSY 240 Developmental Psychoolog | PSY Dept Elective | PSY Dept Elective | PSY or PSYV Dept Elective |
| PSY 241 Substance Abuse | PSY Dept Elective | PSY Dept Elective | PSY or PSYV Dept Elective |
| PSY 250 Social Psychology | PSY Dept Elective | PSY 250 | PSY or PSYV Dept Elective |
| PSY 255 Into to Biological Psychology | PSY Dept Elective | PSY 255 | PSY or PSYV Dept Elective |
|   |   |   |   |
| SOC 101 Intro to Sociology | SOC 101 | SOC 101 | SOC 101 |
| SOC 125 Domestic Violence | SOC Dept Elective | SOC Dept Elective | SOC Dept Elective |
| SOC 130 Human Sexuality | SOC Dept Elective, FAS Dept Elective | SOC Dept Elective | SOC Dept Elective |

* + Appendix D: Three Year Plan Attached.



1. https://nces.ed.gov/programs/coe/indicator\_cha.asp#info [↑](#footnote-ref-1)
2. https://www.historians.org/publications-and-directories/perspectives-on-history/september-2016/survey-finds-fewer-students-enrolling-in-college-history-courses [↑](#footnote-ref-2)
3. https://www.apsanet.org/Portals/54/APSA%20Files/Data%20Reports/Enrollment%20Data/2013-14EnrollmentReport.pdf [↑](#footnote-ref-3)
4. https://www.apa.org/ed/precollege/about/trends.pdf [↑](#footnote-ref-4)
5. <https://www.chronicle.com/blogs/letters/student-success-cant-be-measured-by-an-aggregated-metric/> and <https://www.chronicle.com/article/Don-t-Forget-the-Role-of/245077> [↑](#footnote-ref-5)