

# **PROGRAM REVIEW**

**Department: Behavioral and Social Sciences**



**Date of Program Review: AY2020**

**Prepared by: Kevin Thomure, Gerald Hart, Deborah Allen, and Deb Cummings**

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## Appendices

### **Full-Time Faculty Qualifications**

#### **List of courses included in the program**

- **Advising degree sheet (Course catalog)**
- **Degree Audit courses (Registrar)**
- **Program Inventory, if applicable (Instruction office)**
- **Courses offered in the last 3 years (Instruction office)**

# **ACADEMIC PROGRAM/DISCIPLINE REVIEW**

## **Fort Scott Community College**

### ***Introduction to Program***

The Social/Behavioral Science Department consists of transferable courses following the Kansas Core Outcomes project to enable students to obtain their Associate's Degree and transfer on to a four year institution.

### ***I. Scope***

#### **A. Program Relation to College Mission, Core Values, and Strategic Plan:**

##### **1. How do the goals and measurable objectives for the program/discipline help the college meet its mission, core values, and strategic plan?**

The Social/Behavioral Science Department provides an affordable, foundational introduction to the academic discipline to a culturally rich and diverse student population. For most, this is a first-time experience in the formal study of the social and behavioral sciences. The Social/Behavioral Science Department also provides baseline transfer courses for general education requirements.

We are members of the community—we live in, do business in, coordinate services with, and contribute to the communities Fort Scott Community College serves.

##### **2. What specific goals of the strategic plan are affected by this? Please explain.**

Goal # 2: Cultivate quality enhancements for education and learning.

Strategy 1: Improve academic processes.

- By participating in college catalog updates.
- By participating in the planning of flexible course schedules based on the needs presented or requests made.

Strategy 3: Increase teaching effectiveness.

- By supporting faculty in Professional Development Opportunities. For example, Deborah Allen attended a national professional training conference in June 2017 and immediately implemented some of the techniques learned in course materials being developed for the next semester.
- By adapting to changing classroom technology requirements, which are specific to the location and semester of the class.
- By providing online instruction for the core courses.
- And, by coordinating with adjunct and concurrent instructors to ensure use of standardized curriculum (course syllabus and textbook) across campuses and various locations and modalities.

Goal # 3: Promote student success.

Strategy 1: Provide high quality customer service.

- Faculty and division chair work together to develop schedules to meet the needs of students, faculty, and departments. The division chair also works with faculty to be sure they have scheduled office hours to meet with students. Faculty use office hours to tutor students and provide one-on-one contact.

#### **B. Program/Discipline Demand/Need:**

**If applicable, provide any advisory board meeting minutes.**

**1. Describe the need for the program/classes based on regional demands.**

The courses offered are core transfer courses that are reviewed through the Kansas Core Outcomes Project. Most successful completers will take the knowledge and credits earned to the next level of their educational journey.

Faculty work with four year institutions to develop a smooth transfer process between institutions. Currently, history is working with PSU to ensure a smooth transfer process for history majors.

Faculty provide students with recommendations for jobs, program admissions, and scholarship application recommendations for qualified students, when requested.

**2. Is program revision needed? If yes, provide a detailed rationale supporting the program change.**

No

**3. Describe how the revised program differs from the current one?**

N/A

**C. Program/Discipline Analysis:**

**1. What procedures are used to ensure that course content is up-to-date?**

The Kansas Core Outcomes Project drives the course content for transfer courses to ensure the same competencies are being met by each institution.

The instructor evaluation process through classroom observation is used to help identify the level of content and goals presented in the course. The syllabus and assessment tools are viewed through this process and faculty's use of campus connect for attendance and early alert records.

Social/Behavioral curriculum development and change begins with our faculty. Once a change has been identified, it is presented to the department chair and then taken to the Vice President of Academic Affairs for approval. Then, the change is taken to the Academic Affairs committee for approval and forwarded to the curriculum committee for final approval.

**2. What is the process for textbook review? Please list the book(s) and ISBN for each course.**

In the psychology department, we participate in a 5-year cycle of extensive curriculum development and re-evaluation. As the cycle ends, we form a textbook adoption committee made of interested adjuncts/concurrent instructors and the full-time campus instructor and review current textbook options\* available and select a textbook, which will be used by all for the coming five years. This usually triggers an extensive update in the in-class (lecture presentations and exams) and out of class materials (assignments and supplements) used.

\*In 2020-21, we considered and explored various OER options, but did not find any equal to the textbook chosen in 2020, but not adopted as planned due to an administrative spending freeze.

Most instructors use the same type of process, but some departments have fewer instructors to give input

The Economics classes are now using OERs (Open Education Resources) to reduce student costs.

ECO1013	MICROECONOMICS	
	OER <i>Principles of Microeconomics</i> 2 <sup>nd</sup> Ed, Open Stax	ISBN -1-947-17234-4
ECO2023	MACROECONOMICS	
	OER <i>Principles of Macroeconomics</i> 2 <sup>nd</sup> Ed, Open Stax	ISBN-1-947-17344-4
GEO1021	World Regional Geography	
	<i>Realms, Regions, and Concepts</i> 15 <sup>th</sup> Ed.	ISBN: 978-1-118-09360-3
POL1013	AMERICAN GOVERNMENT	
	<i>Institutions and Policies</i> 16 <sup>th</sup> Ed.	ISBN: 978-1-337-56839-5
PSY1013	GENERAL PSYCHOLOGY	
	<i>Psychology and Your Life with P.O.W.E.R. Learning</i> 4 <sup>ed</sup>	ISBN: 9-781-260-04226-9
PSY1023	PSYCHOLOGY of the HUMAN LIFESPAN	
	<i>Lifespan Development</i> 16 <sup>ed</sup>	ISBN: 978-1-307-10630-5
SOC1013	SOCIOLOGY	
	<i>A Down-To-Earth-Approach</i> 14 <sup>th</sup> Ed.	ISBN: 978-0-13-474004-1

### **3. What methods of instruction are used to meet the goals and objectives of courses in the program/discipline? Please describe two different sample lessons used within different courses in the program.**

Face-to-face courses taught within the department are more lecture based. Online classes tend to be textbook based. Instructors use written assignments, quizzes, and exams.

In American Government students are assigned readings, they must answer questions about the readings, and then take an assessment quiz over the assignment. Assignment attached.

In Lifespan Psychology, a life-line assignment is given at the beginning of semester and reading essays are completed for most chapters of the textbook throughout the semester. Assignment attached.

### **4. How do you ensure appropriate academic rigor and consistency of course content in all modalities?**

Course evaluations are completed for courses and include evaluations of courses taught through different modalities. The Division Chair receives copies of syllabi in order to check for consistent competencies, material covered, and how the course is being assessed by different instructors. The same material must be covered and the same competencies assessed. In online courses, discussion boards are often used in place of lecture, giving students an opportunity to interact with the instructor as well as the class.

In psychology, multiple choice exams are used in all classes. Typically, these items are very similar and come from the textbook's accompanying test bank to ensure uniformity and application to all using this textbook. Instructor proctored exams are given in class and electronically proctored exams are used in online classes. Some varied standards of performance have been detected in some online classes offered by adjunct instructors.

## **D. Program Assessment:**

### **1. What are the program outcomes?**

Outcomes for the Social/Behavioral Department

1. Differentiate between theories of the social and behavioral sciences.
2. Explain the strengths and limitations of behavioral or social science methods in predicting human behavior.
3. Recognize forms of social interaction as addressed in the social and behavioral sciences.
4. Recognize the impact of global relationships and interconnectedness on social life and behavior.
5. Understand the effects of public policy and policy implementation on our social world and relationships.

It was recognized that for assessment purposes the departments needed to be divided between the Social and Behavioral Departments. Economics for assessment, would be included in our Business Department assessment. The outcomes for Social and Behavioral would be separated and we would add outcomes as needed.

New outcomes for Behavioral Science Department (Psychology and Sociology)

1. Differentiate between theories of the social and behavioral sciences.
2. Recognize forms of social interaction as addressed in the social and behavioral sciences.
3. Recognize the impact of global relationships and interconnectedness on social life and behavior.

New outcomes for Social Science Department (Geography and Political Science)

1. Understand the effects of public policy and policy implementation on our social world and relationships.
2. Understand the construction and effects of the Administrative State.
3. Understand the importance of geo-political relationships.
4. Understand the importance of maps, the purposes for which maps are used, and how maps represent information concerning our world and many times distort that information.

## **2. What is the process for program and course level assessment?**

Assessment is done according to the mandates of the institution. These change from year to year. We have been assessing every core competency for each course for every course taught. Most of these are assessed through exam items included in the exams throughout the semester. Most recently, we are choosing one core competency per course, which will be assessed using exam items. We will eventually create a plan of improvement based on the data collected from assessments.

Competency assessed this semester for each course taught:

- ECO1013      Competency #3: Analyze the relationship between production and cost as it pertains to total, average, and marginal costs. Benchmark: 70% of students will receive a 70% or better on the assessment.
- ECO2023      Competency #4: Utilize the aggregate demand and supply model to explain the amount of goods and services produced; the level of employment; and the price level. Benchmark: 70% of students will receive a 70% or better on the assessment.
- GEO1021      Be able to understand, identify, and interpret data exhibited on physical and thematic maps used in the field of geography. Benchmark: 70%.
- POL1013      Understanding how the form and structure of both the Constitution and of the United States government reflect the uncertainties of the Farmers with respect to the power of political majorities. Benchmark: 70%.
- PSY1013      Competency #7: Identify the major theories of personality. Benchmark: 50% of students taking Exam 3 will show a 70% proficiency or better.
- PSY1023      Competency #1: Distinguish among developmental theories. Benchmark: 90% of students taking Exam 1 will show a 70% proficiency or better.

SOC1013 Be able to identify and explain the importance of values in shaping the influence of culture on social behavior. Benchmark: 70%.

**3. What are the findings of outcomes assessment reports from the department since the last program review? (Program Compilation Summaries/Course Assessment Reports)**

Attached are the summary reports from Greenbush comparing Spring semester of 17-18 to the Spring semester of 18-19. And, the Fall 17-18 summary report for courses where more than one instructor taught the course.

**For CTE programs only:**

**Program majors/Current concentrators**

**Unduplicated prior 3 year graduates**

**4. Please list any third party accreditation.**

N/A

**5. List any additional needs for the program (facilities, personnel, technology, student support, etc.).**

N/A

## ***II. Institutional Support***

### **A. Support:**

**1. How does this program support other academic areas of the college and/or how is it supported by other academic areas?**

Each course is offered as a stand-alone introduction to the academic discipline. The material presented and assessed is specific to the individual course. However, the college-level expectations of the instructors of the various course should be much the same. Attendance and attention are key to student success. Course policies reflect this. Attendance is taken and reported daily. Instructor office hours are maintained by all full-time faculty.

**2. What learning resources are utilized for instruction and supporting the institutional outcomes?**

Blackboard is used as the common learning management system (LMS). Students will find assignments, up-to-date grades, and other supplements to the course posted there. Peer and mature adult tutors are available in the Student Success Center.

### **B. Community Engagement:**

**1. Please provide examples of how the program/discipline fosters relationships within the communities FSCC serves (community partnership, participation, advisory board, etc.)**

Faculty may hold positions in the local community as well as state offices.

Gerald Hart is an Elder, a Sunday school teacher, and the Chairman of the Board for his church here in Fort Scott. He is a member of the Kiwanis: song leader, on the Board, and has managed the Kiwanis Pancake Feed for the last 11 years. Gerald coaches for baseball, soccer, and basketball in the recreation leagues and for traveling teams year round. Gerald is a member of the Bourbon County Bar Association, the Kansas Bar Association, and The Kansas District Judges Association.

## **C. Program Development:**

### **1. What marketing/recruiting strategies are used by the program/discipline?**

The Admissions Office sends out recruiters to the High Schools. They try to work with faculty to create short videos that may be used on their visits. Brochures are often created and used for both Admissions and Advising Offices to provide information to interested students. Faculty assist with campus visits and recruitment days on campus.

### **2. How, and by what means, does the discipline use external professional and community resources to enhance discipline practices?**

Coordination with the Student Services offices, especially the Advising Office, in making appropriate and necessary referrals to outside agencies.

### **3. Does the discipline have a means for students to assess the program outside of the official student evaluations? If so, explain.**

A satisfaction survey is conducted in the online general psychology class every semester. All economics courses, regardless of modality also fill out a semester evaluation survey in Blackboard.

## **ATTACHMENTS**

1. American Government Assignment .....Pages 10-11
2. Lifespan Psychology Assignment .....Page 12
3. Greenbush Summary Reports, Spring 2017-18 to Spring 2018-19.....Page 13
4. Greenbush Summary Report, Class taught by multiple instructors  
Fall 2017-18.....Page 13





## **American Government Executive Powers Assignment**

**Purpose:** You will examine what the Constitution says about executive powers, analyze and think about what various Founding Fathers and presidents have viewed and thought about executive powers, and you will determine what you believe to be Constitutional or Unconstitutional as far as modern presidential powers are concerned.

**Directions:** Read the required readings and it is highly suggested to read the suggested reading list to help with your understanding of the questions you are being asked.

### **Required Reading:**

- U.S. Constitution Article II
- Jefferson's Letter to John Colvin
- Youngstown Sheet & Tube Co. vs. Sawyer Summary
- Excerpt of Theodore Roosevelt's "Presidency"
- Attached readings: William Howard Taft and James Buchanan on the Presidency

### **Suggested Reading:**

- Federalists No. 70 & 71
- Lincoln's Message to Congress on 4th of July, 1861

Using the readings answer the following questions:

1. In Jefferson's letter to Colvin, What does Jefferson think is the Executive's (president) obligation when it comes to an action that may not be given powers in the Constitution?
2. In the Youngstown Sheet and Tube Co case, what did Truman claim he had the executive authority to do and what did the Supreme Court say about it?
3. What is Theodore Roosevelt's Stewardship Theory? (A.K.A. The Jackson-Lincoln theory of the presidency)
4. According to Theodore Roosevelt, what is the Buchanan-Taft theory of the presidency?
5. In President Buchanan's words, how does he view the powers of the executive?
6. In William Howard Taft's words, how does he view the powers of the executive?
7. Does Roosevelt adequately characterize the Jackson, Buchanan, Lincoln, and Taft presidencies? Why or why not?
8. Is the stewardship theory constitutionally problematic? Why or why not? (Think about what the Constitution says about executive powers, think about the three branches, and think about Theodore Roosevelt's views on the presidency.)
9. Which type of Presidency do you agree with more? The Roosevelt view of the Jackson-Lincoln theory or the Buchanan-Taft theory? Defend your answer with examples and evidence from any presidency, crisis, or national event in American History.
10. Is the modern presidency what the Founders envisioned? Is the modern presidency constitutional? Defend your answer.

## Executive Powers Assessment

### True or False:

1. In Jefferson's Letter to John Colvin, Jefferson believes that strict observance of laws is the highest duty of a good citizen.
2. In *Youngstown Sheet & Tube Co. v. Sawyer*, President Harry Truman ordered the government to seize most of the steel mills in the United States under his Constitutional powers as Commander-in-Chief and the fact that it was a military necessity because of the on-going Korean War.
3. In *Youngstown Sheet & Tube Co. v. Sawyer*, one of the concurring opinions of the majority opinion was by Justice Robert Jackson where he assessed that there are three categories of legitimacy when a president could possibly have the constitutional authority to authorize seizing the steel mills. However the current issue did not meet the necessary standards so the court reject Truman from being able to seize the mills.
4. Theodore Roosevelt believed it was important for a president to do all he could for the people and for the needs of the nation.
5. Also known as the Jackson-Lincoln view, Roosevelt believed a president had any power at all to use for the good of the people unless expressly forbidden by the Constitution or by an act or law by Congress.
6. James Buchanan believed the situation with the state seceding and the issue over slavery meant that the president could use his constitutional powers to accomplish solving the crisis.
7. William Howard Taft believed that a president's powers were limited to what the Constitution expressly gave to a president or what acts or laws Congress passed for the President to enforce.
8. William Howard Taft supported the actions and the understanding of presidential powers that happened under President Theodore Roosevelt.
9. The Stewardship Theory along with it also being called the Jackson-Lincoln theory is one where a president should be energetic, ambitious, and be creative in using executive powers that he/she feels would benefit most Americans and set the future of the country in the right direction even if it isn't specifically in the Constitution.
10. The Buchanan-Taft theory is one where executive powers should be restrained as the founders intended meaning that Congress should be left to clearly make the laws and the president enforces those laws and does anything else that is expressed and very specific according to Article II in the Constitution.

### Santrock's (2017) Lifespan Development Reading Assessment Assignments

***"Think About It" Essays – Choose one essay topic listed for each chapter and write a one-half to one page response to it. You are to demonstrate your reading comprehension, critical thinking and writing skills in each***

**essay. Make sure you are not just copying information from the textbook, but you are referring to it in your response.**

**For all but the last chapter of the textbook, I provide between four and twelve essay options from which the students can choose. For example, these are the chapter three reading essay options:**

- 1) According to the information of the textbook (not lecture), compare and contrast the three *periods of prenatal development* with the three *trimesters of pregnancy*. Explain how these are different ways of looking at prenatal development. Be sure to base your response on the textbook reading, not lecture material!
- 2) Describe the four phases of brain development covered in chapter three. To what extent is the infant's brain developed in size and number of neurons in each?
- 3) Explain how the following statement is **very false**: *Alcohol, nicotine and prescription drugs and even marijuana are legal and thus are safe for mother and baby*. Use specific textbook information to support your response.
- 4) What specific paternal (father) influences on healthy prenatal development are mentioned in chapter three? How is the timing of his influence different than the influence of the mother? Be sure to include information not covered in the lecture.
- 5) Explain the role and benefits of a doula in the birthing process. If you or someone you know well is a trained doula or has used the services of one, please describe this/ these experience(s). If not, look for outside information about doula services. If you/your significant other were expecting a baby, would you hire a doula? Why or why not?
- 6) According to the textbook, who is Tiffany Field and with what area of neonatal care is she associated? What developmental benefits to babies did her research show? Is this something that can be provided to all or only some babies? Explain your answer.
- 7) Tell about the significance of the *postpartum period* on the mother and the baby. Explain who Diane Sanford is and the role she plays in this study. If you have personal experience with postpartum symptoms, please share these. If not, tell why you think this is an important topic about which you should be aware.

**Reading Assessment Essay Format** – Please structure your paper like this:

Student Name (First and Last)                      (I prefer this information be single-spaced.)  
Days and Time of Class  
Date of Submission

Chapter # --- Type/ copy and paste the essay topic exactly as given.

Body of the Essay - Using **not less than a 10-point font and not more than a 12-point font and a page margin of 1 inch or less**, address the topic in your own words, but using information from the textbook or outside source (as applicable). Make sure the essay "sounds" like your personal voice, but also has factual information. Depending on the topic presented and chosen, sometimes the essay will be mostly opinion with supporting facts and sometimes it will be mostly factual with a little personal commentary/example, however each essay should include **both**. If the topic is something the instructor has covered in class, be careful that your essay includes information **not** mentioned in the lecture notes (or avoid it all together!).

The **length** of the essay will be determined by the topic selected and the individual's writing style. Most should be a **minimum of ½ page and a maximum of about 1 page**. Please adjust your font and spacing to fit the essay on one page, as much as possible.



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