

PROGRAM REVIEW

Department: Behavioral and Social Sciences



Date of Program Review: AY2022

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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)**
- **List of college owned equipment over \$2000**
- **Courses offered in the last 3 years (Instruction office)**
- **Curriculum Mapping**

Recommended Timeline

- Program Review document will be completed and submitted to the Instruction Office by December 31st.
- Vice President of Academic Affairs and Director of Institutional Effectiveness will complete the summary report and send it to faculty by April 15th.
- The faculty responsible will review the report, provide any follow up information and make comments within seven days of receiving the report.
- A meeting will be scheduled with VP of Academic Affairs and Director of Institutional Effectiveness to develop an action plan within three weeks of the review.
- Programs under review will present a summary of their program findings and an Action Plan to the Cabinet Committee in August/September of the following year.

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 Curriculum Committee for final approval for the updates and changes.

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. A textbook review for the Psychology of the Human Lifespan was conducted by the lead instructor along with any other instructors who also teach the course. A new textbook has been adopted to begin use during the fall of 2023. The textbook currently being used is listed below, but the new adopted textbook is also listed.

*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. OER options were explored again this year with none satisfying the requirements of the Psychology of Human Lifespan course. The goal is to continue to expanding to the use of OERs for all of our courses as they continue to be created and become more available.

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 *Principles of Microeconomics* 2nd Ed, Open Stax ISBN -1-947-17234-4

ECO2023 MACROECONOMICS

OER *Principles of Macroeconomics* 2nd Ed, Open Stax ISBN-1-947-17344-4

GEO1021 World Regional Geography

Realms, Regions, and Concepts 15th Ed. ISBN: 978-1-118-09360-3

POL1013 AMERICAN GOVERNMENT

Institutions and Policies 16th Ed. ISBN: 978-1-337-56839-5

PSY1013 GENERAL PSYCHOLOGY

Psychology and Your Life with P.O.W.E.R. Learning 4ed

ISBN: 9-781-260-04226-9

PSY1023 PSYCHOLOGY of the HUMAN LIFESPAN

Lifespan Development 16ed ISBN: 978-1-307-10630-5

SOC1013 SOCIOLOGY

A Down-To-Earth-Approach 14th 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 General Psychology students having learning exercises where they can earn up to 5 points for correct answers and have a limited time where they are available. They can only complete one attempt. Some of the formative assessments are based on lectures and

lectures notes, but the particular lesson here was based on review of the textbook. After the formative assessment has been taken, students get the next class period to ask questions and a discussion is created to clarify understanding. Students are then allowed a second attempt on the formative assessment for their final grade for that particular lesson.

In World Regional Geography students have a project where they will be assessed the Geography course outcomes and Geography skills in general that they have learned throughout the semester in the various units. They create a 20 slide powerpoint presentation over any country they choose that is not the United States of America. They then have to research economics, political institutions, cultural awareness and expectations, population trends and challenges, region, recreational activities, and the physical geography of their country. They interpret trends, data, population maps, and other related Geography topics. They then for the last five slides have to research their hometowns and apply the skills to local population, economy, and recreation. Students then turn in their 20 slide powerpoint project and must present their research to the rest of the class who then must write observation notes on each presentation. Students must also ask questions of the presenter.

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 Behavioral Science Department

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.

4. Understand the effects of public policy and policy implementation on our social world and relationships.

Outcomes for Social Science Department

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. Each department/program has aligned its program outcomes to the various courses and course outcomes taught within the program. Each program outcome is taught within the courses. The current assessment action plan is for instructors to assess each program outcome and collect the data and show evidence of learning. Instructors based on the data are to meet as a department and choose which outcome to focus on for a 4-semester cycle and complete an action plan to help improve student learning for that outcome. Instructors then review as a department each semester their action plan and then after the 4-semester cycle the program assessment review is completed by each department and a new action plan is created based on assessment data. Currently the Behavioral/Social Science programs are on their second assessment cycle and just completed the second semester of the 4-semester cycle. Spring of 2024 will complete this cycle and a new action plan will be created for assessment.

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

Full assessment reports for the past four semesters are available for both departments.

Summary:

Social Science Department – (See Program Assessment Review for fall 2022 for full report)

Student learning outcome assessed:

Social Sciences PLO #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.

Benchmark for each assessment method used:

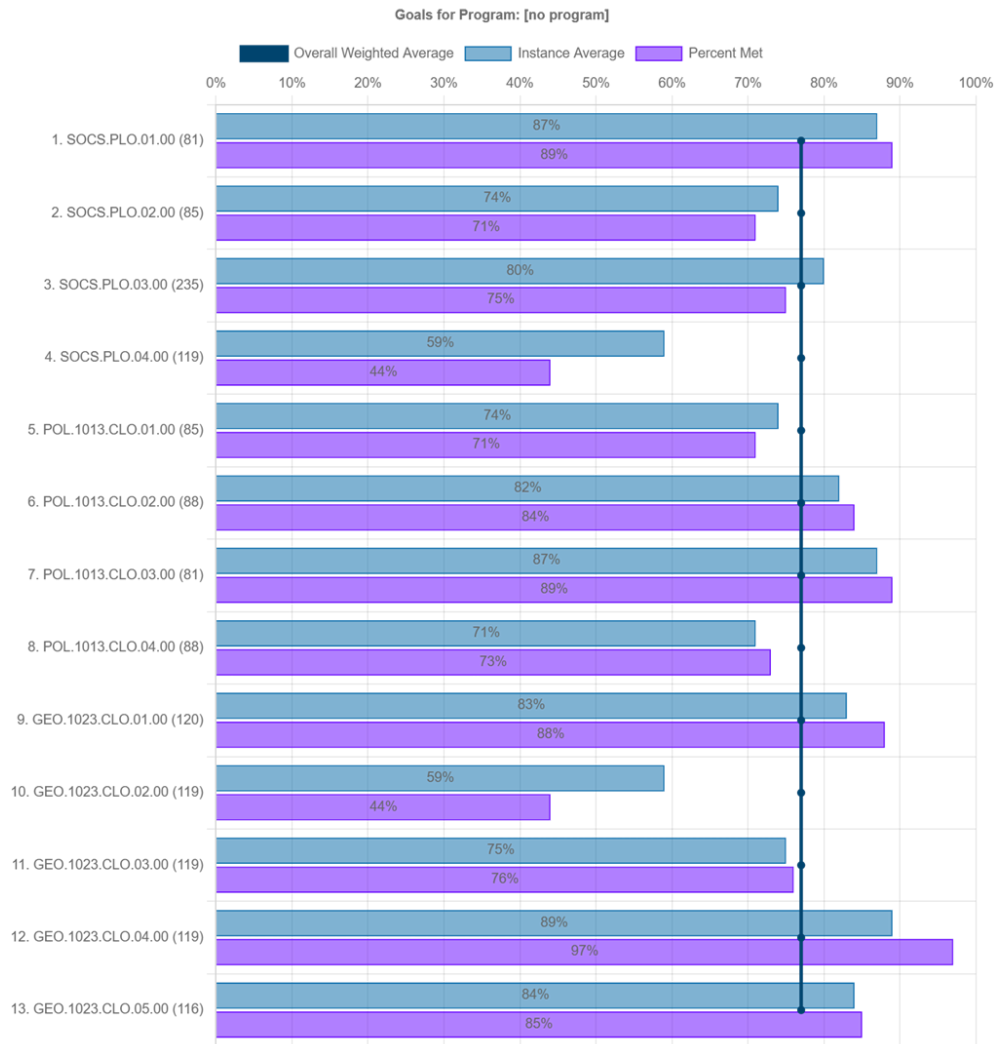
Benchmark: At least 70% of the students assessed will attain the satisfactory goal of a three or better on the PLO #4 of the scoring rubric. Course level outcome #2 that aligns with PLO was used on the rubric for the assessment given in the World Geography courses.

Results with analysis and interpretation:

The overall target was not met for spring 2022. 69.5% of the students attained a satisfactory goal of a three or higher on PLO #4.

Over the course of the three-semester cycle the focus has been on improving student learning on PLO #4 which refers to students learning how to use and interpret maps and the information that those maps show. Based on the data from the first semester cycle in spring 2021 an average of 60% of students attained a satisfactory goal of a three or higher on the rubric. An action plan was put in place to create a common assessment that only had maps and questions that measured and showed evidence of learning for PLO #4. A stronger emphasis in the classroom was on showing students maps each unit and discussing those maps to help teach interpreting and using the information on those very maps. Students were able to practice each unit before given the common assessment during the Africa/Sub-Saharan unit. During the fall of 2021 68% of student attained a satisfactory goal of a three or higher showing improvement from the previous semester. The third semester in the cycle which was this past fall students once again showed improvement with the data being that 69.5% of the students attained a satisfactory goal of a three or higher on PLO #4. The data provides evidence of student growth and the students were close to meeting the goal.

Intervention Plan: Students will be given more maps and map data in class to interpret. Students will continue to build those skills and then be assessed at the end of the semester.



Behavioral Science Department – (See Program Assessment Review for fall 2022 for full report)

PLO #1 – Differentiate between theories of the social and behavioral sciences.

Most closely related to this program level outcome, I am reporting on one course competency for each of the courses within this department that I teach every semester. Based on assessment data of my General Psychology classes from previous semesters, I began to focus on improving the students' performance on **course competency #7 – identify the major theories of personality**. This is important material with which the introductory psychology student needs to connect.

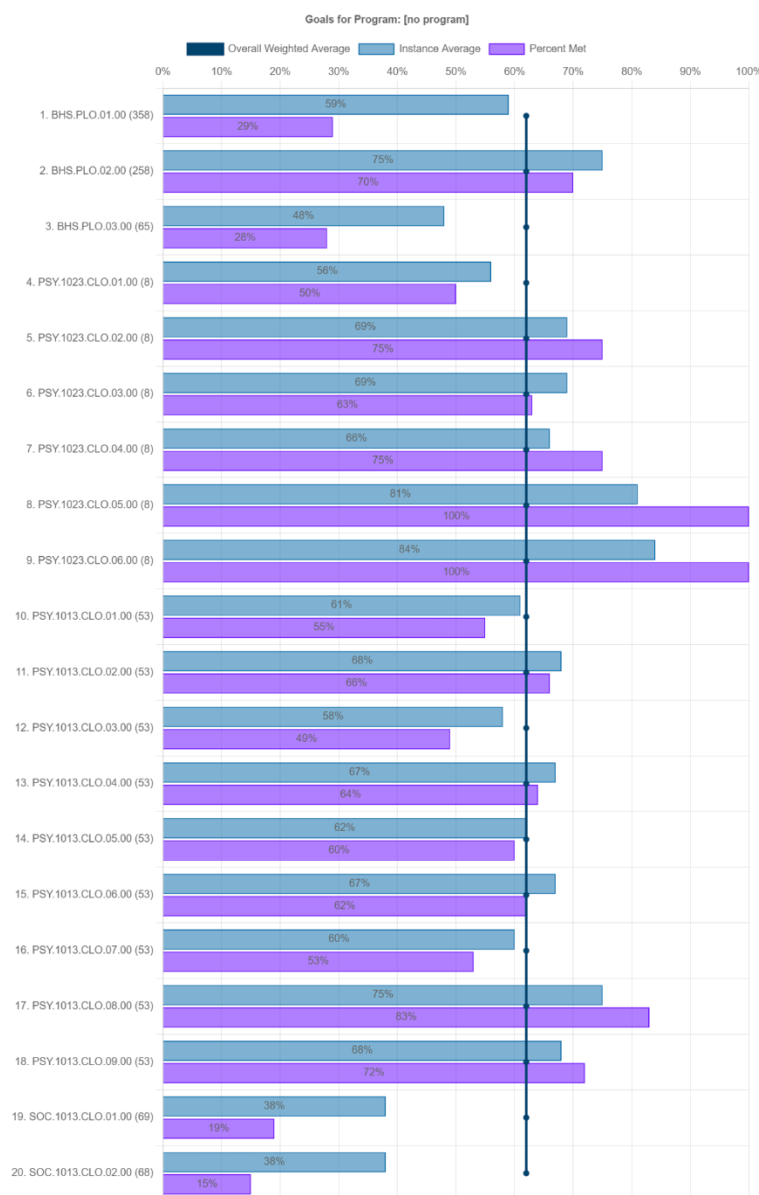
Benchmark for each assessment method used:

In General Psychology, I will be striving to get **50% of the students up to a 70% proficiency on this competency**, as measured by items of EXAM III.

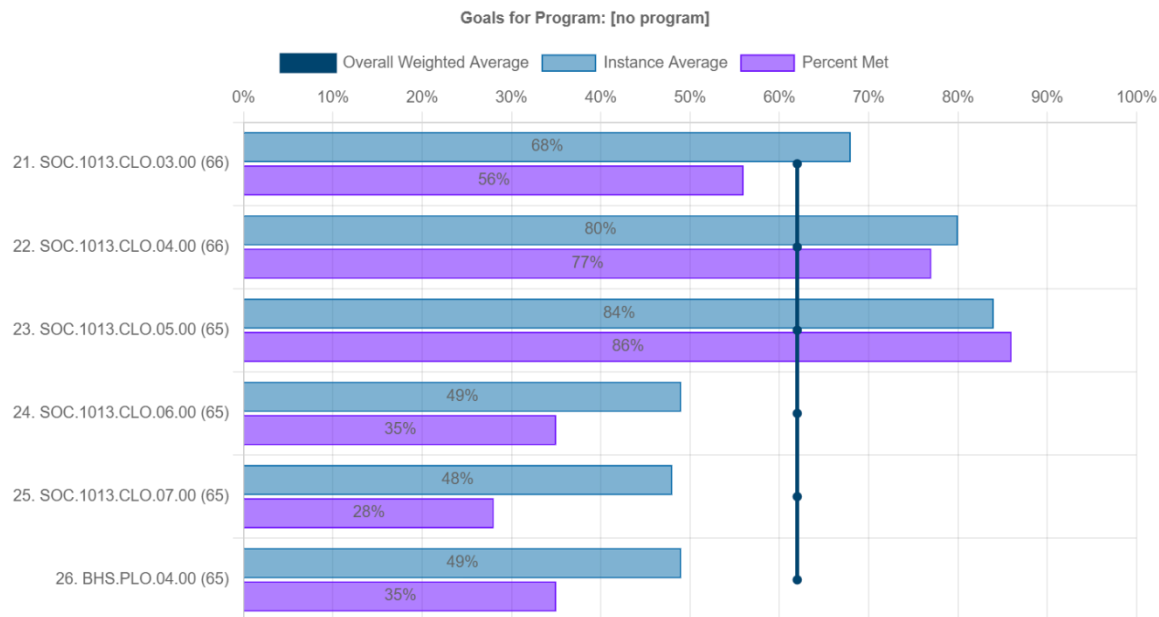
In Lifespan Psychology, I will be striving to get **90% of the students up to a 70% proficiency on this competency**, as measured by items of EXAM I.

According to the attached data, 44.2% of the students met the desired benchmark of 70% (or higher) proficiency on this competency in General Psychology and 50% of the students met the desired benchmark of 70% (or higher) proficiency on this competency in Lifespan Psychology. This means that neither course has achieved the standard set for this PLO, though both are showing promising results with some future intervention. As a result, I will continue to work on these specific course outcomes within these two courses and hope to see this PLO will be met in the future.

Psychology and Behavioral Science Learning Outcomes



Sociology and Behavioral Science Learning Outcomes



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.

SWOT Analysis

A. Strengths:

- Courses in both Behavioral and Social Sciences are offered and available to students to help complete their degree track and general education requirements.
- There are three full time instructors in Behavioral and Social Sciences in addition to adjunct instructors.
- Courses are offered in a variety of times, days and modalities. Online and hybrid courses are offered as well as some 8-week and 12-week courses giving students options that fit their schedule and needs.
- Many of the courses offered in social sciences have a high enrollment.

B. Weaknesses:

- Low enrollment and trending low-enrollment in General Psychology and Psychology of the Human Lifespan in-person courses on the main campus.
- Only one in-person sociology course is offered each semester and no Social Problems in-person course is offered in-person during the fall and spring semesters.

C. Opportunities:

- Add courses to the regular rotation schedule such as Marriage and Family.
- Add an in-person Social Problems course.

D. Threats:

- Statewide initiatives with KBOR and the new system-wide education requirements now give more opportunities for transferring credits between institutions, however the categories are now larger that students choose from meaning that specific courses such as General Psychology and American Government are no longer required for students.
- Trending low-enrollment institution-wide makes it a challenge to have full enrollment in all courses in Behavioral and Social Sciences.

