HLC Accreditation Evidence

- Example: Instructional Review

URL:

Office of Origin:

- Vice President of Instruction

Contact(s):

- Vice President of Instruction

2021-2023 Instructional Review
Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: October 2021

Instructional Area: Social/Behavioral Sciences

Reporter(s): XXX

General Information
Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note "non-applicable."

- **Describe the instructional area and its purpos**e.
Social/Behavioral Sciences consist of Sociology, Psychology, Political Science. Social Work, and Anthropology. Most of the classes are taken by students to fulfill general education requirements. The social and behavioral sciences area provides students with an understanding of human behavior, both as individuals and group settings. In an increasingly culturally diverse and globalized world, a background in social and behavioral sciences gives students knowledge and skills to understand and thrive in the job market and in their own lives.

- **How does the instructional area advance Barton's mission and support the College's ENDS statements?**
The social and behavioral sciences advance Barton's mission in numerous ways. Courses contained under the social/behavioral sciences umbrella include both Introduction to Psychology and Sociology, which are part of the general education curriculum. The social and behavioral sciences support the colleges ENDS such as by embedding essential skills into day-to-day classroom curricula. These essential skills include time management, study skills, and expressing information in written for. This instructional area not only generally prepares workers with a basic understanding of human behavior, but it also supports industry-specific long-term career goals. For example, students wanting to advance to medical school as a long-term goal must pass the MCAT, which added a section on social and behavioral science in 2013 (https://www.apa.org/science/about/psa/2013/05/mcat-sections). Finally, this instructionally area robustly addresses academic advancement as so many of its course are needed to fulfill requirements for an Associate or Bachelor's Degree.

- **Describe any changes, challenges and/or improvements that have occurred since the last instructional review.**

This instructional area has experienced a great deal of change since the last instructional review, which stands as a challenge. Two long-tenured instructors retired at the end of each of the past two academic years, taking with them decades of both academic and institutional expertise. Stability is a challenge as well, as this instructional area is on its third chair in as many years and fourth in six years. This lack of continuity, while understandable, is detrimental to long-term planning. Additionally, this instructional area has just three full-time faculty members on the Great Bend campus, which is a challenge as well. However, the department still retains dedicated, experienced instructors. In this academic year, the instructional area has begun to meet twice a semester as a division to discuss long-term planning, discuss instructional challenges and lessons learned, and share more perspectives as unified academic division. New classes have been developed and offered, with Cross Cultural Awareness going live in Fall of 2020. Women in Society went live the Summer of 2021 and Juvenile Delinquency will go live the Spring of 2022. In Political Science, both POLS 1801 and POLS 1800 now use OER text and related reading material along with short lesson enrichment videos from films on demand the Crash course selections from PBS. POLS 1800 also uses selection from the "Founders Constitution' along with current media coverage to support and enforce student understandings of the United States government topic at hand.

- **How does the area serve, support and/or collaborate with other Barton instructional areas?**

Individuals in this instructional area serve on numerous committees, such as LICC and Course/Institutional Assessment that interact regularly with and impact other instructional areas. Additionally, because of the physical geography of the office location, this instructional area has strong personal relationships with individual faculty members Communications and Fine Arts and a sense of collegiality that is beneficial to the college. Individual-level collaborations have occurred as well. Behavioral science instructors have previously taken part in sessions on Jack Kilby Day as well as Upward Bound sessions. Some of the behavioral instructors have invited XXXX and student counseling into classroom in support of mental health awareness and domestic violence tied to course content. Juvenile Delinquency formerly partnered with Criminal Justice on a shared final capstone assignment in the Fall of 2019 (The course wasn't offered in 2020 and the course was revamped for a move to BOL in 2021).

- **List current partnerships associated with the instructional area. What are the benefits? What other partnership opportunities exist?**

Social/Behavioral Sciences support other areas of instruction by providing general education classes. General Psychology and Introduction to Sociology are listed on most academic curriculum guides. General Psychology and Introduction to Sociology are requirements for nursing students. Both General Psychology and Introduction to Sociology are offered each semester at 2:00 to provide classes for Great Bend High School students. Political Science classes revolve around many aspects of the social/behavioral disciplines, from politics, to cultural aspects, the divisions work together to further explain the spectrum of human behavior.

- **Does the instructional area have an advisory board? If so, please describe its membership and activities?**

N/A

- **Summarize the instructional team that supports the instructional area including full-time faculty; regular, part-time faculty, adjunct faculty and staff. Please include references to the location of team members.**

At the Great Bend campus, there are currently three full-time faculty and five part-time instructors. Two full-time, long-tenured instructors (XXX, XXX) retired during this time. XXX was 41.0 FTE during his one year of the review period and XXX was 106.3 during her last two years. XXX is the new history instructor, but he did not teach any courses between 2018-19 and 2020-21 review period. In Psychology, XXX was at 158.8 FTE over the three-year period and 42.4 FTE for the most recently completed year. In Sociology, XXXX was at 147.8 over the three-year period and 44.8 FTE for the most recently completed academic year. For the part-time faculty on campus at Great Bend, XXX was at 2.0 FTE in Sociology and XXX was at 22.0 FTE in Political Science. For other adjunct faculty or part-time faculty no longer on staff, there were a total of 56 Adjunct faculty instructing in the area at satellite campuses or on BARTOnline.They taught a total of 2434.6 FTE, for an average of 7.24 FTE for semester or 43.5 per instructor over the three-year review period.

- **What faculty professional development activities have been completed since the last instructional review?**

Despite the limitations of the pandemic, faculty members have attended external professional conferences on such as the 2021 Assessment Matters Conference hosted virtually in Kansas City, a Gender and Sexuality conference at Wichita State in 2019 and 2020, NISOD online conferences, as well as web-based symposia on academic integrity. Internally, member of the instructional area have also participated in Cougar TALEs, presenting sessions in 2020 and 2021.   One instructor attended the State OER zoom meeting during spring 2021 and reported obtaining new insights in the development of OER courses. The instructor was also given new information as to what the numerous symbols stand for and where to find the best OER materials. Follow-up discussions with XXX regarding OER also occurred.

- **Are there any professional development requests unmet?**

Not at this time. With COVID restrictions limiting travel to professional conferences for development over the past couple of calendar years, there haven't been any requests recently. However, this might be area to explore over time and professional development activities that are currently being offered for free via web-based avenues move back to an older model where travel or expense requests might be required.

- If applicable, discuss program accreditation status.

N/A

Data Analysis
Please utilize the following link (https://app.powerbi.com/home) to gain access to the Instruction Power BI app. Click on "Reviews" on the left hand blue column and then click on "Instructional Review." Review the reports noted below, reflect on what the data is revealing, what opportunities and/or challenges the data brings to your awareness and what recommendations you have in response to the data review. Please provide a written response.

Applicant Statistics

AcadYear	App Major	Headcount	Enrolled	Enrolled in App Program	Completed Application Program	Completed Different Program
2018-19	Psychology	98	43	19	6	6
2018-19	Social Work	12	8	1	1	4
2018-19	Sociology	27	14	5		2
2019-20	Psychology	108	54	37	5	1
2019-20	Social Work	34	21	11		4
2019-20	Sociology	22	12	3		
2020-21	Psychology	102	53	34	1	1
2020-21	Social Work	39	20	13	1	
2020-21	Sociology	15	9	4		
Total		**445**	**234**	**127**	**14**	**8**

Instructional Area General Statistics

Academic Year	Program	Headcount	Enrollments	Billed Hours	Developmental
2018-19	Liberal Studies	75	301	881	16
2019-20	Liberal Studies	126	535	1584	30
2020-21	Liberal Studies	114	506	1461	32
Total		**282**	**1342**	**3925**	**76**

Demographics (Sex &, Age)

AcadYear	F	M	Total	17 & Under	18 to 25	26 to 35	36 to 45	46 to 55	56 to 65	Total
2018-19	61	14	75		46	18	8	3		
2019-20	109	17	126	1	72	33	13	5	2	
2020-21	90	24	114	1	61	37	9	5	1	
Total	**233**	**49**	**282**	**2**	**159**	**79**	**28**	**12**	**2**	**282**

Demographics (Race/Ethnicity)

AcadYear	AIAN	Asian	Black/African American	Hispanic of any Race	Hawaiin or Pacific Islander	Two or more races	White	Total
2018-19	1	2	13	9		7	43	75
2019-20	3	1	21	16	1	10	74	126
2020-21	1	4	21	17	1	6	64	114
Total	**5**	**7**	**48**	**40**	**2**	**22**	**158**	**282**

Demographics (Residence)

AcadYear	Barton County Resident	Foreign	Kansas Resident	Non-Kansas Resident	Total
2018-19		2	53	20	75
2019-20	22	1	77	26	126
2020-21	16	2	73	125	114
Total	**36**	**5**	**183**	**67**	**282**

Program Majors

AcadYear	App Major	Degree	Headcount
2018-19	Psychology	AS	50
2018-19	Social Work	AA	16
2018-19	Social Work	AS	2
2018-19	Sociology	AA	8
2019-20	Psychology	AS	87
2019-20	Social Work	AA	33
2019-20	Social Work	AS	1
2019-20	Sociology	AA	5
2020-21	Psychology	AS	73
2020-21	Social Work	AA	30
2020-21	Sociology	AA	11
Total			**282**

New Students

AcadYear	Continuing/Former Student	First time/First Year	High School Student	Transfer Student	Total
2018-19	43	26	4	19	75
2019-20	80	30	4	37	126
2020-21	84	37	5	18	114
Total	**196**	**91**	**13**	**74**	**282**

Time Status

Academic Year	Full-time	Part-time	Total
2018-19	57	21	75
2019-20	106	24	126
2020-21	86	35	114
Total	**223**	**79**	**282**

Student Performance/Grades for All Students in Program Courses

AcadYear		A	B	C	D	F	I	P	W	Total
2018-19	2	104	80	28	24	33	2		28	301
2019-20	6	218	96	65	30	84	3	3	30	535
2020-21	4	208	109	65	26	53	2	14	25	506
Total	**12**	**530**	**285**	**158**	**80**	**170**	**7**	**17**	**83**	**1342**

Program Awards

AcadYear	Degree	App Major	Headcount
2018-19	AA	Social Work	1
2018-19	AS	Psychology	13
2019-20	AA	Social Work	1
2019-20	AA	Sociology	1
2019-20	AS	Psychology	5
2020-21	AA	Social Work	7
2020-21	AS	Psychology	15

Venue – Credit Hours

AcadYear	BartOnline	EduKan	Ft. Leavenworth	Ft. Riley	Grandview/Troop School	Main Campus	Total
2018-19	458			95	7	321	881
2019-20	798	6	30	208	14	528	1584
2020-21	755	6	33	85	15	567	1461
Total	**2011**	**12**	**63**	**388**	**35**	**1416**	**3925**

Section Fill Rate

AcadYear	Avg/Mean	Max	Min	Median
2018-19	62.08%	110.00%	6.67%	66.67%
2019-20	61.80%	133.33%	3.33%	64.29%
2020-21	66.52%	130.00%	3.33%	73.03%

Overall, several trends stand out in the Power BI data. One is the overall low completion rate. Just 14 of 127 (11%) of students who declared an emphasis within one of this instructional area's programs ended up completing that program. The majority of these occurred under Psychology (12 of 90). Understanding whether this is a structural problem with students using Barton as a stepping stone to a four-year program or whether this low completion rate is tied to dissatisfaction with the program itself could be an important opportunity to help improve student retention.

While it is difficult to fully separate out causes and effects of grade distribution at such a 40,000 foot view, the overall percentage of A grades has risen from 34% to 41% over the past three years. However, this jump also encompasses an overall growth in 301 total grades in 2018-2019 to over 500 in 2019-2020 and 2020-2021.

Again, while there is limited utility in looking at all courses and all modalities in one snapshot when so many surface-level variables impact course enrollment and section fill rate, the median current overall section fill rate of 73% is below the target of 75%. However, this 73% fill rate is an improvement over 66% and 64% the prior two years. Deeper exploration of this area might be necessary. Differences between BOL and physical campus locations no doubt are part of the occasion. Additionally, competing interests can countermand high section fill rate. Core courses like Introduction to Sociology and Psychology are routinely full, while more niche classes like Cross Cultural Awareness or Abnormal Psychology that fill a need or interest for a smaller section of students, it also makes it harder to maintain consistently high section fill rates.

While a gender imbalance may be apropos of nothing larger, it is nonetheless noteworthy the enrollment in this instructional area skews heavily female. Over the three-year period, 233 of 282 (83%) of students enrolled were female. While the inclusion of the traditional feminine field of social work under this heading undoubtedly contributes to this imbalance, it remains an open question why the students enrolling in this subject area are disproportionately female and whether or not adjustments in instruction, recruiting, or retention in this instructional area with a special emphasis on gender should be considered.

Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

Social/Behavior Sciences - 2019 – 2021 Aggregated Results

To assist with the interpretation and analysis of the program assessment data, the following summaries have been provided. These are meant to provide an overview of the program assessment data to enable the reader to make program goals and strategic budgetary requests. It is worth noting that these are not meant to explicitly direct action, but rather to assist the content experts to make informed decisions.

Note that for simplification, the data has been aggregated over the listed years to enable the reader to see an overall standing and trend of the data and not simply a single moment in time.

Program Learning Outcomes

All Program Learning Outcomes are above the minimal 70% benchmark and the aspirational benchmark of 80%.

PLO 1: Describe societal and behavioral structures, both normative and diverse, that effect individual and group behavior

PLO	% Met	Trending
SOCI_PLO_1	84.69%	Down
SOCI_PLO_2	83.27%	Down
SOCI_PLO_3	86.97%	Down

PLO 2: Interpret and apply research and evidence-based practice in an ethical manner.

PLO 3: Apply theoretical framework reflecting the historical foundation and evolution of understanding

Competencies

Of the 17 competencies tied to the PLOs, the following were the bottom five.

Course	Competency	% Met
SOCI 1110	E4. Summarize juvenile court and corrections options following adjudication	45.00%
POLS 1801	D2. Describe political economy and the relationship between economic conditions and political choices we make	69.57%
POLS 1801	D3. List and describe global economic factors that commonly influence politics	73.91%
POLS 1801	C1. Describe the impact of cultural divisiveness on the nation-state	73.91%
PSYC 1006	B5. Identify the assessment instruments used by each theoretical model	77.97%

Courses with High Pass Rates but Low Learning Rates

Pass rates were considered by course and by term. Terms with pass rates below 70% were removed. This created a new data set (thus the values may differ from the previous table) from which the percentage of competencies met was calculated.

Course	Competency	% Met
SOCI 1110	E4. Summarize juvenile court and corrections options following adjudication	45.00%
PSYC 1006	B2. Compare and contrast the six different theoretical models of psychopathologies	76.47%
PSYC 1006	B5. Identify the assessment instruments used by each theoretical model	78.43%

Blooms (Remember/Understand)

Competencies with the lower end Blooms below the 70% minimal benchmark are listed below.

Course	Competency	% Met
SOCI 1110	E4. Summarize juvenile court and corrections options following adjudication	45.00%
POLS 1801	D2. Describe political economy and the relationship between economic conditions and political choices we make	69.57%

- **What trends have you identified and what actions have occurred and/or are planned to respond to the results.**

Full trends have not yet been developed as we are still finishing up our first cycle and are just now establishing baseline data. However, as the assessment data collection apparatus at the college improves, this will be an area of focus moving forward as we track whether or not course-level adjustments tied to these specific competencies are improving across the entire program.

- **What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?**

This area is still in progress as some of the data are still outstanding (Juvenile Delinquency was not taught last year when these were established; data from that course will finally be available in December 2021). However, Juvenile Delinquency has been revamped and redeveloped as an online course that will roll out in BOL in Spring 2022 and the new version is being taught on campus this semester. In Fall 2021, it is being taught differently to better address competency E4 and the competency itself will be assessed with a capstone rubric rather than a mere pre-/post-assessment as had been previously conducted. For POLS, lessons plans have been changed to correlate with OER materials and instructional materials have been enhanced to better meet course competencies.
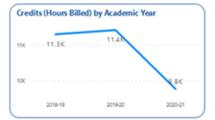
- **What strategies do you utilize to achieve instructional quality and student engagement?**
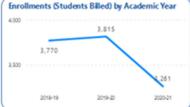
Course and instructor evaluations are used for full time and adjunct faculty. Additionally, the department chair for this instructional area is also the chair of the course/institutional assessment committee and has been discussing ways to use course assessment data to improve instructional quality and student engagement. This will continue to be a focus in this instructional area, as the instructors collectively work in a cycle of continuous quality improvement.
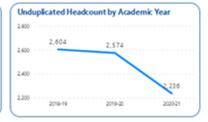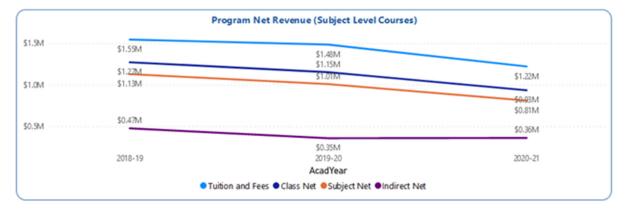
Sustainability

Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report and respond to the following questions.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	$1,907,841	($636,202)			($80,952)	($2,539)	($654,477)	$533,670	$1,188,148
2019-20	$1,781,084	($629,066)			($68,441)	($2,001)	($653,633)	$427,943	$1,081,575
2020-21	$1,469,098	($535,264)			($67,012)	($54)	($450,771)	$415,997	$866,768

Credits (Hours Billed) by Academic Year

Enrollments (Students Billed) by Academic Year

Unduplicated Headcount by Academic Year

Program Net Revenue (Subject Level Courses)

Tuition and Fees ● Class Net ● Subject Net ● Indirect Net

- **Summarize the instructional area's fiscal stability, contributions or losses.**

The impact of COVID-19 is hard to overstate in terms of the general trend lines in lost revenue for this instructional area. However, these declines are in-line with what the college as a whole experienced and not likely related to anything directly within this instructional area. However, overall profits have declined below the $500,000 mark during the two academic years that were most significantly impacted by COVID-19 instructional adjustments. Money from tuition and fees dropped over $300,000 during this time, obviously reducing overall profitability with it. With the return to something resembling academic 'normalcy' in the 2021-2022 academic year, this figure should increase organically. However, steps to reduce costs for students in the form of textbooks should be explored by the instructional area collectively to help potentially increase enrollment, and, therefore, profitability as well.

While the overall trend is down, the instructional area as a whole still remains profitable. While the downward trend is almost certainly tied to COVID-19, it is not a sustainable trend. Indirect net profitability is down $ 110,000 from 2018-19 to 2020-21. Left unaddressed, this trend would lead to negative profitability by 2031-2032.

- **What strategies are recommended to enhance the area's revenue generation?**

As tuition and fees are the largest source of income for this instructional area, reducing student cost to drive increased employment are the most likely areas to drive revenue generation.

- **Do resources (personnel, technology, physical space, support services, etc.) meet the instructional area's student learning goals and objectives? If not, please describe what needs are being unmet and if available, provide a detailed list of associated requests.**

In general, yes, needs are currently being met, but as the future unfolds, better interactional technology may be required. Zoom functions well for what it is, but a Zoom recording on a classroom computer with one microphone is simply not on par with being in-class or more advanced audio-video technology that can more truly replicate 'being in class.' A broadcast studio type of classroom with multiple microphones and monitors might be an important step to enable more area high schools to take general education classes remotely without being bound by the limitations of Zoom. Pursuing something like this might allow us greater outreach to our high school or distance bound students for basic classes like Introduction to Psychology and/or Sociology.

Strategic Planning

Considering the data you have reviewed and your first-hand knowledge of the instructional area, please respond to the following questions.

- **What are the strengths of the instructional area? What makes the area unique and interesting to students?**

The biggest strengths of this area are its connection to the larger general education curriculum. Many classes in this instructional area are part of the KBOR list of courses that transfer to all member institutions in Kansas. Additionally, the humanities and the social and behavioral sciences have long been part of a classic Liberal Arts education and many students enjoy the subject matter immensely. Instructors in this area often see students take the one course in their discipline that is required for graduation and then return to take two or three other courses in the discipline as their electives precisely because they find the subject matter of interest. The full-time instructors we have in the area are highly knowledgeable and passionate about their work. All are willing to consider different approaches or innovations, when appropriate, and even though Konda and Lindstrom have been at Barton five years or less, while Allen has been on staff for over 30 years, all the full-time instructors have a wealth of educational experience in general that is a real strength and asset to the department.

- **What needs improvement? What barriers exist that limits quality and effectiveness?**

Currently, the instructional area is stretched pretty thin. Between retirements, COVID-19 instructional adjustments, and new course development, the instructors in this area are being asked to shoulder large burdens that are, ultimately, not sustainable in the long-term. Improving scheduling offerings to best match student demand and student graduation requirements so that the full-time instructors can carry a normal full-time teaching load of five sections per semester every semester is essential, as it allows instructors to devote more time to professional development and to implementing continuous improvement in their classrooms. Using BARTonline and its asynchronous approach as a milieu for more lower enrollment 'niche' classes, while a time burden up front, could, longer-term, help prevent situations where full-time instructors routinely teach six or seven synchronous classes a semester.

- **What opportunities exist to grow and/or strengthen the instructional area?**

While section fill rates of 75% are an important metric, the ability to offer more and more courses of interest is an opportunity for growth and a potential to sway more students to return for a second year at Barton. Specialty courses in anthropology, sociology, and psychology have all been developed in the past two years, and while these niche classes do have lower section fill rates, the still present an opportunity to reach and retain more students; it's just a matter of where to devote instructional resources. This is by no means guaranteed to be a successful way to reach and retain more students, but it nonetheless represents an opportunity for growth. Additional courses to meet rising demand in an increasingly diverse workplace environment in areas like the sociology of globalization or a history course on the economics of the 20th century could be developed to help appeal to more students and potentially keep students on-campus for a second year to finish their associates degree rather than transferring after one year and impacting the college's overall completion rate.

Additionally, as the MCATs now include a section on social and behavioral aspects of health and as the recent pandemic has highlighted the overlap between medicine and the social determinants of health (sociology), personal decision-making (psychology), and even politics (political science), it might be advantageous to tie-in to the nursing program here and stress how important a background in social and behavioral sciences can be to anyone pursuing patient care long-term in nursing, or even, eventually, medical school.

- **What challenges limit the competitiveness, scope and delivery of the instructional area?**

We have limited capacity in terms of overall instructors. As distance-based and Zoom-based instruction increases, we also lack sufficient technology to truly embrace this opportunity. Something like a studio classroom truly designed to replicate the in-class experience over distance in a way Zoom cannot could allow more General Education courses to be beamed into area classrooms in our assigned geographic footprint at one time as opposed to just Great Bend High School students coming onto campus for Introduction to Psychology or Sociology Courses.

Goal Setting

o Please list the goals that were established during the last instructional review (2019-2021) and report on their status.

1) Create a common final for Anthropology based on the Kansas Core Competency Project.

As of May 2021, a document/assessment had already been created and this was shared with the additional instructor who taught the course in February 2021. This goal can be considered complete.

2) Partner with Fort Hays State University for a EDS degree path in school psychology.

As of May 2021, FHSU had a change in leadership in the psychology department at FHSU. After multiple attempts to communicate with FHSU regarding the project, a visit with Erica Fisher confirmed that this project is dead.

- Were they completed and if so, what was the outcome?

See above for details, but goal #1 is completed and goal #2 is dead.

- If not completed, please share why and report as to whether you plan to carry any of them forward or if you are concluding them as unmet.

Goal #2 required buy-in and partnership from a peer institution that declined to continue to participate. We cannot force another school to partner with us, so this one will be left unmet for the time being.

- Please identify goals for the 2021-2023 timeframe.
    - 1) Have full-time behavioral sciences faculty attend at least (one) virtual conference or webinar on instructional techniques or pedagogy rather than their individual subject areas before the end of the 2022-2023 academic year.

    - 2) Have physical materials promoting the social and behavioral sciences available to show to prospective students during tours available by the end of the 2022-23 academic year.
        - Secure physical space (akin to the monitors and glass-enclosed display areas art, theatre, dance, et al utilize in the corridors of the Fine Art building) in Fine Arts building to display social/behavioral materials
        - Work with PR to produce a promotional video for our instructional area
        - Work with PR department to produce brochures, posters, and other visual media promoting social and behavioral science.

- What resources and/or support are needed to accomplish the goals?

Goal #2 needs to occur in stages. We'd like to display materials promoting our educational area, but none currently exist and producing them is not an area of expertise our team possesses, so we would need support from our own in-house graphic arts, public relations, the print shop, etc. To help us produce the materials themselves. Once we have that, then we can work on the 'where' we can find space in Fine Arts to show them.

- What are the recommended actions to achieve the goals?

For Goal #1, the instructional team will need to meet to identify and discuss conferences and webinars of interest and then work with Angel and/or Dean Howe to get funding (if necessary) to attend conferences.

For Goal #2, the instructional team will need for the PR department and all other areas that can assist in developing our promotional materials have permission/time granted to assist us with this endeavor. Once that is given, we can have communicate with PR our ideas and collaborate with them to produce the materials.

Review Summary

Instructor & Coordinator/Department Chair Comments

While this instructional area has seen a massive loss of institutional and academic knowledge due to retirements during this review period, there are ample opportunities for growth as well. We have a very strong core team of faculty and there is a good degree of communication and camaraderie amongst the staff that can be utilized to help improve the work we do and meet the challenges before us.

Dean Comments

Right now, for the GB campus, student numbers support a full-time in social science and a full-time behavioral science with a need for adjunct behavioral science. When there were two full-time behavioral science, it was a challenge to get the 60 credit hours with full classes for both positions.

I am saddened to see there is not a student learning/assessment goal here. By the time I was able to review this document, the faculty were gone so a correction could not be achieved. If I was creating an assessment goal, I might create something with SOCI 1100 identifying E4 as something to discuss amongst instructors of the course and come up with a plan together to address it.

Kurt Konda	**12-08-21**
Instructor & Coordinator/Department Chair	**Date**

Brian Howe	12/14/21
Dean	**Date**

Vice-President's Response

Thank you for submitting the Social/Behavioral Sciences instructional review. I appreciate the time and attention given to the preparation of the report. I also value the thorough responses provided – particularly in the data, assessment and strategic planning sections of the review.

I encourage you to consider a discussion with Karly Little about the concept of providing general education coursework via technology into area high schools.

I approved the following goals with the addition of the goal recommended by Dean Howe in his comments:

- o Have full-time behavioral sciences faculty attend at least (one) virtual conference or webinar on instructional techniques or pedagogy rather than their individual subject areas before the end of the 2022-2023 academic year.

- o Have physical materials promoting the social and behavioral sciences available to show to prospective students during tours available by the end of the 2022-23 academic year.
  - o Secure physical space (akin to the monitors and glass-enclosed display areas art, theatre, dance, et al utilize in the corridors of the Fine Art building) in Fine Arts building to display social/behavioral materials
  - o Work with PR to produce a promotional video for our instructional area
  - o Work with PR department to produce brochures, posters, and other visual media promoting social and behavioral science.

- o SOCI 1100 identifying E4 as something to discuss amongst instructors of the course and come up with a plan together to address it.

Elaine Simmons

1/28/22

Vice-President of Instruction   **Date**