

## Instructional Program Review Social and Behavioral Sciences

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

### Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion:** Most responses should be 2-3 sentences.

If available, you may also provide a link/reference to other documentation that answers each question.

### I: Identification

**1. Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Department of Social and Behavioral Sciences

**2. Department and/or Program(s) Purpose Statement:**

To increase each student's potential to contribute to a complex global environment.

**3. Program Review Year (i.e. Most Recent Academic Year)**

2014-2015

**4. Date of Submission:**

9/4/15

**5. Lead Person Responsible for this Program Review:**

Name: Dr. Alan Kee

Title: Prof. and Chair of Social and Behavioral Sciences

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**6. Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

Dr. Stefanie Decker, Social Sciences Coordinator

## II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

### 1. Based on the most recent reported data, please evaluate your program(s).

**A. Overall Program Data** (Complete this section if your dept. produces any certificate and/or terminal degree.)  
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins)				
b. Completion				
c. Licensure Pass Rates				
d. Retention (FA-SP) and (FA-FA)				
e. Grades A-C				
f. Annual Enrollment				
g. Survey, Focus Group, & Related Data				

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

- ii. Identify one area in which your program(s) need to most focus for the next few years.

**B. Course-Specific Data** (Complete this section to evaluate the courses that fall under your dept./program.)  
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)	X		
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data			

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

**III: Institutional Initiatives**

**PART A – No Excuses:**

Each department/program is expected to support student success initiatives.

**List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.**

One way in which our department has implemented the No Excuses goals is through course redesign. Course redesign is one of five areas Amarillo College is focusing its Academic Intervention Strategies. The History courses have undergone a course redesign plan to streamline teaching areas by developing a list of required topics in the HIST 1301 and 1302 courses. In addition, the History faculty have implemented online quizzes to reinforce class material and information. In all, the faculty felt that the course redesign process was effective and they hope to see improved retention and completion rates among students.

A detailed description of the History Course Redesign is provided.

**PART B – Strategic Planning:**

Each department/program is expected to support **AC's Strategic Planning** initiatives.

- 1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.**

*The Texas Higher Education Coordinating Board (THECB) mandates that every Texas core curriculum course align with 21st Century Skills. The new Texas Core Curriculum is "centered on increasing student learning and improving student success."*

In terms of Amarillo College's Strategic Plan, the History course redesign team aligned the History courses with the THECB's requirements. The Learning Outcomes were aligned with each course and implemented during the year. See "History Course Redesign" for the THECB requirements and the implementation of them in the History courses at AC.

The Behavioral Sciences are focused on the institutional goal of Learning. We have created assignments that correspond to the required core curriculum. Specifically, in our area we are focused on communication skills, critical thinking skills, empirical and quantitative skills, and social responsibility. We have set as our benchmark/target that 70% of students will obtain a 75% or better on these assignments.

Another intervention related to the institutional goal of Learning has to do with block scheduling

i.e., offering classes back-to-back at a set time. Specifically, we are combining two sections of General Psychology (PSYC 2301) with Developmental Reading (RDG 0331) and the First Year Seminar. We hope this intervention will increase student engagement and performance because the students will have the opportunity to learn the same material in the psychology course as well as in the reading course. The students will use the same textbook in both the psychology course and the reading course. We also hope that this intervention will help students improve their completion rate by reducing the amount of time that is required to graduate. Research indicates that every extra year that students takes to complete a college degree diminishes the chances they will in fact graduate.

**2. (If applicable) What additional item(s) should AC's Strategic Plan address?**

N/A

**PART C— General Education Objectives**

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

**1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the ACGM/WECM.**

(List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	HIST (1301, 1302) all courses; GOVT (2305, 2306) all courses
Critical Thinking Skills	HIST (1301, 1302) all courses; GOVT (2305, 2306) all courses
Empirical & Quantitative Skills	N/A
Teamwork	N/A
Personal Responsibility	HIST (1301, 1302) all courses; GOVT (2305, 2306) all courses
Social Responsibility	HIST (1301, 1302) all courses
Note: May Insert other Objective(s)	

OBJECTIVE	COURSE(S)
Communication Skills	ANTH (2302, 2346, 2351) all courses; PSYC (2301, 2306, 2308, 2314, 2315, 2319) all courses; SOCI (1301, 1306, 2301, 2319, 2326, 2336) all courses
Critical Thinking Skills	ANTH (2302, 2346, 2351) all courses; PSYC (2301, 2306, 2308, 2314, 2315, 2319) all courses; SOCI (1301, 1306, 2301, 2319, 2326, 2336) all courses
Empirical & Quantitative Skills	ANTH (2351) all courses; PSYC (2301, 2306, 2308, 2314, 2315, 2319) all courses; SOCI (1301, 1306, 2301, 2319, 2326, 2336)

		all courses
Teamwork		N/A
Personal Responsibility		ANTH (2302, 2346)
Social Responsibility		ANTH (2302, 2346, 2351) all courses; PSYC (2301, 2306, 2308, 2314, 2315, 2319) all courses; SOCI (1301, 1306, 2301, 2319, 2326, 2336) all courses
Note: May insert other Objective(s)		

**2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.**

During the past year, the Government faculty and the US History faculty developed a writing assignment to address the requirements for the core curriculum. During the past year, every member of the faculty has assigned the "Ethical Dilemma" assignment to meet this end. This assignment proposes a historical or political dilemma faced by an historical figure and asks the student to discuss, explain, and defend his or her position if he/she were put in the position of that particular person. This assignment covers both the critical thinking and the communication skills educational objectives, as it requires students to communicate their argument in essay format. It meets the objective of personal and social responsibility by demonstrating the student's personal and social values through the context of the dilemma proposed. The assignment also requires students to evaluate their own civic identity as it relates to the surrounding culture and to evaluate their treatment of others.

In terms of the behavioral sciences, our faculty designed developed assignments to be in compliance with the required Texas Core Curriculum; these assignments were implemented in the Spring semester of 2015. The objective of the Texas Core Curriculum is to facilitate students gaining a foundation of knowledge of human cultures, developing principles of personal and social responsibility for living in a diverse world, and advancing intellectual and practical skills that are essential for all learning. Our goal was to develop targeted assignments that meet the requirements of the core objectives in the following areas: critical thinking skills, communication skills, empirical and quantitative skills, and social responsibility. Below is a summary of what the psychology faculty developed for each of the core objectives.

We developed an assignment to help our department evaluate the Empirical / Quantitative Skills and Critical Thinking Skills. Specifically, this assignment is designed to fulfil the following goals: 1) to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions, and 2) to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. In this assignment, students participated in either an in-class or online lecture on Thinking Critically with Psychological Science and The Steps of the Scientific Method, followed by a Critical Thinking Examination designed to evaluate the student's demonstrated understanding of scientific methodology and design, analyzing and reaching conclusions from data and graphs, as well as recognizing bias. The assessment method used involved having students complete a multiple choice exam online designed to measure the student's understanding of scientific methodology and design, analyzing and reaching conclusions from data and graphs, as well as recognizing bias.

Another assignment was developed to evaluate Communication Skills, Critical Thinking Skills,



and Social Responsibility. Specifically, this assignment is designed to fulfill the following goals: 1) effective development, interpretation and expression of ideas through written and/or oral communication, 2) to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information, 3) to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. The assignment designed to meet these course objectives involves the student writing an essay explaining why there is stigma against people who have mental illness and psychological disorders, especially when we compare these problems with physical and medical disorders. Further, if the student knows a person with mental illness, he or she is encouraged to use their experiences as an example (while respecting their anonymity). Following this discussion, the student is required to list two to three actions that we as a society might take as a community to lessen the stigma and support individuals who suffer with mental illness. Finally, the student is to describe and discuss in detail, one action step that he or she would be willing to do to lessen the stigma and support people OR an individual who lives with mental illness. The student is asked to report his or her level of commitment to completing this action step (0 to 100%). They are encouraged to make an effort to complete their committed action step in the next few weeks. Students are required to analyze and synthesize information from several articles as well as readings from the textbook into their response. The assessment method involved having students complete a written essay online. The essay will be assessed using a rubric measuring the student's ability to demonstrate knowledge, organization, and mechanics.

### 3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	N/A
Embedded Questions	N/A
Licensure Exam	N/A
Portfolios	N/A
Projects/Essays	HIST 1301, HIST 1302, GOVT 2305, GOVT 2306
Testing (i.e. course-based testing; finals)	N/A
Note: May Insert other Method	

List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	N/A
Embedded Questions	N/A
Licensure Exam	N/A
Portfolios	N/A
Projects/Essays	ANTH (2302, 2346, 2351) all courses; PSYC (2301, 2306, 2308, 2314, 2315, 2319) all courses; SOCI (1301, 1306, 2301, 2319, 2326, 2336) all courses
Testing (i.e. course-based testing; finals)	ANTH (2302, 2346, 2351) all courses; PSYC (2301, 2306, 2308, 2314, 2315, 2319) all courses; SOCI (1301, 1306, 2301, 2319, 2326, 2336) all courses
Note: May Insert other Method	

**1. Briefly address any improvements made in your department/program(s) based on your data findings.**

This is our first Program Review. We are focusing on the following departmental improvements: Facilitate the development, implementation, and continuous improvement of program goals for the five degrees offered in our Department of Social and Behavioral Sciences, as well as the Core Curriculum Objectives. The focus here is to move the department in the direction of greater learner-centered teaching. For example, I (Alan Kee) am sharing my experience (on a one-on-one basis) of the Reacting to the Past Institute with my history and government faculty with the hope that they will see the value in this type of pedagogy. We also have several faculty in our department receiving training in Problem-Based Learning. These faculty will be available to train other faculty in our department in this pedagogy.

**2. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?**

The History 1301 and 1302 courses are required to implement the use of primary source documents, as stated by the State of Texas. These primary source documents require both critical reading and critical thinking on the part of the students. Most History faculty members require students to utilize *Retrieving the American Past* (vol. I & II), a primary source reader. Those who choose not to use the reader incorporate primary source material in other ways in the classroom. In addition, the "ethical dilemma" essay requires students to critically think about their position and ethics about a particular issue or problem. The faculty feels that, overall, the ethical dilemma essay has been successful in pushing students to think about their own values and ethics critically.

In the Behavioral Sciences we have implemented critical thinking lectures and an exam to measure critical thinking skills and empirical & quantitative skills in all of our behavioral sciences courses.

We feel that ongoing training in critical thinking is always helpful. We hope that the upcoming training in Problem Based Learning will provide more opportunity to develop effective critical thinking strategies.

**PART D: Core Curriculum Assessment – Program Outcomes**

Complete this Section ONLY for Programs Directly Responsible for Core Curriculum Courses

The Texas Higher Education Coordinating Board (THECB) has identified 3-4 core objectives (competencies) that each core curriculum course is required to teach and assess.

In History 1301, 26 of the 35 artifacts graded achieved a score of 3.0 or better for a score of 74.28 %, thus exceeding the Benchmark established by the Texas Higher Education Coordinating Board.

In History 1302, 28 of the 35 artifacts graded achieved a score of 3.0 or better for a score of 80.0 %, thus exceeding the Benchmark established by the Texas Higher Education Coordinating Board.

In Government 2305, 25 of the 35 artifacts graded achieved a score of 3.0 or better for a score of 71.42 %, thus exceeding the Benchmark established by the Texas Higher Education Coordinating Board.

In Government 2306, 26 of the 35 artifacts graded achieved a score of 3.0 or better for a score of 74.28 %, thus exceeding the Benchmark established by the Texas Higher Education Coordinating Board.

In History 2311 and History 2322, there were simply not simply not enough artifacts gathered (7 in 2311 and 3 in 2322) to achieve any results that could approximate statistical significance due to low enrollment.

Course	Quiz (Empirical and Quantitative Skills & Critical Thinking Skills)	Essay (Communication Skills, Critical Thinking Skills, and Social Responsibility)
ANTH 2302	n/a	5 out of 5 scored 75% or better; 100%
ANTH 2346	n/a	5 out 5 scored 75% or better; 100%
ANTH 2351	n/a	5 out of 5 scored 75% or better: 100%
PSYC 2301	67 out of 90 artifacts scored 75% or better; 74.4%	82 out of the 90 scored 75% or better: 91%
PSYC 2306	Not taught Spring 2015	
PSYC 2308	8 out of 10 scored 75% or better; 80%	7 out of 10 scored 75% or better 70%
PSYC 2314	11 out of 15 artifacts scored 75% or better; 73.3%	14 out of 15 scored 75% or better ; 93.3%
PSYC 2315	4 out of 10 scored 75% or better; 40% 7 out of 10 scored 70% or better: 70%	10 out of 10 scored 75% or better: 100%
PSYC 2319	2 out of 5 scored 75% or better: 40%	5 out 5 scored 75% or better: 100%
SOCI 1301	14 out of 20 scored 75% or better; 70%	17 out of 20 scored 75% or better; 85%
SOCI 1306	SOCI 1306 Social Problems	5 out 5 scored 75% or



		(Avera): The instructor in this course incorporated the empirical and quantitative skills into an essay assignment. She did not utilize the quiz option.	better; 100%
SOCI 2319		SOCI 2319 Minority Studies (Avera): The instructor in this course incorporated the empirical and quantitative skills into an essay assignment. She did not utilize the quiz option.	4 out 5 scored 75% or better; 80%
SOCI 2326		2 out of 5 scored 75% or better; 40%	5 out 5 scored 75% or better; 100%
SOCI 2336		Not taught in the Spring 2015	

- b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

Social Sciences met the benchmark of 70%.

In the Behavioral Sciences, our benchmark was 70% of students reaching 75%; we reached the benchmark for the artifacts gathered for each course except PSYC 2319. PSYC 2319 was an online Social Psychology class that was given to the instructor one week before the class started. This instructor inherited this course "at the last minute" due to the previous instructor's health issues. The Instructor felt that there was not time to develop an adequate lecture for the critical thinking material.

For the future, Behavioral Sciences is going to set the benchmark so that the passing score is 70%.

- c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

All full-time faculty members in the Social Sciences brought their collection of artifacts at the end of the semester. We then randomly choose thirty-five artifacts each to grade. After submitting our graded artifacts, one faculty member chose, at random, the artifacts to be submitted.

In the Behavioral Sciences, the strategy was to have each faculty member present their individual instruction on scientific methodology and ethics, and

then each faculty member gave the same quiz and essay assignment. All faculty completed this assignment in the AC CONNECT BLACKBOARD CLASSROOM portion of their course. The quizzes were graded automatically, while the same RUBRIC was used to grade the essay portion of the assignment. Each faculty member randomly selected five quizzes and five essays from their student's work for each section of each course they teach to submit for analysis. As well, each faculty member analyzed results for the quiz and essays as to whether the benchmarks were made. The quizzes and essays were printed off and identifying information was removed before submitting the random selection of artifacts to the committee for analysis.

- d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

The artifacts were evaluated using the rubric established by the THECB (included). As a faculty, we met and spent some time grading artifacts together. We then compared our assessments and standards to ensure we were aligned.

In Behavioral Sciences, while each faculty member individually graded their essays and all the quizzes were graded automatically by Blackboard, a team of three faculty sat down with a random selection of essays from the submitted work, and regraded them to assess inter-rater reliability. As well, the team looked at the results of the quizzes to see if there were items that consistently were missed by students. On the essay portion, the team's evaluations of the artifacts were compared to the faculty member's evaluations. As well each of the 3 team members evaluations for the artifacts selected were compared. The team member's inter-rater reliability on the essay evaluation was quite high, with no more than 2 point difference (out of 20 points) on any item. However, problems were discovered with both instructional confounds and the scoring system (this included the rubric scoring system as well as the rubric wording). It was assessed that difficulties and differences in comparing the individual faculty's scoring to the team's evaluations were related to these problems.

- e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

We strove to be as objective as possible in both grading and submitting the artifacts. We worked as a team to collectively grade the assignments, choosing the papers at random. We then compared our scoring methods to make sure our assessment methods were aligned. One faculty member collected the artifacts and chose the samples, attempting to provide a broad representation of the work.

In Behavioral Sciences, we used a team of three faculty to assess inter-rater reliability with individual faculty scores.

- f) Please list the facts you feel contributed to your results (Analysis):

As with any assignment, there were students who failed to turn in a paper. In a couple

of the courses [see above], there were simply not enough artifacts to warrant credible results. Overall, for both the History and Government courses, the faculty received enough artifacts to conclude that most students were either achieving, or exceeding, the benchmark.

In the Behavioral Sciences, our analysis of the artifacts suggested the following issues:

1) We found problems with the essay portion of the assignment itself that involved the research article assigned to students to be used as supporting evidence for their point of view. It was decided that the article was too difficult in its scope for our level of students.

2) We also found instructional problems when it came to the essay portion of the assignment. It was decided that the instructions were not specific enough when it came to the use and CITING of the research article in their essay. This meant that we could not tell whether they were using the article assigned as a portion of their argument in the essay. As well, the instructions regarding what is meant by the use of "proper College level format" in their essay needed to be clarified and specified to the students.

3) Third, several problems were found in the rubric used for scoring the essay, which included the numerical values assigned for each level of accomplishment, as well as the wording in the "WRITING MECHANICS CATEGORY. These three areas made the results of this assignment difficult to analyze. The lack of specificity in these areas and the problems in the scoring rubric itself led to problems in individual instructor assessment, and more importantly, STUDENT UNDERSTANDING OF THE ASSIGNMENT.

4) Finally, it was discussed that the essay itself, being on social responsibility, lacked a "doing" component. As well, because the topics are different, it was decided that psychology students needed a different essay question than sociology students that were better connected to the discipline.

- g) How have you or will you improve student learning in each course based on the most recent assessment results?

For the upcoming semester, one improvement that the Social Sciences faculty will make is to make sure that the "dilemmas" are different for the History and Government courses. This will ensure that students are not turning in the same paper for both courses. As the benchmark has been mostly met in the Social Sciences courses, we feel that the students are exhibiting success for those assessment results.

In Behavioral Sciences, the following changes will be made to improve this assignment for next semester:

1) Different articles were found to use for the assignment that were written at a somewhat easier and more understandable level as they related to the essay question.

2) Instructions for the essay portion of the assignment were rewritten to specifically state that students needed to read the article, use it as their support for their argument AND CITE IT within the paragraphs that refer to the article in their essay. Second, instructions were rewritten to clarify what is meant by "proper college format".

3) The scoring rubric was changed. Numerical values for each level of accomplishment now have a "range of scores" to select from (instead of "20", it's now "17 - 20"), and the wording in the MECHANICS category was changed to include "a specified word count" as a requirement of the paper.

4) Finally, the essay itself was rewritten to include an "action step" component. Students were asked to make a commitment to acting on one of the recommendations they made in their essay. As well, two essays were written, one involving the stigma associated with mental illness, for Psychology students, and a second involving the stigma on poverty (as before) for Sociology students. These topics were selected as being similar in nature but better related to the disciplines we are assessing.

6. For each core curriculum course and each core objective, please include a copy of the assessment instrument and five randomly selected, evaluated assessment samples with this form. Some examples of things you may include with your submission are as follows:

- **Embedded Questions** – Copy of possible question bank and copy of five student work samples that include questions from the question bank
- **Juried Assessment** – List of members on juried panel and copy of five panel evaluations. If student performance, picture or work, etc. is available, include that with your submission as well.
- **Pre-Post Test** – Copy of pre-test/post-test questions and five samples of student work from pre-test and five samples of same students' work from post test
- **Rubric** – Copy of rubric and copy of five student work samples
- **Other Types of Assessment** – Use the above bullets as a reference point for what you may wish to provide. Please contact the Director of Institutional Effectiveness with specific questions.

Also, if it is not clear, please identify on your student work the portions of the student work that address the required THECB objective/s.

#### PART E: Curriculum Assessment - Program Outcomes:

This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

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2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

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3. Identify your results and analyze your data.

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4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

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5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

#### *IV: Conclusions*

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

Most of the faculty members in our department have adjusted their pedagogy to emphasize learning and technology. Many instructors have included online quizzes to reinforce content and prepare students for assessments. This includes use of publisher's online labs and practice materials, such as flash cards and games. Some of the faculty members have moved to online testing, allowing for immediate feedback and better access for many students. Including more technology both in and out of the classroom in an ongoing process for many faculty members and one that is currently being implemented.

Other faculty members, particularly those that teach online courses, have included discussion boards and groups to facilitate critical thinking and learning. A couple of faculty members have included calendar reminders for students to avoid late or missing work because of missed deadlines, and others have added quizzes over the syllabi to ensure students read and understood its' contents.



Going forward, our plan is to encourage and support the implementation of more learner-centered teaching methods (high-impact educational practices) that will help increase rates of student retention and student engagement.

**2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?**

Our faculty has access to ongoing local continuing education e.g., Backwards Design: Creating Significant Learning Experiences. We will also take advantage of the Faculty Fellows-Master Practitioner program. Dr. Stefanie Decker, Dr. Alan Kee, Dr. Beth Rodriguez, Deb Avara, Larry Adams, and Dr. Brian Farmer have signed up to attend the Problem-Based Learning workshops. Dr. Alan Kee also was able to attend the Reacting To The Past Institute at Barnard College in New York City. He is actively sharing this experience with his colleagues in our department.

**3. What is the biggest issue/obstacle that your program currently faces?**

**Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.**

We have identified two courses to focus on with regard to improving student success (A-C): SOCI 2319 and HIST 1301. 7 out of the 15 sections of HIST 1301 did not meet the criteria of a 70% pass rate. And, 8 out of the 11 sections of SOCI 2319 did not meet the criteria of a 70% pass rate. Our plan is to encourage as many faculty members as possible in our area to receive training and incorporate learner-centered teaching methods (high-impact educational practices) that will help increase rates of student retention and student engagement.

**4. Additional Comments Pertinent to this Review (Not Required):**

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