



One Year Periodic Program Review Report

Academic Programs

Social and Behavioral Sciences, and

Administration of Justice, Anthropology, History, Political Science, Philosophy, Psychology, and Sociology

Administration of Justice, AA (AJSAD), Social and Behavioral Sciences, AA (SOCD),

History, AA (HISD), Social Studies, AA (SSTD)

Statement of Collaboration

The program faculty, college staff, students, and community members listed below collaborated in an open and forthright dialogue to prepare this Periodic Program Review. Statements included herein accurately reflect the conclusions and opinions of this group.

Participants in the review:

Department Faculty: Azariah Lehman

Non-discipline Faculty: Dr. Erik Jones

Associate Faculty: Susan Lee Martino

Student/Alumni: Kim Fajardo

Academic Support Staff: Dr. Cheryl Hall

Date Submitted to the Dean of Instruction

Authorization

After the document is complete, print just this page and submit it to the Office of Instruction for the Dean's signature.

Signature of Dean _____

1. Mission and Goals

MISSION:

The Social and Behavioral Sciences Department fosters a learning-centered environment, serving all constituencies, which inspires excellence and innovation by empowering students with knowledge and experiences that explore the role of individuals and groups in, historical, geographical, philosophical, political, psychological, and sociological contexts. This promotes the successful understanding of the relationship between psychological well-being, society, identity, and social institutions.

1.1. Social and Behavioral Sciences, AA (SOCD)

Goals:

1. Graduate will successfully transfer to a variety of social and behavioral science degree programs at four-year institutions.
2. Graduates will experience and demonstrate personal growth and emotional intelligence both personally and professionally.
3. Graduates will demonstrate multicultural competence educationally, socially, and professionally.
4. Graduates will demonstrate social and behavioral science literacy.
5. Graduates will understand existing research and current research processes.
6. Graduates will be familiar with the ethical guidelines practiced in social and behavioral sciences.
7. Graduates will assume increasing responsibility for their own learning and professional development.

1.2. Social Studies, AA (SSTD)

Goals:

1. Graduates will successfully transfer to Bachelor degree granting institutions in history or a related field.
2. Graduates will have a sound foundation in the disciplines associated with Social Studies, including History, and Political Science.
3. Graduates will be able to apply social science concepts, theories and methods to better understand contemporary events and issues and how they impact the social world.
4. Graduates will have acquired multicultural sensitivity and competence personally, socially and professionally.

1.3. History, AA (HISD)

Goals:

1. Graduates will successfully transfer to Bachelor degree granting institutions in history or a related field.
2. Graduates will have a sound foundation in historical concepts, theory and methods of inquiry in preparation for college/university level course work.
3. Graduates will apply historical principles to better understand contemporary events and issues in the United States and the West.
4. Graduates will have basic knowledge of how the arts and humanities and the social and behavioral sciences are related in analyzing the pre-modern and modern world.

Certificates and Degrees

Social and Behavioral Sciences, AA (SOCD), History, AA (HISD), Social Studies, AA (SSTD),

*Administration of Justice, AA (AJSAD)*Current ongoing revisions in the AJSAD degree exclude related data from this report**

2. Program Data and Trend Analysis

2.1. Data

2.1.1. Program Resources (Profit/Loss): Appendix A

The department of Social and Behavioral sciences, including prefixes, ANT, HIS, POS, PHI, PSY, and SOC contribute a significant positive revenue stream to Mohave Community College. The overall contributions per calendar year are, \$499,979 (2012), \$408,942 (2013), and \$409,122 (2014). Specifications per prefix are:

ANT: Revenue decreased from 2012-2014, but overall net per student/section increased, and expense to income ratio decreased. Profit margin increased from 57.1% (2012) to 67.4% (2014) indicating a positive revenue trend.

HIS: Variable revenue trend from 2012 to 2014 with overall net decreasing moderately from 2012-2014, but nearly a 50% revenue increase from 2013-2014. Profit margin also increased from 2013 to 2014 indicating a positive revenue trend.

POS: Revenue increased significantly from 2012 to 2014 with losses indicated in 2012, but an 81.1% revenue increase from 2012 to 2013, and an additional 9.8% revenue increase from 2013 to 2014. Overall revenue increase indicated at 90.9% from 2012 to 2014.

PHI: Revenue decreased from 2012 to 2014, but an overall net per student/section increase, and expenses to income ratio decreased. Profit margins increased from 65.3% (2012) to 68.1% (2014) indicating a positive growth trend.

PSY: Revenue decreased from 2012 to 2014, but an overall net per student/section increase, and expenses to income ratio decreased. Profit margins decreased from 2012 to 2014, with positive growth trends indicated from 2013 to 2014 with a .4% profit margin increase.

SOC: Revenue decreased from 2012 to 2014, but overall net per student/section increased over 50% from 2013 to 2014, and expense to income ratio decreased from 2012 to 2014. Positive growth trend indicated from 2013 to 2014 with a 16.5% profit margin increase.

Program resources, including classroom, office space, and library and technology resources are adequate. Specifically, the library databases provided/purchased by MCC offer significant exposure to peer review research for both faculty and students. Other resources such as scientific models, e.g., brain models, neuron structures, and overall biologically based scientific resources are limited.

As indicated, all prefixes indicate positive growth and revenue trends, but the faculty availability is limited. Currently the Social and Behavioral Sciences Department employs two full time resident faculty members,

but student counts for all prefixes associated with Social and Behavioral Sciences are significantly higher than the majority of all other prefixes offered at MCC.

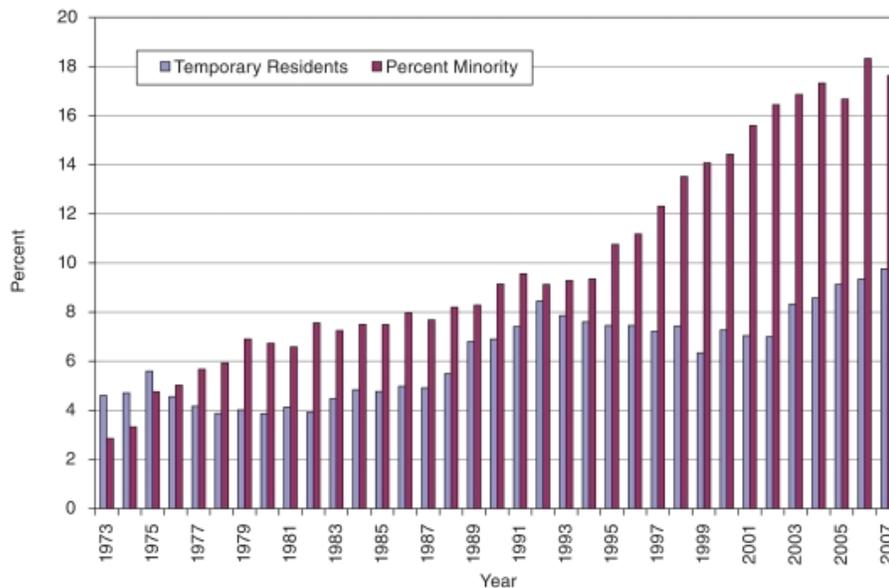
Additionally, trends in Social and Behavioral Sciences are changing nationally and employing another full time resident faculty member would ensure that MCC remain on par with changing trends, while at the same time ensuring that additional revenue increases are captured.

Lastly, the Social and behavioral Sciences department is also working to reduce expenses, especially cost to student expenses, in which Introduction to Sociology (SOC 131) has become an Open Education Resource (OER) class, and Introduction to Psychology (PSY 101) is scheduled as an OER class starting Fall 2016.

2.1.2. *Student Metrics:* Appendix B, and included tables.

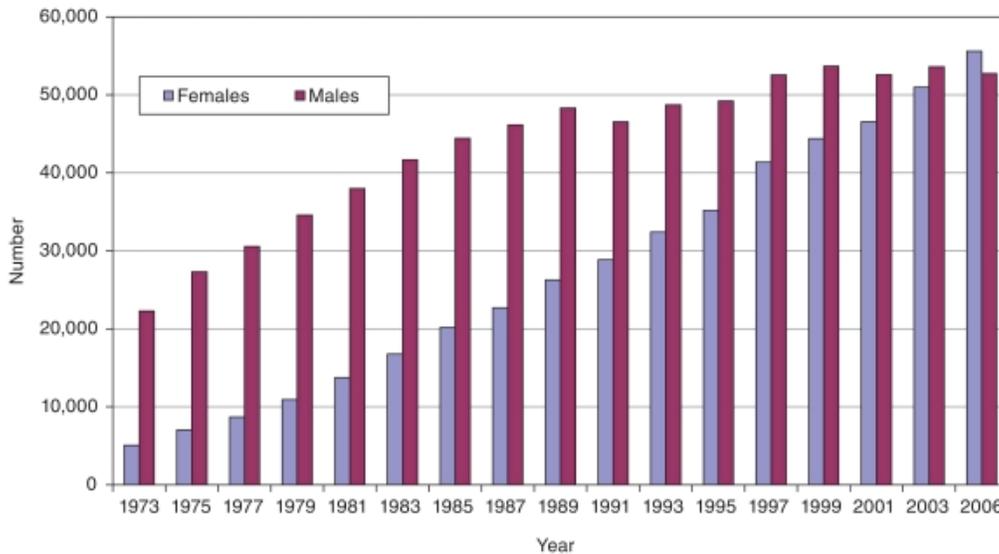
The combined 2014 metric of students enrolled in all prefixes for Social and Behavioral Sciences indicate that the ethnic majority of students are either White (n=1447) or Hispanic (n=383), with the majority being Female students (n=1357) and the minority being Male students (n=634). The number of students reporting may affect variances in reported numerical consistency. Gradual increases per year of both Hispanic and Female students are consistent with national averages as determined by the National Science Foundation (Table1; Table 2)

Table 1: Percentage of the behavioral and social sciences doctorates by citizenship and race/ethnicity



SOURCE: NSF. 2008. *Survey of Earned Doctorates, 2008*. Washington, DC: NSF.

Table 2: Distribution of behavioral and social scientists in the workforce by gender



SOURCE: NSF. *Survey of Doctorate Recipients, 1973–2006*. Washington, DC: NSF.

Retention rates for the associated Social and Behavioral Sciences programs at Mohave Community College, i.e., the community college level in general averages a 39.8% retention rate, when all associated programs are considered, i.e., AGEC, General Studies, Liberal Arts, Non-Degree Seeking, History, and Social Studies. This retention rate is consistent, or slightly below, statewide averages, as indicated by Center for the Study of Community Colleges (2002) which indicates a 49% retention rate. However, retention rates for the associated programs, most notably the *Social and Behavioral Sciences, AA (SOCD)* degree are largely incomplete, and/or not available because most Social and Behavioral Sciences degrees and associated classes either, a) support general education requirements, and/or, b) given the nature of the programs are transferable to universities or colleges. It is expected and anticipated that students seeking Social and Behavioral Sciences degrees will go on for advanced degrees. As such, the nature of the associated programs are largely designed to prepare students for university/college transfer.

Transfer rates of students in Social and Behavioral Sciences from Mohave Community College to Arizona colleges and universities are impressive with the some disciplines, namely Psychology, indicating an increase of 350% over a five year period (Appendix D).

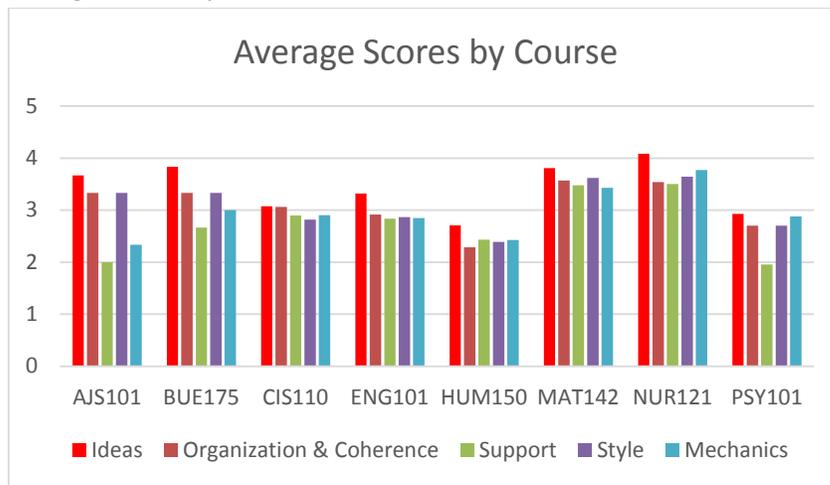
Data indicate that the Social and Behavioral Sciences programs at Mohave Community College are meeting the intended purpose, and consistent with the college mission statement are creating learning-centered environments, which serves all constituencies, and inspiring excellence through innovation and empowering students to succeed.

2.1.3. Instructional Productivity:

Resident and associate faculty in the Social and Behavioral Sciences engage in annual course and instructional assessment, which are assessed by Writing Across the Curriculum (WACm), and Cycle of Learning (COL) reports.

Example A: 2013-2014 WACm Report: The WACm assessed multiple courses across MCC campuses and across all modalities. Data indicate, for example, an average writing score of 3 out of 5 for students assessed in Introduction to Psychology courses with regard to ideas, organization & coherence, style, and mechanics. Data also indicate minor deficits in the area of support, in which the average score was only 2 out of 5.

Average Scores by Course Chart



Example B: Spring 2015 COL Report: Data from the fall 2015 signature Cycle of Learning assignment was gathered from three online sections of PSY 245 Lifespan Development. Reported data include section 851, 852, and 853. A total of 51 students completed the signature assignment, with 44 students completing it successfully as being met or met with concerns. Of the students (n=7) who did not meet the objectives, six (n=6) struggled throughout the semester with expressing their thoughts using proper grammar, and/or did not follow directions or possibly did not allow adequate time for the assignment. The other one (n=1) student that did not meet the objectives, failed to follow directions and the descriptions of the theories were seriously misrepresented. In addition, the student either did not read the journal article, or did not understand it.

The mean score before deductions for APA-related mistakes was 85.79. After deducting points for APA formatting, the mean score was 82.97. Overall Structure metric at 22.45 out of 25, which included: Critical Thought, with a mean score of 13.37 out of a maximum 15 points; and Mechanics, with a mean score of 9.08 out of maximum points of 10. A moderate weakness was Application, with a mean score of 21.14 out of 25.

	Points Possible	Mean Score/All Sections
<i>Overall Structure</i>	25	22.45
<i>Application</i>	25	21.14
<i>Critical Thought</i>	15	13.37
<i>Mechanics</i>	10	9.08
<i>Theories/Research</i>	51 (Students)	44 (Met or Met w/ concerns)

Based on presented data from the indicated examples, as well as other signature assessments (available on record in MCCs Office of Instruction) both resident and associate faculty instructional levels are productive and effective. Minor deficits are noted in some areas, but these deficits continue to be addressed by updating course packages, Student Learning Outcomes, and by implementing new annual signature assessment assignments in each of the respective Social and Behavioral Sciences disciplines.

2.1.4. *Enrollment Trends*: Please refer to 2.1.2 Student Metrics, and associated appendices and tables.

2.1.5. *Faculty Data Points*: Refer to Appendix A: The department of Social and Behavioral Sciences currently employs two full time resident faculty members, while enrollment in SBS courses continue to exceed enrollment numbers across most other disciplines. To mediate the deficits in instructor availability a significant number of associate faculty members are employed. However, the majority of the workload continues to be divided among the two full time resident faculty members, and in many ways has created an inordinate amount of work for two individuals. To mitigate these circumstances it is recommended that one of the current resident faculty members be appointed as 'lead faculty'. Under the current structure departments employing less than three resident faculty members were not granted the position of having a lead faculty member. In some departments this is understandable, as enrollment numbers continue to be low, this, however, is not the cases with SBS courses and a lead faculty member is essential to the continued success of the programs.

Furthermore, it is recommended that an additional resident faculty member be employed especially considering the impending HLC changes in credentialing. This area is of special concern for SBS Sociology courses, as the current resident faculty members are not credentialed to teach Sociology courses should the HLC changes take place. This deficit is not a reflection of the current resident faculty members credentials because as is the case with most colleges and universities faculty members generally teach in one subject area. It has, however, been the expectation that SBS resident faculty members teach in both areas of psychology and sociology. Again, the current resident faculty members in SBS have been overextended by high course enrollment, and taxed with the responsibility of teaching more than one discipline.

2.1.6. *Other Data Points*: Not Applicable.

2.2. Strengths, Weaknesses, Opportunities, Threats (SWOT)

2.2.1. Strengths

The Department of Social and Behavioral Sciences continues to have strong enrollment numbers, overall increased revenues, and significant increases in the number of students transferring to colleges and universities. Furthermore, data indicate strong instructional effectiveness, with high levels of student success. Additionally, the SBS programs stand in alignment and agreement with the overall college mission and vision, as demonstrated by the stated goals and SBS mission statement.

2.2.2. Weaknesses

Program weaknesses include a low faculty to high student ratio, and varying enrollment rates in anthropology. Next, retention rates can be improved upon, however, it must be noted that statistical analysis of retention rates does not control for transfer students. Also, assessment data indicate that students may need more exposure to peer review research to be used in writing assignments for supporting information.

2.2.3. Opportunities

The SBS course offerings are robust, and enrollment numbers, and revenue margins indicate positive growth. Plus, data indicate that a significant number of students transfer to Arizona colleges and universities, which presents a unique opportunity to bolster MCC AA graduation rates via increasing course offerings both on ground and online. Additionally, the SBS department has developed an externship program with Southwest Behavioral Health and Services, where students are paid, by Southwest during their externship hours. This is a partnership, which has been established in a manner that places no liability on MCC, but generally results in MCC students being offered full time employment. This format may also be used to develop additional partnerships with other local community mental health organizations. With this in mind, an entirely online SBS AA degree also makes sense because it meets the needs of our diverse student body, many of which come from economically disadvantaged backgrounds in which it is essential that they remain employed while attending college.

2.2.4. Threats

Threats exist internally as the programs continue to grow and with enrollment increases the existing resident faculty members are continually overextended. The threat then becomes concerns with issues of quality over quantity; meaning that it is imperative that students continue to be served with the same excellence that they have come to know from MCC SBS faculty even as enrollment numbers increase. Another significant threat is decreased offerings in the area of Sociology because of impending HLC regulations.

3. Assessment of Student Learning

3.1. What percentage of courses have identified student learning outcomes (SLOs)? (comment of progress/lack of progress)

100% of SBS courses and programs have designated SLOs, which are continually being reviewed and revised by resident faculty members through course package improvements, and as needed with regard to outcomes from signature assessment assignments.

3.2. What percentage of courses have ongoing SLO assessment? (comment on progress/lack of progress)

100% of SBS courses have ongoing SLO assessments, which have been designated for assessment on a cyclical basis. The assessment cycle has been established by the Office of Instruction, and the courses selected for assessment are chosen by resident faculty members.

3.3. How has assessment of course level SLOs led to improvements in student learning and achievement?

Assessment outcomes provide valuable data for improvement of student learning and achievement; thus far data indicate that students need exposure to peer review research, which is consistent with ATF requests from Arizona colleges and universities. These shortcomings, when identified, are immediately addressed by resident faculty by way of course package revisions and through communication with associate faculty members. Data also indicate the need for improvement in student writing, with this knowledge research projects and revisions are generally started much earlier in the semester, and students are encouraged to write rough drafts, and to utilize the Student Success Center for supplemental instruction, tutoring and support.

3.4. How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

Data not currently available for comment.

3.5. What challenges remain to make course and program level SLOs more effective?

The critical component that remains to make courses and program level SLOs more effective is time. As mentioned, the current resident faculty are overextended and not afforded the time required to make mass improvements. Additionally, the most senior resident faculty member in SBS has been with MCC for only 4 semesters, and the second resident faculty member recently entered the second semester of instruction. At present, SLOs and course packages for most SBS are scheduled for review, and the appropriate changes will be made to reflect current trends in SBS, as well as needed quality improvements from SBS program and courses which were designed by prior resident faculty members.

4. Evaluation of Progress Toward Previous Goals

4.1. Evaluate steps taken to achieve goals established in the last periodic program review.

Not Applicable

4.2. In cases where resources were allocated towards goals, evaluate the efficacy of that spending.

Not Applicable

5. Program Goals and Plan

5.1. Short-term Goals (two year cycle):

Goal 1: Completion of course package revisions.

Measurable Outcome: All SBS scheduled courses packages that are up for revision will be completed by the next catalogue deadline, which is October of 2016.

Plan: Resident faculty together with the Associate Dean of Instruction, and Office of Instruction will work together on a predetermined schedule to complete course packages in a timely manner.

Responsible Party(ies): Resident Faculty

Goal 2: Completion of improved signature assessment assignments for COL

Measurable Outcome: Implementation of COL signature assessment assignments

Plan: Resident faculty will work together to complete signature assessment assignments based on a predetermined schedule. The Office of Instruction has also completed a predetermined schedule, which will also be followed to complete this task.

Responsible Party(ies): Resident Faculty

What specific aspects of these goals can be accomplished without additional financial resources?

All goals will be completed without additional funding sources.

5.2. Long-term Goals (4 year cycle):

Goal 1: Expand current partnerships with local community mental health/social services organizations for the purpose of externships across all campuses.

Measurable Outcome: One additional partnership will be established by 2017.

Plan: (Briefly describe how you will accomplish this goal.) Resident faculty will contact local mental health /social service organizations and together with said organization will establish an externship partnership.

Responsible Party(ies): Resident Faculty, with oversight from the Associate Dean of Instruction.

Goal 2: Develop an online repository of resources for all Social and Behavioral Sciences classes, which will include materials that promote excellence in teaching and learning.

Measurable Outcome: Creation of database.

Plan: Utilize the current SBS group in Schoology to add items to by course prefix and number. Gather teaching and learning materials from both associate and resident faculty member.

Responsible Party(ies): Azariah Lehman, with oversight from the Associate Dean of Instruction, and the Office of Instruction.

What specific aspects of these goals can be accomplished without additional financial resources?

Basic office supplies.

6. Requests for Resources

For any specific aspect of a goal listed in 5.0 that would require additional financial resources, complete the form below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel		Annual Budget
1. Additional Resident Faculty Member	\$42, 000+	
2. Lead Faculty Assignment	Unknown	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		

Training		
Other-		
Total Requested Amount	To be determined	To be determined

- 6.1. Describe the resource request(s). Funding for an additional resident faculty member, assignment of a lead faculty member.
- 6.2. What program outcome(s) does the resource request(s) address? Increasing number of enrollments with limited faculty, and overextended faculty.
- 6.3. What measurable outcome(s) will result from filling this resource request? Increased enrollment and course offerings improved instructional and program quality, and increased revenue from the online offerings.

7. Executive Summary

- Strengths of the program(s): SBS courses are profitable, SBS courses are popular (in 2014 PSY 101 ranked 4th and SOC 131 ranked 14th of all individual courses offered), SBS courses save students money (Due to OERs), SBS majors have high transfer rates, and externship program is successful.
- Areas of enhancement for the program(s): SBS courses will bolster student exposure to peer review journal articles to help improve college level writing skills, SBS programs will request funding for an additional resident faculty member, and resident faculty members will continue to improve/develop course packages and signature assessments.
- Ways the department will address student learning (assessment efforts, curricular redesign, etc.): SBS resident faculty, and associates when appropriate, will continue to modify/update course packages, and will continue to create/implement signature assessment assignments.
- Based on programmatic analysis, please list 2 – 3 specific questions or areas which you would like the program reviewers to comment on or make recommendations. Please comment on the request for an additional resident faculty member, and please comment on the assignment of a lead faculty for SBS.
- Identify any requests for resources that result from this review. Request for funding for an additional faculty member, as well as lead faculty assignment/pay.

Who to Call?

Questions about any report sections, resource allocations/budget requests.	Office of Instruction	Paula Norby, Dean of Instruction ext. 1918
Questions about assessment of student learning.	Office of Instruction	Jen Shumway, Director of Curriculum and Assessment
Need more data?	Institutional Research	Bob Faubert, IR Director ext. 1140

Appendix E