

Northern Oklahoma College
Social Science (061)
Option: Behavioral Science
June 2018 Academic Program Review

Description of the program's connection to the institutional mission and goals:

The mission of Northern Oklahoma College, the State's oldest community college, is a multi-campus, land-grant institution that provides high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected, ever-changing world.

The core values of Northern Oklahoma College are that through personalized education we believe in providing individualized services leading our students to achieve their academic goals in a welcoming and safe environment, and we will provide support to students in and out of the classroom so that they receive a full college experience with diverse opportunities. Another core value is community and civic engagement, so we believe that educated citizens are necessary for a healthy, democratic society, and that free and open expression and an appreciation for diversity are cornerstones of higher education, and we believe in economic and environmental sustainability and the importance of enriching the intellectual, artistic, economic, and social resources of our communities. We at Northern Oklahoma College also believe in the inherent value of intellectual pursuit for both personal and professional growth, as well as the need to prepare students for the 21st century professions, and that a knowledge-centered institution is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence.

The alignment of the Social Sciences Program with the mission and core values is noted in the following section.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

For all degree programs, NOC evaluates general education and program learning outcomes each year. Program objectives and outcomes for the Social Science and Social Science-Behavioral Science Option degrees are reviewed annually through embedded assessments in required program courses. The last full program review for the program occurred in 2013. The 2013 review noted that the program served students and the community well through internships, voluntary club activities, and service learning projects. The recommendations included expanding program to serve additional students.

Since the last review, the following changes have been made to enhance the Social Science degree program:

- Opening of onsite student resource center at Tonkawa location
- Increased internship program and expanded advisory board

- Updated articulation agreements with Northwestern Oklahoma State University, Oklahoma State University, and University of Central Oklahoma

A. Centrality of the Program to the Institution's Mission:

The Social Science degree and Behavioral Science degree option are transferable degrees that prepare students to pursue higher learning opportunities at baccalaureate degree-granting institutions. The curriculum is designed to awaken within students a desire to discover the diverse world they encounter each day and to prepare them to participate within that diversity. The Social Science division also supports the general education goals of Northern Oklahoma College.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Students upon completion of the Social Science degree will be able to:

Social Science

- Identify a political, historical, geographic and behavioral consciousness that leads to an understanding of the diverse communities that we live in and an appreciation for the global society that we participate in.
- Describe the major political, social, and technological developments that led to discovery, invention, and new resources in the shaping of Western Culture.
- Analyze the major events, key figures, terms and interpretations of the Social Sciences.
- Describe the major political institutions, concepts, and interpretations of the American system of government.
- Analyze how the Behavioral Sciences account for the actions of people as individuals within social structures.

Behavioral Science Option

- Analyze how the Behavioral Sciences account for the actions of people as individuals within social structures through the following competencies:
- Competency 1. Examine the historical development of the classical positions and the resulting contemporary theoretical perspectives of the behavioral sciences.
- Competency 2. Describe the research methodologies of the behavioral sciences.
- Competency 3. Identify the major components of biological psychology, including the structure and chemistry of the neurological system, sensation, perception and consciousness.
- Competency 4. Examine the general psychology principles of learning, development, memory, cognition, motivation, personality, and psychological disorders.
- Competency 5. Examine the general sociology principles of sociological perspectives, culture, social structure, social stratification, institutions, and social change.

- Competency 6. Examine the general principles of social influence that affect social identity, social cognitions, beliefs, attitudes, and the behaviors of individuals and groups.
- Competency 7. Examine the sociological descriptions and explanations for the development and definition of social problems, the theoretical explanations and occurrence of social change.

B.2 Quality Indicators (including Higher Learning Commission issues):

Social Science													
Date	5/16/2018												
Competency # and Description	1. Identify a political, historical, geographic and behavioral awareness that leads to an understanding of the diverse communities that we live in and an appreciation for the global society that we participate in.												
Course	POLI 1113 – American Government HIST 1483 – Am. History to 1877 HIST 1493 – Am. History since 1877 PSYC 1113 – General Psychology SOCIO 1113 – Principles of Sociology GEOG 2253 – World Regional Geography												
Activity	For all courses listed below, a twenty-five question comprehensive exam will be included in the final exam of all program-required courses. POLI 1113, HIST 1483, HIST 1493, PSYC 1113, SOCIO 1113, GEOG 2253												
Measurement	Document will be developed in 2018-2019.												
Evaluation Criteria	POLI 1113 – Student Outcome to achieve a 70% average over test items HIST 1483 – Student Outcome to achieve a 70% average over test items HIST 1493 – Student Outcome to achieve a 70% average over test items PSYC 1113 – Student Outcome to achieve a 70% average over test items SOCIO 1113 – Student Outcome to achieve a 70% average over test items GEOG 2253 – Student Outcome to achieve a 70% average over test items												
2017-2018 Results	<table border="0"> <tr> <td>POLI 1113</td> <td>19 Sections Tested / 353 Students Examined 83.9% Competency Demonstrated Goal is met</td> </tr> <tr> <td>HIST 1483</td> <td>4 Sections Tested / 80 Students Examined 73.7% Competency Demonstrated Goal is Met</td> </tr> <tr> <td>HIST 1493</td> <td>15 Sections Tested / 286 Students Examined 85.5% Competency Demonstrated Goal is Met</td> </tr> <tr> <td>PSYC 1113</td> <td>14 Sections Tested / 235 Students Examined 74.8% Competency Demonstrated Goal is Met</td> </tr> <tr> <td>SOCIO 1113</td> <td>10 Sections Tested / 173 Students Examined 75.2% Competency Demonstrated Goal is Met</td> </tr> <tr> <td>GEOG 2253</td> <td>6 Sections Tested / 96 Students Examined 73.5% Competency Demonstrated Goal is Met</td> </tr> </table>	POLI 1113	19 Sections Tested / 353 Students Examined 83.9% Competency Demonstrated Goal is met	HIST 1483	4 Sections Tested / 80 Students Examined 73.7% Competency Demonstrated Goal is Met	HIST 1493	15 Sections Tested / 286 Students Examined 85.5% Competency Demonstrated Goal is Met	PSYC 1113	14 Sections Tested / 235 Students Examined 74.8% Competency Demonstrated Goal is Met	SOCIO 1113	10 Sections Tested / 173 Students Examined 75.2% Competency Demonstrated Goal is Met	GEOG 2253	6 Sections Tested / 96 Students Examined 73.5% Competency Demonstrated Goal is Met
POLI 1113	19 Sections Tested / 353 Students Examined 83.9% Competency Demonstrated Goal is met												
HIST 1483	4 Sections Tested / 80 Students Examined 73.7% Competency Demonstrated Goal is Met												
HIST 1493	15 Sections Tested / 286 Students Examined 85.5% Competency Demonstrated Goal is Met												
PSYC 1113	14 Sections Tested / 235 Students Examined 74.8% Competency Demonstrated Goal is Met												
SOCIO 1113	10 Sections Tested / 173 Students Examined 75.2% Competency Demonstrated Goal is Met												
GEOG 2253	6 Sections Tested / 96 Students Examined 73.5% Competency Demonstrated Goal is Met												
Recommendation for changes for 2018-2019	All evaluation tools will be reviewed and updated to suit next competency evaluation criteria.												
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.												

Date	5/19/2017
Competency # and Description	2. Describe the major political, social, and technological developments that led to discovery, invention, and new resources in the shaping of Western Culture.
Course	HIST 1483 – Am. History to 1877 HIST 1493 – Am. History since 1877
Activity	HIST 1483 – Final Exam HIST 1493 – Final Exam
Measurement	HIST 1483 / HIST 1493- A twenty-five question comprehensive exam will be included in the final exam of all program-required courses.
Evaluation Criteria	HIST 1483 Student Outcome to achieve a 70% average over test items HIST 1493 Student Outcome to achieve a 70% average over test items
2015-2016 Results	HIST 1483 3 Sections Reporting / 67 Students Examined 56% Competency Demonstrated Goal is Not Met HIST 1493 9 Sections Reporting / 200 Students Examined 76% Competency Demonstrated Goal is Met
2016-2017 Results	HIST 1483 5 Sections Reporting / 115 Students Examined 57% Competency Demonstrated Goal is Not Met HIST 1493 14 Sections Reporting / 237 Students Examined 70% Competency Demonstrated Goal is Met
Summary of changes for 2016-2017	Faculty is meeting to develop more accurate assessment procedure. Assessment will use the common activity of a 25-question objective final exam component.
Recommendation for changes for 2017-2018	In the fall wording will be reassessed on question
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	5/16/2018
Competency # and Description	3. Analyze the major events, key figures, terms and interpretations of the Social Sciences.
Course	POLI 1113 – American Government HIST 1483 – Am. History to 1877 HIST 1493 – Am. History since 1877 PSYC 1113 – General Psychology SOC 1113 – Principles of Sociology
Activity	Final Exam will be used to assess all 5 courses listed. POLI 1113, HIST 1483, HIST 1493, PSYC 1113, SOC 1113
Measurement	A twenty-five question comprehensive exam will be included in the final exam of all program-required courses for the 5 courses: POLI 1113, HIST 1483, HIST 1493, PSYC 1113, SOC 1113
Evaluation Criteria	70% average over test items will be achieved in designated questions for each of the following courses: POLI 1113, HIST 1483, HIST 1493, PSYC 1113, SOC 1113
2015-2016 Results	POLI 1113 17 Sections Tested / 369 Students Examined 80% Competency Demonstrated Goal is met HIST 1483 3 Sections Tested / 67 Students Examined 66% Competency Demonstrated

	HIST 1493	Goal is Not Met 9 Sections Tested / 200 Students Examined 76% Competency Demonstrated
	PSYC 1113	Goal is Met 7 Sections Tested / 165 Students Examined 75% Competency Demonstrated
	SOCI 1113	Goal is Met 11 Sections Tested / 259 Students Examined 78% Competency Demonstrated
2017-2018 Results	POLI 1113	19 Sections Tested / 353 Students Examined 83.9% Competency Demonstrated Goal is met
	HIST 1483	4 Sections Tested / 80 Students Examined 73.7% Competency Demonstrated Goal is Met
	HIST 1493	15 Sections Tested / 286 Students Examined 85.5% Competency Demonstrated Goal is Met
	PSYC 1113	14 Sections Tested / 235 Students Examined 74.8% Competency Demonstrated Goal is Met
	SOCI 1113	10 Sections Tested / 173 Students Examined 75.2% Competency Demonstrated Goal is Met
	GEOG 2253	6 Sections Tested / 96 Students Examined 73.5% Competency Demonstrated Goal is Met
Recommendation for changes for 2017-2018	General consensus among faculty is that the Behavioral Sciences can be effectively tested through objective questions; however, history and government faculty recognize that the breadth of the subject matter is not easily examined objectively. Faculty will consider moving to a more general activity to better examine the concepts of the social sciences.	
Recommendation for changes for 2018-2019	All evaluation tools will be reviewed and updated to suit next competency evaluation criteria.	
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.	
Date	5/19/2017	
Competency # and Description	4. Describe the major political institutions, concepts, and interpretations of the American system of government.	
Course	POLI 1113 – American Government	
Activity	Exam - common activity of a 25-question objective final exam component.	
Measurement	Exam - common activity of a 25-question objective final exam component.	
Evaluation Criteria	Student Outcome to achieve a 70% average over test items	
2016-2017 Results	POLI 1113 American Government 15 Sections reporting / 295 Students Examined 77 Competency Demonstrated Goal is Met	
Recommendation for changes for 2017-2018	In the fall wording will be reassessed on question	

Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	
Date	5/19/2017
Competency # and Description	5. Analyze how the Behavioral Sciences account for the actions of people as individuals within social structures.
Course	PSYC 1113 – General Psychology SOC 1113 – Principles of Sociology
Activity	A twenty-five question comprehensive exam will be included in the final exam of all program-required courses for this competency—PSYC 1113 and SOC 1113.
Measurement	PSYC 1113 - A twenty-five question comprehensive exam will be included in the final exam of all program-required courses. SOC 1113 - A twenty-five question comprehensive exam will be included in the final exam of all program-required courses.
Evaluation Criteria	Student Outcome to achieve a 70% average over test items
2016-2017 Results	PSYC 1113 General Psychology 12 Sections Reporting / 216 Students Examined 78% Competency Demonstrated Goal Is Met SOC 1113 Principles of Sociology 12 Sections Reporting / 253 Students Examined 73% Competency Demonstrated Goal Is Met
Recommendation for changes for 2017-2018	In the fall wording will be reassessed on question
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Social Science – Behavior Science Option	
Date	
Date	10/17/2016
Competency # and Description	Competency 1: Examine the historical development of the classical position and the resulting contemporary theoretical perspectives of the behavioral sciences.
Course	PSYC 1113 – General Psychology SOC 1113 – Principles of Sociology
Activity	A 25 question comprehensive exam will be included in the final exam of the course for PSYC 1113 and SOC 1113.
Measurement	A specific set of questions was designed by the behavioral science faculty to test the competency in PSYC 1113 and SOC 1113 exams
Evaluation Criteria	PSYC 1113 - Student Outcome to achieve a 70% average over test items SOC 1113 - Student Outcome to achieve a 70% average over test items
2016-2017 Results	PSYC 1113 7 Sections Tested / 165 Students Examined 75% Competency Demonstrated Goal Is Met SOC 1113 11 Sections Tested / 259 Students Examined 78% Competency Demonstrated Goal Is Met

Recommendation for changes for 2017-2018	The review of the testing data by the full-time behavioral science instructors led to the following two conclusions: 1. The question set was an effective measurement of student outcomes. 2. Where students scored low on the measurement the causal factor was subject material that was not emphasized in some sections. Recommendation: Emphasize to all instructors the priority of student learning outcome.
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	Spring 2019
Competency # and Description	Competency 2: Describe the research methodologies of the behavioral sciences.
Course	PSYC 1113 – General Psychology SOC 1113 – Principles of Sociology
Activity	A 25 question comprehensive exam will be included in the final exam of the courses, PSYC 1113 and SOC 1113.
Measurement	A specific set of questions was designed by the behavioral science faculty to test the competency in PSYC 1113 and SOC 1113 exams.
Evaluation Criteria	PSYC 1113 - Student Outcome to achieve a 70% average over test items SOC 1113 - Student Outcome to achieve a 70% average over test items
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	Spring 2019
Competency # and Description	Competency 3: Identify the major components of biological psychology.
Course	PSYC 1113 – General Psychology
Activity	PSYC 1113 - A 25 question comprehensive exam will be included in the final exam of the course.
Measurement	A specific set of questions was designed by the behavioral science faculty to test the competency in PSYC 1113 exam
Evaluation Criteria	PSYC 1113 - Student Outcome to achieve a 70% average over test items
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	5/16/2018
Competency # and Description	Competency 4: Examine the general psychology principles of learning, development, memory, cognition, motivation, personality, and psychological disorders.
Course	PSYC 1113 – General Psychology
Activity	PSYC 1113 A 25 question comprehensive exam will be included in the final exam of the course. The question set will be designed by the full-time instructors in PSYC 1113 and focus on the foundational principles of general psychology listed in Program Objective #4.

Measurement	A 25 question comprehensive exam will be included in the final exam of the course.
Evaluation Criteria	PSYC 1113 Student Outcome to achieve a 70% average over test items
2016-2017 Results	PSYC 1113—General Psychology 12 Sections Reporting / 216 Students Examined 78% Competency Demonstrated Goal Is Met
2017-2018 Results	PSYC 1113 14 Sections Tested / 235 Students Examined 74.8% Competency Demonstrated Goal is Met
Recommendation for changes for 2017-2018	In the fall wording will be reassessed on question
Recommendation for changes for 2018-2019	Update assessment instrument to reflect 2018-2019 competencies.
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	5/19/2017
Competency # and Description	Competency 5: Examine the general sociology principles of sociological perspectives, culture, social structure, stratification, institutions, and social change.
Course	SOCI 1113 – Principles of Sociology
Activity	SOCI 1113 A 25 question comprehensive exam will be included in the final exam of the course. The question set will be designed by the full time instructors in PSYC 1113 and focus on the foundational principles of sociology listed in Program Objective #5.
Measurement	A specific set of questions was designed by the behavioral science faculty to test the competency in SOCI 1113 exam
Evaluation Criteria	SOCI 1113 Student Outcome to achieve a 70% average over test items
2016-2017 Results	SOCI 1113—Principles of Sociology 12 Sections Reporting / 253 Students Examined 73% Competency Demonstrated Goal Is Met
Recommendation for changes for 2017-2018	In the fall wording will be reassessed on question
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	5/16/2018
Competency # and Description	Competency 6: Examine the general principles of social influence that affect social identity, social cognitions, beliefs, attitudes and the behavior of individuals and groups
Course	PSYC 2233 – Social Psychology
Activity	PSYC 2233 - A 25 question comprehensive exam will be included in the final exam of the course.
Measurement	A specific set of questions was designed by the behavioral science faculty to test the competency in PSYC 2233 exam

Evaluation Criteria	PSYC 1113 - Student Outcome to achieve a 70% average over test items
2017-2018 Results	PSYC 2233 4 Sections Tested / 49 Students Examined 76.8% Competency Demonstrated Goal is Met
Recommendation for changes for 2018-2019	Update assessment instrument to reflect 2018-2019 competencies.
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	5/16/2018
Competency # and Description	Competency 7: Examine the sociological descriptions and explanations for the development and definition of social problems, the theoretical explanations, and occurrence of social change.
Course	SOCI 2223 – Social Problems
Activity	SOCI 2223 - A 25 question comprehensive exam will be included in the final exam of the course.
Measurement	Measure will be developed by Fall 2018.
Evaluation Criteria	SOCI 2223 - Student Outcome to achieve a 70% average over test items
2017-2018 Results	SOCI 2223 3 Sections Tested / 56 Students Examined 78.1% Competency Demonstrated Goal is Met
Recommendation for changes for 2018-2019	Update assessment instrument to reflect 2018-2019 competencies.
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.

B.3 Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count/Graduates				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Social Science	139/53	112/44	121/33	94/36	86/32
Behavioral Science	148/40	144/51	159/37	209/43	209/51
Total	287/93	256/95	280/70	303/79	295/83

B.4 Other Quantitative Measures:

- a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

Course Number	Course Name	Sections/Average Size of Class				
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
PSYC 2233	Social Psychology	4/26	4/21.3	4/25.5	4/22.3	4/27
SOCI 2223	Social Problems	7/25.4	7/19	7/21.4	7/20.1	7/18.9

- b. Student credit hours by level generated in all major courses that make up the degree program for five years:

Course Number	Course Name	Hours Generated				
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
PSYC 2233	Social Psychology	312	255	306	267	324
SOCI 2223	Social Problems	534	399	450	423	396
Total		846	654	756	690	720

c. Direct instructional costs for the program for the review period:

The average program cost for the Social Science degree and Behavioral Science option for a 3-credit hour program course (including salary and fringe benefits) is \$6,855. The average cost for an adjunct faculty (or overload rate for fte) with 5 years of experience is \$2,000.

55 courses of 3 credit hours were taught in the past 5-year period as required program classes:

50 by full-time faculty at a cost of \$342,750

5 by adjunct/overload rate at a cost of \$10,000

Total instructional cost for required program courses-\$352,750

d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

Course Number	Course Name	Hours Generated				
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
HIST 1483	Early American History	1557	1431	1854	1506	1182
HIST 1493	Late American History	3123	2847	2757	2565	2577
SOCI 1113	Principles of Sociology	2088	2001	2196	1998	1524
PSYC 1113	General Psychology	2856	2415	2307	2400	1953
GEOG 2253	World Regional Geography	1170	927	864	780	504
Total		14769	13527	13743	12633	11019

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
Cook, Jeremy	Ed.D. in Social Foundations of Educ.	Oklahoma State University
Frost, Darrell	M.S. in Psychology	University of Phoenix
Hawkins, Jerry	M.Ed. In Social Sciences	Southwestern Oklahoma State University
Howard, Marsh	Ph.D. in Educational Psychology	Oklahoma State University
Krause, Greg	M.A. in Sociology	Arizona State University

McClaren, Steven	M.Ed. In Education	Northwestern Oklahoma State University
Meacham, Tiffany	M.Ed. In Education	Northwestern Oklahoma State University
Pennington, Brenda	M.Ed. In Education with emphasis in Social Sciences	Northwestern Oklahoma State University
Shamburg, Greg	M.Ed. In Education	Northwestern Oklahoma State University
Shreck, Ty	M.Ed. In Educational Administration	Southwestern Oklahoma State University
Watkins, Wade	M.A. in Governance & Development	University of Antwerp
Webb, Alyce	M.A. in History: Museum Studies	University of Central Oklahoma

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

The Social Science degree program and the Social Science-Behavioral Science Option are both designed as transfer degrees. Transfer reports from partner universities are not broken down by major, but OSU reports show that NOC students outperform native students in retention/grad rates.

g. If available, information about the success of students from this program who have transferred to another institution:

No data available.

B.5 Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

B.5. Duplication and Demand Issues:

Address Duplication:

NA

Address Demand:

NA

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

No data available.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

2016-2025 OK labor market projections for this field:

Child, Family, and School Social Workers – Bachelor’s Degree

Median Salary - \$16.05/hr. / Growth – 8%

10 year change in jobs - +483

Clinical, Counseling, and School Psychologists – Doctorate or Professional Degree

Median Salary - \$25.88/hr. / Growth – 18%

10 year change in jobs - +295

Mental Health and Substance Abuse Workers – Bachelor’s Degree

Median Salary - \$12.78/hr. / Growth – 22%

10 year change in jobs - +312

Secondary Social Science Teacher – Bachelor’s Degree

Median Salary - \$17.35/hr. / Growth – 9%

10 year change in jobs - +399

Advisory Board: Psychology held the first advisory board in the spring of 2018, contacting community leaders about needs of new graduates for successful transition into professional jobs.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

N/A

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

N/A

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

All social psychology courses are offered in various formats including online and ITV.

B.6 Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

All sites have various computer labs available to students and in 2017-2018 Harold Hall in Tonkawa opened a new student resource center equipped with supplemental study resources specific to social sciences. Northern's Information Technology department has provided needed resources for the successful maintenance of the Social Sciences degree program through ITV studios maintained for general education and other program courses as well. In addition, Quality Matters and Blackboard Training has been provided for distance education courses but also for all faculty who use the internet for web-enhanced courses; therefore, the costs have not been exclusive to any one program.

*Low Producing Program Reviews follow a different format and template.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
The Social Science/Behavioral Science Option program will continue to utilize the assessment plan to improve curriculum and classrooms.	Division chair will also meet regularly with VPAA to review any needed improvements within the program.	Yearly
Additional goals: <ul style="list-style-type: none"> Develop an introductory research methods class for social sciences. Create more opportunities for community outreach programs. Conduct feasibility study on creating American Indian Studies Degree Continue building opportunities for community outreach 	Courses and degree programs will be reviewed within the division and through the Curriculum Committee.	Course and program review will occur in 2018-2019 for new research class and degree program.

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:	Social Science Behavioral		
Expand program (# of students)	20		

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