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WITC

# GENERAL STUDIES
# BEHAVIORAL AND SOCIAL SCIENCE

**Wisconsin Indianhead Technical College
80900 General Studies**

*2015*
## Program Review

## and

## Improvement Plan

# CONTENTS

## General Information

General Studies offers courses in communication, mathematics, science, social science, and behavioral science that provide the foundation for degree, certificate, and diploma programs at WITC. A General Studies certificate is also offered.

**Campus:**

**Ashland**
**New Richmond**
**Rice Lake**
**Superior**

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Prepared Learner courses equip students with the skills necessary to master college-level curricula. Accuplacer test scores, academic history, self-awareness, and/or length of time away from formal education steer students to these courses. Prepared Learner courses carry college credits and are eligible for financial aid. They cannot be counted for degree credit. Students whose placement scores require Prepared Learner enrollment must complete each required class with a grade of C or higher before registering for the subsequent General Studies course.

Basic Education offers individualized and group instruction in English, social studies, science, reading, mathematics, English Language Learning (ELL), civics, health, career exploration, and employability skills. Persons may attend classes to prepare for entry into specific WITC courses, to receive academic support with current program course materials, to prepare for employment, to increase knowledge of oral and written communication, and to fulfill personal goals. GED/HSED preparation and testing services are also available.

## General Studies Courses

### Communication

| | |
|---|---|
| 10801195 | Written Communication ▲ |
| 10801196 | Oral/Interpersonal Communication |
| 10801197 | Technical Reporting ▲ |
| 10801198 | Speech |
| 32801361 | Applied Communications 1 |
| 32801363 | Applied Communications 2 ▲ |

### Mathematics

| | |
|---|---|
| 10804107 | College Mathematics ▲ |
| 10804113 | College Technical Mathematics 1A ▲ |
| 10804114 | College Technical Mathematics 1B ▲ |
| 10804115 | College Technical Mathematics 1 ▲ |
| 10804116 | College Technical Mathematics 2 ▲ |
| 10804123 | Math with Business Applications ▲ |
| 10804133 | Mathematics and Logic ▲ |
| 10804138 | Math for Health Professionals ▲ |
| 10804189 | Introductory Statistics ▲ |
| 32804355 | Math 355 |
| 32804364 | Math 364 ▲ |
| 32804365 | Math 365 ▲ |
| 32804373 | Math 373 |
| 32804383 | Math 383 ▲ |

### Science

| | |
|---|---|
| 10806112 | Principles of Sustainability |
| 10806122 | Natural Sciences in Society |
| 10806134 | General Chemistry ▲ |
| 10806140 | Chemistry |
| 10806175 | Pathophysiology ▲ |
| 10806177 | General Anatomy and Physiology ▲ |
| 10806179 | Advanced Anatomy and Physiology ▲ |
| 10806197 | Microbiology ▲ |
| 10806198 | Human Biology |
| 31806310 | Science for Cosmetologists |
| 31806352 | Applied Physical Science |
| 32806300 | Applied Materials Science |
| 32806351 | Applied Science |

### Social Science

| | |
|---|---|
| 10809122 | Introduction to American Government |
| 10809166 | Introduction to Ethics: Theory and Application |
| 10809172 | Introduction to Diversity Studies |
| 10809174 | Social Problems ▲ |
| 10809195 | Economics |
| 10809196 | Introduction to Sociology |

### Behavioral Science

| | |
|---|---|
| 10809159 | Abnormal Psychology ▲ |
| 10809188 | Developmental Psychology |
| 10809198 | Introduction to Psychology |
| 32809371 | Applied Human Relations |

### Interdisciplinary

| | |
|---|---|
| 10890100 | Success Strategies 1 |
| 10890101 | Success Strategies 2 ▲ |
| 10890105 | Job Quest |
| 10890120 | Service Learning |
| 32890300 | Contemporary Workplace |
| 32890305 | Applied Information Resources |

### Prepared Learner

| | |
|---|---|
| 10831103 | Intro to College Writing ▲ |
| 10834109 | Pre-Algebra ▲ |
| 10835103 | Study Skills |
| 10838104 | Intro to College Reading |

▲ Requires a prerequisite and/or corequisite that must be completed with a grade point of 2.0 or better unless otherwise specified by program requirements.

## Basic Education Courses

Various levels of coursework are offered in the following areas:

- English
- Social Studies
- Science
- Reading
- Mathematics
- English Language Learning (ELL)
- Civics
- Health
- Employability Skills
- GED/HSED Orientation

# General Studies Course Descriptions

## Behavioral Science

**10809159**
**Abnormal Psychology - Credits: 3**
The course in Abnormal Psychology surveys the essential features, possible causes, and assessment and treatment of the various types of abnormal behavior from the viewpoint of the major theoretical perspectives in the field of abnormal psychology. Students will be introduced to the diagnosis system of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). In addition, the history of the psychology of abnormality will be traced. Cultural and social perspectives in understanding and responding to abnormal behavior will be explored as well as current topics and issues within abnormal psychology. PREREQUISITE: 10809198 Introduction to Psychology.

**10809188**
**Developmental Psychology - Credits: 3**
Developmental Psychology is the study of human development throughout the lifespan. This course explores developmental theory and research with an emphasis on the interactive nature of the biological, cognitive, and psychosocial changes that affect the individual from conception to death. Application activities and critical thinking skills will enable students to gain an increased knowledge and understanding of themselves and others.

**10809198**
**Introduction to Psychology - Credits: 3**
This introductory course in psychology is a survey of the multiple aspects of human behavior. It involves a survey of the theoretical foundations of human functioning in such areas as learning, motivation, emotions, personality, deviance and pathology, physiological factors, and social influences. It directs the student to an insightful understanding of the complexities of human relationships in personal, social, and vocational settings.

**32809371**
**Applied Human Relations - Credits: 2**
A course designed to give students insight into how their own personality and abilities affect their own relationships with others at work, in the family, and in society. Areas stressed include presenting a professional image in seeking employment, developing a positive work attitude, and an awareness of personal adjustments needed to succeed on any new job.

## Interdisciplinary

**10890100**
**Success Strategies 1 - Credits: 1**
This course is designed to facilitate greater learner success affecting the academic, professional, and personal lives of students.

**10890101**
**Success Strategies 2 - Credits: 1**
This course is designed to facilitate greater learner success affecting the academic, professional, and personal lives of students. PREREQUISITE: 10890100 Success Strategies 1.

**10890105**
**Job Quest - Credits: 1**
This course is designed to enhance the student's ability to seek, obtain, and retain employment. Assessment of personal characteristics, job-seeking and retention skills, preparation of employment-related documents, and interviewing strategies are included.

**10890120**
**Service Learning - Credits: 3**
This course is designed to provide students with work experience in community settings. Students plan and participate in activities that address community needs and develop their academic, program, and core ability skills. Students will log and journal experiences to reflect their learning and may develop a portfolio to document skill development.

**32890300**
**Contemporary Workplace - Credits: 2**
This course prepares you to enter the contemporary workplace with a variety of skills needed in today's rapidly changing world of work. You will explore aspects of professionalism, management and leadership styles, the impact of diversity, and aspects of customer service. In addition, legal issues, health, safety, and security concerns, employee/employer relationships, employee compensation options; and effective interpersonal relationships will be examined. Interpersonal skill building will be a focus throughout with hands-on, practical experiences and exercises designed to reinforce learning.

**32890305**
**Applied Information Resources - Credits: 2**
This course will allow the learner to develop skills in research, evaluation, selection, and preparation of information resources useful to their career area. Learners will use various information resources, including computer software applications to develop sound information research strategies. Learners will be exposed to ethical use of information, information provided by various methods and stored in various management formats, communicating by e-mail, developing search and selection of information resources, analysis, and use of results. This discussion- and lab-based course will use individual and group work to search and share information resources. Competencies learned in this course will be able to be applied in other courses within your program and will continue to be valuable in lifelong learning. You should have experience in keyboarding and basic computer skills for this course.

## Prepared Learner

**10831103**
**Intro to College Writing - Credits: 3**
This transitional course prepares the student for enrollment in Written Communication and introduces basic principles of composition, including organization, development, unity, and coherence in paragraphs and multi-paragraph documents. PREREQUISITE: Successful scores on placement test or Basic Education coursework.

**10834109**
**Pre-Algebra - Credits: 3**
Provides an introduction to algebra. Includes operations on real numbers, solving linear equations, percent and proportion, and an introduction to polynomials and statistics. Prepares students for elementary algebra and subsequent algebra related courses. PREREQUISITE: Successful scores on placement test or Basic Education coursework.

**10835103**
**Study Skills - Credits: 1**
This course provides learners with strategies to develop study skills for success in college. Through hands-on experiences, learners will apply study skills, learn how to think critically, and use information resources and technology.

**10838104**
**Intro to College Reading - Credits: 2**
Provides learners with opportunities to develop and expand reading skills including comprehension and vocabulary. Learners apply reading skills to academic tasks and read to acquire information from a variety of sources.

2

# TEAM MEMBERSHIP

# ACADEMIC PROGRAM REVIEW PROFILE – General Studies

| Discipline Number & Name | | |
|---|---|---|
| Behavioral and Social Sciences  80900 | | |
| **Program Academic Dean** | **Title/Location** | **Phone and e-mail** |
| Laura Jasper | Academic Dean/Rice Lake | Ext. 5226 laura.jasper@witc.edu |
| **Team Lead(s)** | **Title/Location** | **Phone and e-mail** |
| Katrice Shuler | Psychology Faculty Member/Rice Lake | Ext. 5529 Katrice.Shuler@witc.edu |
| Damian Von Frank | Economics, Diversity, Ethics, and Government Faculty Member/Ashland & Superior | Ext. 3185 Damian.Vonfrank @witc.edu |
| **Team Members** | **Title/Location** | **Phone and e-mail** |
| Mary Tripp | Business & Communications Faculty Member/Superior | Ext. 6378 Mary.Tripp@witc.edu |
| Dede Maki | Counselor/Ashland | Ext. 3116 Dede.Maki@witc.edu |
| Nancy Cerritos | Trade & Technical Academic Dean/New Richmond | Ext. 4270 Nancy.Cerritos@witc.edu |
| Krista Anderson | Nursing Student/Rice Lake | Andersonk14@my.witc.edu |
| Dave Shipley | Applied Human Relations and Sociology Faculty Member/Rice Lake and New Richmond | Ext. 5339 Dave.Shipley@witc.edu |
| Kathy Doe | Sociology and Diversity Faculty Member/Rice Lake | Ext. 5416 Kathy.Doe@witc.edu |

| Discipline Information: | | | |
|---|---|---|---|
| Number of students served in most recent school year: | | | 2048 (Cognos General Education FTE & Enrollment by Campus & Instructional Area 2014) |
| Number of Faculty:11 | FT - 9 | | PT -2 |
| Number of Courses: 10 | General College - | Diploma -1 | Associate Degree - 9 |
| **Number of Courses in each of the following delivery modes:** **(there may be duplication for courses offered in multiple modes)** | | | |

| | |
|---|---|
| *Classroom:* | 10 |
| *Online:* | 9 |
| *ITV/IP:* | 4 |
| *In Person/Web Blended:* | 10 |

| Discipline affiliations, memberships, etc.: | NA |
|---|---|

*Note:* *The affiliation and membership information reported will be listed in the annual* WITC *Fact Book.*

# SELF-STUDY REPORT

# STUDY SUMMARY REPORT

| Program Information | |
|---|---|
| **Program Name: Behavioral and Social Sciences** | Team Chair: **Katrice Shuler & Damian Von Frank** |
| Academic Dean: **Laura Jasper** | Divisional Dean: **Barb Lundberg** |
| **Process Used to Complete the Self-Study** | |
| Meeting format (in-person, IP, conference calls etc.) | **IP meetings, email, The Connection, phone calls, in person discussions.** |
| Number of meetings | **2 formal and multiple informal.** |
| How was the self-study handled? (as a group, assigned to individuals to report back to group, etc.) | **Self-study group was composed of 809 faculty, student services staff, program faculty, academic deans, and a student. Group members took responsibility for individual categories gathering information from others, preparing it, and presenting it back to the group.** |
| Additional comments: | |
| **Summary of Findings** | |
| As you completed this self-study section of the program review, what areas "stand out" in your program? Please explain. | **Social/Behavioral Sciences has a very high Total Viability Score of 4.79, ranking above all other General Studies programs and most occupational programs.** **Every Social/Behavioral Sciences instructor is completely committed to student success.** |
| What has surprised you? Please explain. | **Cost/FTE of Social/Behavioral Sciences is 43% lower than the state benchmark, while FTE's have grown at an annual rate of 2.6% over the last 10 years.** |
| List two or three of the items identified through your self-study that you will focus on to make improvements to your program. | **Reduce the gap in completion rates between online learning and in-person sections.** **Clarify and reinforce college-wide outcomes more consistently in all 809 courses.** **Enhance collaboration with program instructors.** |
| When/where in your program will you implement these improvements? | **To be implemented in individual courses.** |
| What methods (direct or indirect) will you use to assess the success of this implementation? | **Course completion data and assessment data.** |
| What new outcomes or benchmarks do you hope to achieve through these recommended changes? | **Hope to achieve higher and more consistent student success rates in all 809 courses regardless of delivery method or program status.** |

# SELF-STUDY CATEGORY RESULTS

| Program and Category |
|---|
| **Program:  Behavioral and Social Sciences**<br>**Category:  Review of Most Recent Program Improvement Plan** (General Studies Division 2010-11) |

| PLUSES (Strengths) | DELTAS (Opportunities) |
|---|---|
| **The defined Social/Behavioral Sciences outcome was for a 5 percent increase in course completion with a C or higher (excluding drops and withdrawals) by students in online sections. Baseline data from Spring 2012 to Spring 2013 indicated an increase of 4.5 percent.**<br><br>**The divisional program review process was changed to allow Social/Behavioral Sciences the ability to conduct a specialized program review.**<br><br>**The program review process established quantitative methods for evaluating General Studies data.** | **Although overall completion rates increased, completion rates for some online sections lag behind their corresponding in-person sections.**<br><br>**Program review discovered numerous deltas that were dependent on entities outside of the General Studies Division, limiting our ability to influence them.** |

| | |
|---|---|
| Select one PLUS item and explain the root cause: | **Blackboard training for instructors and for students was provided. Purposeful collaboration with Student Affairs via Retention Alerts was implemented.** |
| Select one DELTA item and explain the root cause: | **For some classes, student characteristics such as reading levels, motivation, typing speed, etc. may impact completion rates more in online classes than in-person classes.** |
| What items in this category MUST be addressed on our improvement plan? | **None** |
| What items in this category MIGHT be addressed on the improvement plan? | **Improve completion rates for online learners.** |
| What items in this category may be considered a BEST PRACTICE OR INNOVATION? | **Collaboration between Academic Affairs and Student Affairs professionals assists student learning. The addition of Educational Technology Centers with highly skilled staff to help students with technology is an excellent innovation.** |

| Team Rating |
|---|
| Please indicate by an (**X**) the team rating of your program on this category. |

| *All areas need improvement* | *Some areas meet expectations, but most areas need improvement* | *All areas meet expectations —few areas need improvement* | *Exemplary—all areas exceed expectations—use as a model for other programs* |
|---|---|---|---|
| | | | |

# SELF-STUDY CATEGORY RESULTS

| Program and Category |
|---|
| Program: **Behavioral and Social Sciences**<br>Category: **Program Statistics** |

| **PLUSES** (Strengths) | **DELTAS** (Opportunities) |
|---|---|
| **Program has a high total viability score of 4.79, ranking above other General Studies programs and most occupational programs.**<br><br>**The Cost/FTE is very low at $3,605, the lowest among General Studies departments.**<br><br>**Cost/FTE is 43% lower than the state benchmark.**<br><br>**FTE's have an annual growth rate of 2.6% over last 10 years.**<br><br>**The completion rates for most courses exceed the state Behavioral/Social Science benchmark average of 67.96% in 2013.** | **Completion rates differ by student programs, such as 84.4% for ECE students vs 71.3% for ITNS students taking Economics.**<br><br>**Completion rates for pre-program students are lower than for program students.**<br><br>**Some courses such as Intro to American Government (67.74% vs 86.67%), Abnormal Psychology (60.00% vs 83.33%), and Intro to Psychology (62.41% vs 77.59%) have lower completion rates for online learning than for in-person sections.** |

| | |
|---|---|
| Select one PLUS item and explain the root cause: | **Flexibility and the use of multiple delivery methods such as online, ITV, and hybrid allows more students to be taught per faculty member.** |
| Select one DELTA item and explain the root cause: | **Student characteristics such as reading levels, typing speed, and self-motivation have a stronger impact in online learning than traditional classrooms for many classes.** |
| What items in this category MUST be addressed on our improvement plan? | **Attempt to reduce the gap in completion rates between online and traditional classroom learners.** |
| What items in this category MIGHT be addressed on the improvement plan? | **Try to improve completion rates for by student program by collaborating with program faculty.** |
| What items in this category may be considered a BEST PRACTICE OR INNOVATION? | **The flexibility of course offerings and delivery methods allows for any student throughout the district to earn credit in behavioral/social sciences courses while keeping staffing costs to a minimum.** |

| Team Rating |
|---|
| Please indicate by an (**X**) the team rating of your program on this category. |

| *All areas need improvement* | *Some areas meet expectations, but most areas need improvement* | *All areas meet expectations —few areas need improvement* | *Exemplary—all areas exceed expectations—use as a model for other programs* |
|---|---|---|---|
| | | X | |

# SELF-STUDY CATEGORY RESULTS

| Program and Category |
|---|
| **Program: Behavioral and Social Sciences**<br>**Category:  Curriculum** |

| **PLUSES** (Strengths) | **DELTAS** (Opportunities) |
|---|---|
| **Faculty engage in regular, collaborative review of textbooks.**<br><br>**Course outcome summaries are up-to-date in WIDS.**<br><br>**Excellent team collaboration.**<br><br>**All 809 courses are offered online as well as face-to-face, except Applied Human Relations, which is only offered face-to-face.**<br><br>**All course syllabi are in WIDS.**<br><br>**Students are often encouraged to choose topics that are related to their programs for assignments.** | **Some courses have lower completion rates. This includes courses with lower online completion rates than face-to-face or hybrid completion rates.**<br><br>**All courses are not offered each semester, which may make registration difficult for part-time students.**<br><br>**Timing of when courses are offered or suggested via curriculum checklists for each program may not be optimal for successful completion if more challenging courses are taken earlier rather than later.**<br><br>**Challenges exist in ensuring relevancy of course information for each program.** |

| | |
|---|---|
| Select one PLUS item and explain the root cause: | **Faculty regularly collaborate on textbook decisions. The college's decision to have one course number = one ISBN number has been implemented by faculty. Faculty get feedback from students about texts and regularly discuss texts and supplemental material, such as textbook websites. Also, instructors have participated in completing the common textbook list, with one faculty member per course responsible for contacting the publisher and updating the textbook list. When instructors do want to try a different text than colleagues, they follow the process to request an exception.** |
| Select one DELTA item and explain the root cause: | **Completion rates may be influenced by a variety of factors, including student preparedness, program, modality, and semester that the course is taken in terms of program curriculum. We can influence only some of these factors, such as improving support for students in online courses, certain programs, or specific courses. We can also look at increasing relevance of certain course work for specific programs.** |
| What items in this category MUST be addressed on our improvement plan? | **None** |
| What items in this category MIGHT be addressed on the improvement plan? | **We may address those areas that we can influence in regard to improving completion rates.**<br><br>**We can improve the relevancy of course information and outcomes for students in various programs.** |

| What items in this category may be considered a BEST PRACTICE OR INNOVATION? | **Collaborative textbook review; course outcome summaries reviewed and updated regularly in WIDS.** | | |
|---|---|---|---|
| **Team Rating**<br>Please indicate by an (**X**) the team rating of your program on this category. | | | |
| *All areas need improvement* | *Some areas meet expectations, but most areas need improvement* | *All areas meet expectations —few areas need improvement* | *Exemplary—all areas exceed expectations—use as a model for other programs* |
| | | **X** | |

# SELF-STUDY CATEGORY RESULTS

| Program and Category |
|---|
| Program:  Behavioral and Social Sciences<br>Category:  Assessment of Student Learning |

| PLUSES (Strengths) | DELTAS (Opportunities) |
|---|---|
| Faculty complete course assessments every year. Assessments are scheduled within our department, with different course offerings reviewed every year, based on the timeline.<br><br>Course assessments have used consistent methodology.<br><br>Rubrics are used widely in courses.<br><br>Instructors continually analyze their own course completion data and their own assessments in order to evaluate student learning in their courses.<br><br>Formative assessments are used, including trivia games, group projects, class discussions, and more to provide ongoing feedback.<br><br>Summative assessments are used, including final projects, presentations, tests, case studies, and more to evaluate mastery of competencies.<br><br>809 instructors share best practices and challenges, including assessments that worked well and those that did not. | We do not have a quantifiable method of assessing whether the courses are providing the skills that program students need.<br><br>We could reinforce college-wide outcomes within assignments more consistently.<br><br>Few students respond to the WITC Student Evaluation of Instruction web-based system. |

| | |
|---|---|
| Select one PLUS item and explain the root cause: | Certification and other requirements include coursework on assessment. Rubrics are discussed, improved, and shared through these courses and through the sharing of best practices. Blackboard's ability to include rubrics has also increased use of rubrics. |
| Select one DELTA item and explain the root cause: | A wide variety of program students take 809 courses. This range implies that students will use the skills taught in different ways specific to their fields. Having numerous programs registered in the same class limits the ability of the instructor to design courses more tailored to the needs of different programs. |
| What items in this category MUST be addressed on our improvement plan? | Collegewide outcomes can be clarified and reinforced consistently in 809 courses. |
| What items in this category MIGHT be addressed on the improvement plan? | We can increase the relevancy of course material to student programs.<br><br>We can create methods to determine whether students are learning skills that are relevant to their program. |

| What items in this category may be considered a BEST PRACTICE OR INNOVATION? | **Instructors continually analyze their own course completion data, assessments, learning plans, and learning activities. There is a focus on continuous improvement for each instructor and course.** | | |
|---|---|---|---|
| **Team Rating** Please indicate by an (**X**) the team rating of your program on this category. | | | |
| *All areas need improvement* | *Some areas meet expectations, but most areas need improvement* | *All areas meet expectations —few areas need improvement* | *Exemplary—all areas exceed expectations—use as a model for other programs* |
| | | X | |
| Additional Comments:  (optional) | | | |
| | | | |

# SELF-STUDY CATEGORY RESULTS

| Program and Category |
|---|
| Program: **Behavioral and Social Sciences**<br>Category: **Advisory Committee** |

| PLUSES (Strengths) | DELTAS (Opportunities) |
|---|---|
| **Behavioral and Social Sciences faculty regularly attend advisory committee meetings and serve as a resource to the program instructors in the meetings.** | **The process for matching General Studies faculty with advisory committees is reactive rather than proactive and varies by campus.** |

| | |
|---|---|
| Select one PLUS item and explain the root cause: | **Participation in advisory committee meetings is a great way to learn more about a program. Behavioral and Social Sciences faculty gain credibility with program instructors and with students by knowing more about programs.** |
| Select one DELTA item and explain the root cause: | **None** |
| What items MUST be addressed on our improvement plan? | **None** |
| What items MIGHT be addressed on the improvement plan? | **None** |
| What items may be considered a BEST PRACTICE OR INNOVATION? | **Occasionally faculty have the opportunity to share with one another something they've learned about a program at an advisory committee meeting.** |

| Team Rating | | | |
|---|---|---|---|
| Please indicate by an (**X**) the team rating of your program on this category. | | | |
| *All areas need improvement* | *Some areas meet expectations, but most areas need improvement* | *All areas meet expectations —few areas need improvement* | *Exemplary—all areas exceed expectations—use as a model for other programs* |
| | | X | |
| Additional Comments: (optional) | | | |
| | | | |

# SELF-STUDY CATEGORY RESULTS

| Program and Category |
|---|
| **Program:  Behavioral and Social Sciences**<br>**Category:  Equipment and Facilities** |

| **PLUSES** (Strengths) | **DELTAS** (Opportunities) |
|---|---|
| **ITV rooms have been improved with the standardization of equipment.**<br><br>**809 has utilized the Learning Commons more effectively, including instructors having office hours in the Learning Commons on the Rice Lake campus.**<br><br>**Blackboard is used in all 809 courses.**<br><br>**More hybrid sections are being scheduled allowing more flexibility for program scheduling and room scheduling.**<br><br>**Some classrooms have improved, especially in Ashland.** | **There are noise issues in some classrooms, especially in classrooms with temporary walls. (Superior 111, RL 221, 223, & 225 are prime examples.)**<br><br>**If one room has a primary projector, then the projector in the other rooms will only show the primary projector (RL 223, S 111, or any classrooms with multiple projectors).**<br><br>**There are no dedicated General Studies classrooms resulting in courses taught in program class rooms that are not set up to the needs of General Studies.**<br><br>**Rooms on some campuses still have a poor design, including having screens pulled down over the white board.**<br><br>**There is not a dedicated Blackboard Help Desk resulting in Instructors spending more time assisting students with Blackboard rather than course material.** |

| | |
|---|---|
| Select one PLUS item and explain the root cause: | **Blackboard has been incorporated into all 809 courses.  All instructors in 809 courses have embraced the concept of placing assignments and course related materials on Blackboard for greater student access.** |
| Select one DELTA item and explain the root cause: | **Room scheduling software R25 assigns rooms rather than an onsite staff. This results in certain unmet needs since the software does not include all necessary room characteristics desired by Instructors. For example equipment orientation such as where the screen and white boards are located in a room is not able to be chosen. Also two classes can get scheduled side by side with a temporary wall when other classrooms are available.** |
| What items in this category MUST be addressed? | **None** |
| What items in this category MIGHT be addressed? | **Transforming some of the flexible classrooms into more structured classrooms would improve the learning experience for students by reducing noise from temporary walls, having the overhead screen and white boards in logistically correct placements, reduced electronic outages from continued moving of equipment, and a secured internet connection for the instructor. Instructors are not allowed to access email** |

| | or Blackboard grade centers in rooms with multiple connected projectors because they can be visible in other classrooms. |
|---|---|
| What items may be considered a BEST PRACTICE OR INNOVATION? | **A best practice is that 809 instructors are making better use of the Learning Commons in Rice Lake and the Educational Technology Centers. While those instructors holding office hours in the ETC are not reporting large numbers of students using those office hours, it does increase the possibility of increased student-instructor interaction.  Further, ETC technicians have been enrolled into many 809 Blackboard courses to better assist students who are experiencing technology issues**. |

| Team Rating | | | |
|---|---|---|---|
| *All areas need improvement* | *Some areas meet expectations, but most areas need improvement* | *All areas meet expectations —few areas need improvement* | *Exemplary—all areas exceed expectations—use as a model for other programs* |
| | | X | |

# SELF-STUDY CATEGORY RESULTS

| Program and Category |
|---|
| **Program:  Behavioral and Social Sciences**<br>**Category:  Staff Development and Faculty Innovation** |

| **PLUSES** (Strengths) | **DELTAS** (Opportunities) |
|---|---|
| **Faculty attend conferences and workshops when time allows.**<br><br>**Faculty are self-motivated, exhibit innovation, and are open to risk-taking.**<br><br>**Faculty are involved in clubs, college-wide committees, and other activities.**<br><br>**Faculty have created hybrid sections, flipped classrooms, become Quality Matters certified, provided Blackboard training, and more.**<br><br>**Faculty have led the way in community engagement, including planning Community Learning Forums.**<br><br>**Faculty teach for Continuing Education.** | **It's a challenge for faculty to find the time to reflect and share what they've learned.**<br><br>**It is a challenge to find time to attend conferences or workshops.**<br><br>**Some extra duties, such as being club advisors for non-program clubs or providing extra work, are not compensated on a commensurate basis or not at all.** |

| | |
|---|---|
| Select one PLUS item and explain the root cause: | **Motivated by professionalism and student success, faculty continue to pursue professional development and exhibit innovation as a result. Instructors are supported by the college to take risks and attend training to continuously improve the educational experience for students.** |
| Select one DELTA item and explain the root cause: | **Faculty don't find the time to reflect and share what they've learned. Being on multiple campuses with other responsibilities limits the time together as a group.** |
| What items MUST be addressed on our improvement plan? | **None** |
| What items MIGHT be addressed on the improvement plan? | **Creating opportunities to share professional development and innovation at more regular intervals.** |
| What items may be considered a BEST PRACTICE OR INNOVATION? | **Opportunities for multiple teachers to attend the same conference carry the secondary benefits of team building and of collaborators sharing a perspective. For example several teachers in 2013-14 attended the White Privilege Conference together. This allowed the Instructors to bond while at the conference and bring back a common vocabulary to discuss ideas to implement into all of the Social/Behavioral Sciences classes.** |

| | |
|---|---|
| | |

<table>
<tr><td colspan="4" align="center">**Team Rating**<br>Please indicate by an (**X**) the team rating of your program on this category.</td></tr>
<tr><td align="center">*All areas need improvement*</td><td align="center">*Some areas meet expectations, but most areas need improvement*</td><td align="center">*All areas meet expectations —few areas need improvement*</td><td align="center">*Exemplary—all areas exceed expectations—use as a model for other programs*</td></tr>
<tr><td></td><td></td><td align="center">X</td><td></td></tr>
</table>

# SELF-STUDY CATEGORY RESULTS

| Program and Category |
|---|
| **Program:  Behavioral and Social Sciences**<br>**Category:  Collaboration with Program Instructors** |

| **PLUSES** (Strengths) | **DELTAS** (Opportunities) |
|---|---|
| **Collaboration between Social/Behavioral Sciences faculty and program faculty exists and is growing.**<br><br>**Social/Behavioral Sciences faculty and program faculty meet as possible to support student success.**<br><br>**Social/Behavioral Sciences faculty and program faculty work together on college committees such as AQIP, Cultural Task force, and more.**<br><br>**Social/Behavioral Science faculty sit in on Program Advisory Committee meetings and program review committees. They advise program students. When schedules permit, Social/Behavioral Science teachers go on program field trips.**<br><br>**Social/Behavioral Sciences faculty are well-represented at campus events and collaborate with programs to facilitate such activities as Career Day, Interview Day, Job Fairs, and the like.** | **Faculty collaborate on the value of Social/Behavioral Sciences and program courses.  However students continue to struggle to make the connections.**<br><br>**Sometimes there are scheduling conflicts between Social/Behavioral Science faculty and program faculty.**<br><br>**Instructors from different departments do not always understand the needs of other instructors.**<br><br>**Some program instructors see the rigor and completion rate of some Social/Behavioral Science courses as an obstacle to program retention and/or completion.** |
| Select one PLUS item and explain the root cause: | **Social/Behavioral Sciences faculty understand and seek out collaboration with program instructors.  Social/Behavioral Sciences faculty realize the value of program instructors' support on the completion rate for social/behavioral classes.** |
| Select one DELTA item and explain the root cause: | **Some program instructors see the rigor of and completion rate of some Social/Behavioral Science courses as an obstacle to program retention and/or completion. Because the vast majority of the Social/Behavioral Science courses are transferable to 4 year colleges and universities, the rigor has to remain at that level. That rigor can lead to lower completion rates than for program courses. If students are able to complete program courses and not Social/Behavioral Science courses it lowers program data scores. This can cause a friction in collaborating with some program faculty.** |

| | |
|---|---|
| What items MUST be addressed on our improvement plan? | **None** |
| What items MIGHT be addressed? | **Faculty can better communicate the requirements and rational for the level of rigor in Social/Behavioral Science courses to program instructors so collaboration can be done to devise an improved approach to raise completion rates.** |
| What items may be considered a BEST PRACTICE? | **Social/Behavioral Science faculty sit in on Program Advisory Committee meetings and program review committees. They advise program students. When schedules permit, Social/Behavioral Science teachers go on program field trips.** |

| Team Rating | | | |
|---|---|---|---|
| *All areas need improvement* | *Some areas meet expectations, but most areas need improvement* | *All areas meet expectations —few areas need improvement* | *Exemplary—all areas exceed expectations—use as a model for other programs* |
| | | X | |

# SELF-STUDY CATEGORY RESULTS

| Program and Category |
|---|
| **Program:  Behavioral and Social Sciences**<br>**Category:  Collaboration with Student Services** |

| **PLUSES** (Strengths) | **DELTAS** (Opportunities) |
|---|---|
| **Common textbook list formed with the consensus of peers.**<br><br>**One-on-one discussions with Student Service individuals on individual student progress/success.**<br><br>**Faculty and Employment Services collaborate on yearly activities.**<br><br>**Referral forms are submitted consistently at weeks 2, 4 and 8.** | **Social/Behavioral Science faculty are uncertain of admission standards and how they affect incoming students.**<br><br>**Faculty do not fully understand why/how students select delivery method.** |

| Select one PLUS item and explain the root cause: | **One-on-one discussions with Student Services professionals on individual student progress/success. This begins with the Retention Alert form and continues through open communication between Social/Behavioral Sciences faculty and counselors.** |
|---|---|
| Select one DELTA item and explain the root cause: | **Faculty are uncertain of admission standards and how they affect incoming students. Unlike program instructors who advise students in their own programs and assist in the program changes, General Studies faculty advise and teach students from all the different programs. This makes it difficult to stay informed of all the changes that occur. This challenge will shift as WITC moves toward course placement rather than program admission.** |
| What items MUST be addressed on our improvement plan? | **None** |
| What items MIGHT be addressed on the improvement plan? | **Course placement and prerequisites.**<br><br>**Student selection of delivery method.** |
| What items may be considered a BEST PRACTICE OR INNOVATION? | **One-on-one discussions with Student Services professionals on individual student progress/success.** |

| Team Rating | | | |
|---|---|---|---|
| *All areas need improvement* | *Some areas meet expectations, but most areas need improvement* | *All areas meet expectations —few areas need improvement* | *Exemplary—all areas exceed expectations—use as a model for other programs* |
|  |  | X |  |

# WITC QRP AND PERKINS DATA REVIEW

# WTCS QRP SCORECARD ANALYSIS WORKSHEET

| Program: | Behavioral & Social Sciences - 80900 | | | |
|---|---|---|---|---|
| **Best Practice Analysis** | | | | |
| Indicator | Total in Cohort | Total Achieved | Actual | Best Practice or Innovation – Describe and include how this has contributed to your high actual results for this indicator. |
| **CG03/CG10** Completion for Special Populations AAS/Diploma | **CG03** 2014-1489 2013-1739 2012-1300 **CG10** 2014-367 2013-401 2012-295 | **CG03** 2014-892 2013-1084 2012-888 **CG10** 2014-269 2013-291 2012-243 | **CG03** 2014-59.9% 2013-62.3% 2012-68.3% **CG10** 2014-73.3% 2013-72.5% 2012-82.3% | Perhaps because so many students qualify as "special population," experienced instructors have uncovered strategies to support completion by single parents, displaced homemakers, students with disabilities, and economically or academically disadvantaged students. |
| **CG06** Course Completion Social/ Behavioral | 2014-1291 2013-1498 2012-1331 | 2014-861 2013-1018 2012-959 | 2014-66.6% 2013-67.9% 2012-72% | Note that special populations have a higher completion rate in AAS Social/Behavioral Sciences courses than they do overall. |

# WTCS QRP SCORECARD ANALYSIS WORKSHEET

| Potential Action Analysis | | | | |
|---|---|---|---|---|
| Indicator | Total in Cohort | Total Achieved | Actual | Potential Action – Describe what action(s) could possibly be taken to improve this indicator and why it might work. |
| **CG02/CG09** Completion for Minority Students AAS/Diploma | **CG02** 2014-106 2013-131 2012-112 **CG09** 2014-26 2013-28 2012-20 | **CG02** 2014-45 2013-70 2012-59 **CG09** 2014-17 2013-19 2012-14 | **CG02** 2014-42.4% 2013-53.4% 2012-52.6% **CG09** 2014-65.3% 2013-67.8% 2012-70% | Minority students have a higher completion rate in Social/Behavioral Sciences courses, particularly in AAS courses, than they do overall. Uncovering why that is the case could uncover best practices to be shared with program instructors. |
| **CG06** Course Completion Social/Behavioral Sciences | 2014-1291 2013-1498 2012-1331 | 2014-861 2013-1018 2012-959 | 2014-66.6% 2013-67.9% 2012-72% | The improvement plan associated with this analysis will address ways to try to raise course completion rates. Investigating those data by delivery method and by student program will be the first step. |

# FUTURE TRENDS AND EXTERNAL FACTORS

| Program | Behavioral & Social Sciences - 80900 |
|---|---|
| **Future Trends** | |
| • | More communication via social networks. |
| • | Growing learner comfort and facility with technology. |
| **Employment Trends** | |
| Local/State | Not applicable. |
| **External Factors** | |
| • | Political devaluing of non-program curricula. |

# IMPROVEMENT PLANS

# ACADEMIC PROGRAM IMPROVEMENT PLAN

| PROGRAM: | Behavioral and Social Sciences 80900 |
|---|---|

| Defined Outcome: The percent of students earning a C or higher, excluding withdrawals, in Economics (ECON) will increase at least 2% by the end of Spring Semester 2017 (from the FY11-13 average of 69.95%). | QRP Indicator # | Perkins Indicator # | Responsibility | Timeline | Resources |
|---|---|---|---|---|---|
| **Action Plan / Action Items** 1. Design and implement additional student completion initiatives based on personalized learning.    a. Conduct "focus groups" with Economics students in order to discuss various issues that support or hinder course completion.    b. Add supplemental instruction to Economics for further exploration and discussion on difficult concepts.    c. Consider comparing learning activities and assessments among WTCS Economics sections. 2. Collect and analyze course completion data. | | | 1a. Lead: General Studies Dean 1b. Lead: Dan Cooper, All General Studies faculty teaching Economics 1c. Lead: Dan Cooper 2. All General Studies faculty. | 1a. Fall 2015, Spring & Fall Semesters 2016 1.b .Ongoing starting Spring 2016 2. Fall 2015, Spring & Fall Semesters 2016 | Office of Institutional Effectiveness |

**Update:** *(A mid-year and year-end update will be required each year during implementation.)*
May 2016:
Completion rates for courses by semester, instructional mode, and length of course have been calculated. The Multiple Start Dates Task Force has solicited feedback from instructors about pros and cons for course lengths and instructional modes. This information will be taken into account for Fall 2017 scheduling.
January 2017:
Piloted 12-week courses with mixed reviews.  Responding to program requests for 8-week offerings.  For 2017/2018, there will be official 4, 8 12, and 16 week terms (StartNow) that are financial aid eligible.
May 2017:
GS 809 continued the piloting of late start and accelerated courses during spring 2017. We began the investigation into the development of Anytime Start courses, which are self-paced online courses. Based on student and program preferences and feedback thus far, scheduling will continue to incorporate these types of initiatives.
January 2018:
With feedback from GS 809 instructors, courses continue to be scheduled in 8-week, 12-week, and 16-week increments with face-to-face, ITV, online, and hybrid sections. At this time, Anytime Start sections have not been implemented, but the 8, 12, and 16 week sections will be offered in the 2018-2019 academic year.

Online late start was not as successful as desired. Though late start is designed for those approaching the college after the regular term begins, students registered for late start before the regular semester began.

| 10-809-195 Economics (Success percentage based on final grade of C or better) | Online Late Start | Online Full Semester | Classroom |
|---|---|---|---|
| Fall 2017 | | | 75% (15/20) |
| Spring 2017 | 48% (11/23) | 77% (20/26) | 61% (11/18) |
| Fall 2016 | | | 79% (15/19) |
| Spring 2016 | | 54% (13/24) | 78% (14/18) |
| Fall 2015 | | 68% (17/25) | 71% (24/34) |

# ACADEMIC PROGRAM IMPROVEMENT PLAN

| PROGRAM: | Behavioral and Social Sciences 80900 |
|---|---|

| Defined Outcome:<br><br>**Continuously adapt 809 course scheduling based on the correlation, if any, between delivery methods and course completion, using FY15-16 as the baseline.** | QRP Indicator # | Perkins Indicator # | Responsibility | Timeline | Resources |
|---|---|---|---|---|---|
| **Action Plan / Action Items**<br><br>1. Analyze student preferences regarding delivery methods and scheduling patterns.<br><br><br>2. Collect and analyze course completion data relative to delivery methods.<br><br><br><br>3. Schedule accordingly. | | | General Studies Dean and Social/Behavioral Sciences Faculty | 1. To be collected districtwide Fall 2015.<br><br>2. Ongoing<br><br><br>3. Starting Spring 2016 for FY2017. | Time<br><br>General Studies Dean, General Studies Faculty, Students, and Student Services.<br><br>Office of Institutional Effectiveness |

***Update:*** *(A mid-year and year-end update will be required each year during implementation.)*

May 2016:

Completion rates for courses by semester, instructional mode, and length of course have been calculated. The Multiple Start Dates Task Force has solicited feedback from instructors about pros and cons for course lengths and instructional modes. This information will be taken into account for Fall 2017 scheduling.

January 2017:

Piloted 12-week courses with mixed reviews.  Responding to program requests for 8-week offerings.  For 2017/2018, there will be official 4, 8 12, and 16 week terms (StartNow) that are financial aid eligible.

May 2017:

GS 809 continued the piloting of late start and accelerated courses during spring 2017. We began the investigation into the development of Anytime Start courses, which are self-paced online courses. Based on student and program preferences and feedback thus far, scheduling will continue to incorporate these types of initiatives.

January 2018:

With feedback from GS 809 instructors, courses continue to be scheduled in 8-week, 12-week, and 16-week increments with face-to-face, ITV, online, and hybrid sections. At this time, Anytime Start sections have not been implemented, but the 8, 12, and 16 week sections will be offered in the 2018-2019 academic year.

# ACADEMIC PROGRAM IMPROVEMENT PLAN

| PROGRAM: | Behavioral and Social Sciences 80900 | | | | | |
|---|---|---|---|---|---|---|
| **Defined Outcome:**<br><br>**Student completion rates of 809 courses in Early Childhood Education (ECE) and Information Technology Network Specialist (ITNS) programs will improve by at least 2% by the end of FY17. For example, in FYs 13 and 14, 67% of ECE students and 33% of ITNS students completed Intro to American Government with a C or higher. (See full data for report on all 80900 course completion by student program.)** | QRP Indicator # | Perkins Indicator # | Responsibility | Timeline | Resources |
| | | | | | | |

| Action Plan / Action Items | | | | | |
|---|---|---|---|---|---|
| 1. Increase collaboration between Social/Behavioral Sciences and program instructors.<br> a. Meet with ECE and ITNS program instructors on different occasions (advisory committee meetings, student orientation, career day, classroom activities, etc.) to explore program-specific instructional strategies that promote student engagement and higher order thinking skills.<br> b. Devise a system to document collaboration with programs.<br> c. Social/Behavioral Sciences faulty will share their best practices with one another and/or at meetings as appropriate.<br>2. Pilot predictive modeling strategies in addition to the traditional Retention Alert System to proactively reach out to at-risk students. (See https://www.youtube.com/watch?v=WmeZbvBA4pU.)<br> a. Students early in the semester fill out a short survey about potential factors that could put them at risk academically. A special thread in Blackboard allows them to indicate any concerns that arise during the semester.<br> b. Notify program instructors when making student contacts or referrals.<br> c. Email, text, or call students who have shared concerns, missed class meetings, or otherwise | | | Social/ Behavioral Sciences Faculty<br><br>**Lead**: Vlad Kozubovsky | Ongoing<br><br>Starting Spring 2016<br><br>Spring & Fall Semesters 2016 | Office of Institutional Effectiveness<br><br>Student Services |

| appear to be at risk. Students likewise are encouraged to telephone, text, or email instructors with their concerns. | | | | | |
|---|---|---|---|---|---|

***Update:*** *(A mid-year and year-end update will be required each year during implementation.)*

May 2016:

GS809 instructors have met with ECE instructors and with IT instructors to discuss successful instructional strategies. Program instructors agreed to emphasize 809 courses as part of their program. Student retention alerts are being sent to Student Services and to program advisors.  We will be tracking students to see if they are being unsuccessful in 809 classes and in program classes, too. We plan to continue having one meeting each year with IT and ECE instructors.

January 2017:

Dan Cooper, one of the Economics instructors, has moved from General Studies to Continuing Education.

Time to degree has reduced the demand for this course, in addition curricula changes (i.e., Early Childhood is not requiring Economics starting Fall 2016).

Recommended a prerequisite for Economics of a C or better in Written Communications or Introduction to Psychology.

May 2017:

The successful completion rate of ECE students earning a C or higher in 809 courses for Fall 2016 was 80%. This completion rate is higher than the 2013-2014 completion rate of 69.5%. The increased collaboration between GS 809 and program instructors seems to have played a role in improved completion rates.   The successful completion rate of IT students earning a C or higher in 809 courses for Fall 2016 was 65%. This completion rate is higher than the 2013-2014 completion rate of 57.9%. Increased collaboration between GS 809 and program instructors as well as utilizing the early alert process may have contributed to the improved course completion rate.

January 2018:

The successful completion rate of ECE students earning a C or higher in 809 courses for FY2017 was 78.2%. This completion rate is lower than fall 2016 but higher than the 2013-2014 completion rate of 69.5%. See ECE chart below. The successful completion rate of IT Network students earning a C or higher in 809 courses for FY2017 was 58.62%; IT Systems Administration Specialist was 62.79%, and IT Web Software Developer was 58.06%. See IT charts below. For fall 2016, the successful completion rate of IT students combined was 65% showing a decrease from fall 2016 to FY2017.

| Program/Course Type/Course - FY 17 | Number of Students | | |
| --- | --- | --- | --- |
| | Enrolled | Successfully Completed | % Successfully Completed |
| **103071 - Early Childhood Education** | | | |
| 10-809-196 INTRO TO SOCIOLOGY | 41 | 37 | 90.24% |
| 10-809-172 Intro to Diversity Studies | 53 | 46 | 86.79% |
| 10-809-198 INTRO TO PSYCHOLOGY | 35 | 26 | 74.29% |

| | Number of Students | | |
|---|---|---|---|
| | | | |
| 10-809-195 ECONOMICS | 27 | 13 | 48.15% |
| TOTAL 809 | 156 | 122 | 78.2% |

| Program/Course Type/Course - FY 17 | Number of Students | | |
|---|---|---|---|
| | Enrolled | Successfully Completed | % Successfully Completed |
| 101502 - IT - Network Specialist | | | |
| 10-809-198 INTRO TO PSYCHOLOGY | 31 | 20 | 64.52% |
| 10-809-195 ECONOMICS | 27 | 14 | 51.85% |
| TOTAL 809 | 58 | 34 | 58.62% |

| Program/Course Type/Course - FY 17 | Number of Students | | |
|---|---|---|---|
| | Enrolled | Successfully Completed | % Successfully Completed |
| 101547 - IT ⍰ Systems Administration Specialist | | | |
| 10-809-166 INTRO TO ETHICS: THEORY & APP | 4 | 3 | 75.00% |
| 10-809-198 INTRO TO PSYCHOLOGY | 18 | 12 | 66.67% |
| 10-809-195 ECONOMICS | 21 | 12 | 57.14% |
| | 43 | 27 | 62.79% |

| Program/Course Type/Course - FY 17 | Number of Students | | |
|---|---|---|---|
| | Enrolled | Successfully Completed | % Successfully Completed |
| 101524 - IT - Web Software Developer | | | |
| Academic Course | | | |
| 10-809-195 ECONOMICS | 1 | 1 | 100.00% |
| 101527 - IT-Web & Software Developer | | | |
| Academic Course | | | |

| | | | |
|---|---|---|---|
| 10-809-166 INTRO TO ETHICS: THEORY & APP | 2 | 2 | 100.00% |
| 10-809-195 ECONOMICS | 14 | 11 | 78.57% |
| 10-809-198 INTRO TO PSYCHOLOGY | 19 | 11 | 57.89% |
| | 36 | 62 | 58.06% |