

Psychology/Sociology Program Review

3.7 Academic Program Review

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

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

Our mission at Carl Albert State College is "To provide affordable, accessible and exceptional education that fosters student success."

The psychology/ sociology program at Carl Albert State College recognizes the obligation set by the college to contribute to the mission statement of the college. The program furthers the institution's mission by preparing students to meet the challenges of the emerging global society, and giving hands on training through service learning projects, along with thoughtful curriculum that reflects our emerging fields of inquiry while providing quality instruction with ready access.

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:

Since the last review, the psychology/sociology department has grown in classroom size along with an increase in the number of majors within the psychology/sociology program. The psychology/sociology department has begun to work closer with the community through service learning projects (Coat Drive to benefit Poteau Elementary School and Leflore County Women's Shelter).

The psychology/sociology department officially has a psychology club (Vike Psych Club). The club is devoted to prepare students to meet their goals and personal growth potential.

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

The psychology-sociology program contributes to the institution's academic priorities in several ways. The program contributes to the college's general education program by offering optional psychology and sociology courses that can be applied to the general education and some major elective areas. The associate of arts degree in psychology/sociology transfers to baccalaureate degree program at four-year institutions. The associate degree programs in nursing and physical therapist assistant incorporate curriculum in psychology and sociology into their program requirements.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

To fulfill the mission beliefs of the institution, the psychology/sociology program is guided by the following goals:

1. To provide students with opportunity to complete associate of arts degree and transfer successfully to baccalaureate degree programs.
2. To emphasize self-understanding along with the general principles of the social and behavioral sciences.
3. To provide and develop an analysis of the basic terms, concepts, and techniques used in the behavioral science field.
4. To provide an appropriate perspective necessary for individuals to deal with their social environment in a practical and effective manner.
5. To contribute to the fulfillment of the institution's mission statement.

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

Psychology/Sociology students who wish to earn an Associate degree will be tested over their knowledge of the different areas in psychology/sociology. The students are consistently being pushed to think critically and use their knowledge learned outside the classroom.

Psychology/Sociology students who wish can take an Associate Degree to the university level are consistently being place in upper level classes using their knowledge gained in class at Carl Albert State College.

B.3. Minimum Productivity Indicators: (Psychology/Sociology Majors)

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2013	182	70
2012	199	42
2011	217	44
2010	214	49
2009	207	28

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:

<p>PSY 1113 Introduction To Psychology 3.00 Credits A survey of the major areas of study in psychology as a science, this course covers motivation, learning, physiology, personality, abnormal behavior, perception, memory, and cognitive/thought process. 2009-10 728 Enrolled 2010-11 759 2011-12 768 2012-13 708 2013-14 677</p> <p>PSY 2011 Psychology and Sociology Capstone 1.00 Credit This required one-hour course for majors is to be completed during their graduating semester. A course outline and syllabus will be provided for each student. This course may include the following: A comprehensive exam, a summary essay, portfolio, and/or an exit interview that would include an oral exam based on the objectives and content of the required courses within the major. Pre-requisite: Student must be sophomore status or have instructor's approval. 2009-10 28 Enrolled 2010-11 61 2011-12 52 2012-13 54 2013-14 75</p> <p>PSY 2113 Introduction to Behavior and Adjustment 3.00 Credits This course is designed to help the individual discover the factors that influence the dealing with personal problems and adjustment and maintaining mental stability. Discussion will include the analysis of psychological, physiological and, sociological implications that influence behavior. 2009-10 133 Enrolled 2010-11 141 2011-12 123 2012-13 112 2013-14 112</p>

PSY 2123 Developmental Psychology 3.00 Credits

A theoretical and research-based course focusing on the principles and patterns of development throughout the life span, this course gives special consideration to social, emotional, physiological, and cognitive aspects of human development. Prerequisite: Psychology 1113 or consent of Division Chairperson.

2009-10 132 Enrolled

2010-11 153

2011-12 119

2012-13 142

2013-14 125

PSY 2220 Selected Topics in Psychology 1-3 Credits

This course examines current psychological issues.

2009-10 6 Enrolled

2010-11 15

2011-12 7

2012-13 19

2013-14 0

SOC 1113 Introduction to Sociology 3.00 Credits

This course is a general survey of the fundamental concepts of sociology, the elements and processes of social interaction, and the application of sociological principles to social institutions, groups, and problems.

2009-10 429 Enrolled

2010-11 489

2011-12 412

2012-13 394

2013-14 408

SOC 2123 Social Problems 3.00 Credits

This course surveys and analyzes human institutions and aspects of major social problems that confront the community today.

2009-10 57 Enrolled

2010-11 100

2011-12 97

2012-13 98

2013-14 101

SOC 2133 Marriage and Family 3.00 Credits

The history of the family as a social and educational institution is the focus of this course and includes problems confronting the modern family.

2009-10 110 Enrolled

2010-11 104

2011-12 73
 2012-13 84
 2013-14 91

SOC 2143 Comparative Cultures 3.00 Credits

This course examines inter-group relations between dominant groups and minority groups.

2009-10 54 Enrolled
 2010-11 54
 2011-12 16
 2012-13 43
 2013-14 41

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

PSY 1113 2009-10 2184 CPH
 2010-11 2277
 2011-12 2304
 2012-13 2124
 2013-14 2031

PSY 2011 2009-10 84 CPH
 2010-11 183
 2011-12 156
 2012-13 162
 2013-14 225

PSY 2113 2009-10 399 CPH
 2010-11 141
 2011-12 123
 2012-13 112
 2013-14 112

PSY 2123 2009-10 396 CPH
 2010-11 459
 2011-12 357

	2012-13	426	
	2013-14	375	
PSY 2220	2009-10	18	CPH
	2010-11	45	
	2011-12	21	
	2012-13	57	
	2013-14	0	
SOC 1113	2009-10	1287	CPH
	2010-11	1467	
	2011-12	1236	
	2012-13	1182	
	2013-14	1224	
SOC 2123	2009-10	171	CPH
	2010-11	300	
	2011-12	291	
	2012-13	294	
	2013-14	303	
SOC 2133	2009-10	330	CPH
	2010-11	312	
	2011-12	219	
	2012-13	252	
	2013-14	273	
SOC 2143	2009-10	162	CPH
	2010-11	162	
	2011-12	48	
	2012-13	129	
	2013-14	123	

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

Salary and benefits for two fulltime and one adjunct for 2009-2014.....	\$411,305.20
Supplies.....	\$400.00
Travel.....	\$423.72

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

For the purpose of this review, all core Psychology/Sociology classes were calculated in regards to cost, credit production, enrollment, and graduation. The program review is following the same guidelines in terms of assessment of program/degree.

- 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: (**Adjunct in bold**)

Faculty	Credential	Institution that granted degree
Kristi McConnell	BS-Psychology, MS-Occ Safety & Health, Behavioral Health Rehabilitation Specialist, Case Manger II	Southeastern Oklahoma State University
Fred Christopher-Sal-TAF	MS-Counseling	Northeastern Oklahoma State University
Andrews Kristen	MS-School Counseling	
Blair Kerrie	MS-Community Counseling-LPC	
Cole Kathryn	MS-Human Resources	University of Oklahoma
Hughes Kim	MS-Counseling-LPC	
Webb Darlene	M.Ed-Psychology	
Pace Dena	BA-Psychology, Life Coach	Northeastern Oklahoma State University
Kevin Womack	BS- Psychology, MS- American History	
Lisa Boswell	BS/ED- Early Education	University of Arkansas

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

We do not have an alumni organization at Carl Albert State College so information would be only (from limited contact faculty may still have with student on social networks). Carl Albert State College is working to design a tracking system to look at transfer rates and employment rates.

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

We do not have an alumni organization at Carl Albert State College. Information is limited.

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:

The program is a general transfer degree.

Address Demand:

The program is a general transfer degree.

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

According to the U.S. Department of Health and Human Services, Mental Health ranked third on the list of Health Professional Shortage. In November 2013, the Oklahoma Watch featured an article entitled Mental Health Coverage Expands, But Are There Enough Providers?

There is a nationwide shortage of qualified mental health professionals which suggests that there is a need for the program.

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:

The Psychology/Sociology program provides job shadowing (as available) and guest speakers to help students with professional networking. Students are able to meet with a Psychology/Sociology faculty member to receive help transferring to a four year University that will have a Masters in Counseling program, if student plan to become a Licensed Professional Counselor and/or Licensed Clinical Social Worker.

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:

Faculty members provide suicide prevention seminars and domestic violence awareness within the classrooms and on campus.
The Psychology/Sociology club is available to help the local community with social events.

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:

The Psychology/ Sociology program is offered in class or online. Each is a 16 week traditional format only.

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.

Library:
The libraries of Carl Albert State College are committed to providing access to excellent resources and services that support the teaching, learning, and research of the students and faculty of Carl Albert State College. A variety of resources are available, and input is solicited from the faculty and student body as to their needs. Library staff provides training and assistance to students in learning to access library resources through scheduled orientations, as well as individual assistance as needed.

The libraries have a total of 33 computers available for students to search the library catalog, the electronic databases, and the Internet. An audio-visual area is available in the Joe E. White Library for students to view film/DVD.

The library collections contain over 1180 titles in print and audio-visual formats pertaining to

the academic discipline of English. The libraries subscribe to more than 34 electronic databases that contain thousands of full-text articles and bibliographic citations. The electronic databases include over 150 journals with full-text articles pertaining to this academic discipline, including College English, PMLA: Publications of the Modern Language Association, Assessing Writing, Journal of Technical Writing and Communication, Reading and Writing Quarterly, Writer's Chronicle, Writer, and English Journal. The databases can be accessed in each library, through any campus-networked computer, or through any computer with an Internet connection. Other electronic resources available include: Freegal Music, Freading eBooks, Films On Demand, Quick References (Web Sites), Research Help, Joe E. White Library Tour, MAGNA COMMONS: Faculty & Staff Professional Development, and Annenberg Media (videos).

Interlibrary loan is available for faculty and students when materials are needed that are not contained in the library collection.

Computer Labs:

There are computer labs available to students in the Joe E. White Library, the Learning Resource Center, and in the Holton Business Center.

Learning Resource Center:

Our Learning resource center offers tutoring in many subjects as well as COMPASS and Placement testing.

Student Support Services:

Student Support Services is a federally funded program designed to assist eligible college students, who meet income guidelines, in completing their course of study. Services include free tutorial assistance; personal, academic, and career counseling; cultural enrichment and transfer assistance to four-year colleges. Special assistance to the disabled student is also provided. The services are free to eligible students.

Foundation:

Scholarships are available annually for many students who require financial assistance to attend college and have demonstrated above average academic ability. Funds are provided by the Oklahoma State Regents and the CASC Development Foundation, which solicits and accepts contributions from individual and organizational donors. Most scholarships are awarded on the basis of financial need; others are awarded for academic achievement or other significant contributions to the College. A Scholarship Committee is responsible for the selection of students to receive scholarships. All funds are processed through the Business Office.

*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
Expand service learning. Include the Vike Psych Club on service learning projects.	Fall 2015	Review after Fall 2015 (assessment)

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)			
Maintain program at current level	YES	YES	YES
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/
Program Head _____
(Signature)

Date _____

Dean _____

Date _____

(Signature)