

Behavioral Sciences

College of Science and Engineering

Program Improvement Plans | 2022

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Criminal Justice (B.S.) Program Improvement Planning	
Department Chair	Program Team Members
Dr. Randy Feller	Connie Sjoberg, Tracy Farkas, Philip Nelson, Randy Feller, Cal Easterling, Stacey Blaylock, Brittany Gomez

Please list the recommendations made by the Formative Feedback Team and provide comments.

#	Formative Feedback Recommendations	Will We Do This?		If No, please provide your rationale	Person Responsible & Timeline
		Yes	No		
1	In reference to p. 9, our question relates to the table with empty cells. Do the empty cells indicate absence of online courses or lack of data?		No	Because students in the BA and BS Programs have been responsible, each of the artifacts, for uploading them according to their particular degree. Unfortunately, more often than not, students upload their artifacts to the wrong degree plan (I.e. BA/BS). There is a plan in place to change the D2L Programming,	Trevor Ellis

				so that students' artifacts automatically upload to their stated degree program.	
2	It might be a good idea to insert a column that identifies the numbers of each line.	Yes			Dr. Cal Easterling and Dr. Randall Feller, Summer 2022
3	Another area for a suggestion is include a timeline with the continuous improvement.	Yes			Dr. Cal Easterling and Dr. Randall Feller, Summer 2022
4					
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Please list any recommendations that your Department/School decides to make in addition to those made by the Formative Feedback Team.

#	Department/School Recommendations	Person Responsible	Timeline
1	Develop an external advisory board of alumni and professionals.	Psychology Faculty	Fall 2022
2			
3			

Until we get the program data between the BA and BS Psychology majors clearly differentiated, the data in the BA/BS programs are grossly incorrect. There are many assessment data in the yellow or red because of the lack of differentiation.

Psychology (B.A.) Program Improvement Planning

Department Chair	Program Team Members
Dr. Randy Feller	Connie Sjoberg, Tracy Farkas, Philip Nelson, Randy Feller, Cal Easterling, Stacey Blaylock, Brittany Gomez

Please list the recommendations made by the Formative Feedback Team and provide comments.

#	Formative Feedback Recommendations	Will We Do This?		If No, please provide your rationale	Person Responsible & Timeline
		Yes	No		
1	New perspectives and introduction to advanced theories and Hands -on project/research based psychological phenomenon.		No	New perspectives and introduction to advanced theories are already incorporated into course material. There is an elective course offering internship experience.	
2	More innovative teaching approach and vigorous research opportunity for students and/or faculty student collaborated community service projects are recommended.		No	Our Experimental Psychology and Senior Paper courses already provide rigorous research opportunities; students have won	

				<p>statewide awards for top senior papers throughout the state. Students have also carried out actual research studies through the IRB.</p> <p>All students complete community service hours.</p>	
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Please list any recommendations that your Department/School decides to make in addition to those made by the Formative Feedback Team.

#	Department/School Recommendations	Person Responsible	Timeline
1	Develop an external advisory board of alumni and professionals.	Psychology Faculty	Fall 2022
2			
3			

Psychology (B.S.) Program Improvement Planning

Department Chair	Program Team Members
Dr. Randall Feller	Dr. Randall Feller, Dr. Connie Sjoberg, Dr. Cal Easterling, Dr. Tracy Farkas, Dr. Philip Nelson, Professor Stacey Blaylock, Professor Brittany Gomez

Please list the recommendations made by the Formative Feedback Team and provide comments.

#	Formative Feedback Recommendations	Will We Do This?		If No, please provide your rationale	Person Responsible & Timeline
		Yes	No		
1	There is actually no stated purpose in terms of service or action.		No	Not required in this report. The program does have a purpose.	N/A
2	Program outcomes need to have a functional role in the system. Are they workers, administrators, change agents, evaluators, service providers? There is not discussion of purpose.		No	We are not sure what is being asked or why.	N/A

3	What kind of internships and activities rather than just papers could be integrated based on student interest or available sites.	Yes		A Senior Praxis is already built into the program, which requires an internship and a 20-page reflection paper.	TBA: New Faculty Member to be hired. Spring 2023 will be the first semester the course is offered.
4	Need for plan for real life activities.	Yes		The Senior Praxis already addresses this. However, the Senior Praxis course has not yet been offered due to the program being in the initial rolling out phase.	Spring 2023 will be the first semester this course is offered.
5					

Please list any recommendations that your Department/School decides to make in addition to those made by the Formative Feedback Team.

#	Department/School Recommendations	Person Responsible	Timeline
1	Hire a full-time faculty member to run the Criminal Justice Program (has been funded by the Provost)	Dr. Feller, Dr. Weed	Spring 2022
2	Finalize WPA artifacts and accompanying rubrics in the D2L system.	Dr. Cal Easterling and upcoming new faculty member	Fall 2022
3			

Social Work (B.S.W.) Program Improvement Planning

Department Chair	Program Team Members
Dr. Feller	Prof. Stacey Blaylock & Prof. Brittany Gomez

Please list the recommendations made by the Formative Feedback Team and provide comments.

#	Formative Feedback Recommendations	Will We Do This?		If No, please provide your rationale	Person Responsible & Timeline
		Yes	No		
1	Recommendations are N/A since the information provided was inaccurate. Please see below as current program outcomes, artifacts, and alignment are provided.				Prof. Stacey Blaylock & Prof. Brittany Gomez
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Please list any recommendations that your Department/School decides to make in addition to those made by the Formative Feedback Team.

#	Department/School Recommendations	Person Responsible	Timeline
1			
2			
3			

Program Outcomes, Artifacts, and Alignment provided for review were inaccurate. Therefore, this invalidates the formative feedback review.

The current outcomes are:

*All *Program Outcomes* are set forth by the Council on Social Work Education (CSWE) with the exception of *Outcome #10* which is specific to the ORU Social Work Program. This is acceptable and aligns with CSWE's standards for programs' development of outcomes. Each of the ten (10) outcomes have associated behaviors that define the outcome requirements.

Outcome 1. Demonstrate Ethical & Professional Behavior.

Behaviors for Outcome 1:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- d. use technology ethically and appropriately to facilitate practice outcomes; and
- e. use supervision and consultation to guide professional judgment and behavior.
- f. create and practice a plan of self-care and document activity.

Outcome 2. Engage Diversity and Difference in Practice.

Behaviors for Outcome 2:

- a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Outcome 3. Advance Human Rights and Social, Economic and Environmental Justice.

Behaviors for Outcome 3:

- a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- b. engage in practices that advance social, economic, and environmental justice.

Outcome 4. Engage in Practice-informed Research and Research-informed Practice.

Behaviors for Outcome 4:

- a. use practice experience and theory to inform scientific inquiry and research;
- b. apply critical thinking to engage in analysis of quantitative and qualitative research;
- c. methods and research findings; and
- d. use and translate research evidence to inform and improve practice, policy, and service delivery.

Outcome 5. Engage in Policy Practice.

Behaviors for Outcomes 5:

- a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- b. assess how social welfare and economic policies impact the delivery of and access to social services;

- c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Outcome 6. Engage with Individuals, Families, Groups, Organizations, and Communities.

Behaviors for Outcome 6:

- a. apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Outcome 7. Assess Individuals, Families, Groups, Organizations, and Communities.

Behaviors for Outcome 7:

- a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b. apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Outcome 8. Intervene with Individuals, Families, Groups, Organizations, and Communities.

Behaviors for Outcome 8:

- a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b. apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- e. facilitate effective transitions and endings that advance mutually agreed-on goals.

Outcome 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Behaviors for Outcome 9:

- a. select and use appropriate methods for evaluation of outcomes;

- b. apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- c. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Outcome 10. Integrate Faith with the Practice of Social Work.

Behaviors for Outcome 10:

- a. integrate calling, beliefs, and faith motivation with competency training of social work practice

Program Artifacts

Sociology (B.A.) Program Improvement Planning

Department Chair	Program Team Members
Dr. Randall Feller	Dr. Randall Feller, Dr. Connie Sjoberg, Dr. Cal Easterling, Dr. Tracy Farkas, Dr. Philip Nelson, Professor Stacey Blaylock, Professor Brittany Gomez

Please list the recommendations made by the Formative Feedback Team and provide comments.

#	Formative Feedback Recommendations	Will We Do This?		If No, please provide your rationale	Person Responsible & Timeline
		Yes	No		
1	Possibly more focus on the future of Sociology. As stated before, a clear set of future goals and changes/adaptations to the department. Society and community have changed drastically in just the past ten years and the trend of change is unlikely to slow down any time soon. What preparations are being made for the next generation of Sociology?	Yes			Dr. Cal Easterling, Fall 2023
2	Would it be beneficial to the students to also take some computer and analytical classes? There is so much data that is shown here that has been		No	The Behavioral Science faculty have discussed the need for a better conceptual statistics	

	collected and analyzed by “someone”. But some data can be biased. It would probably greatly help students if they have the mathematical capabilities to create their own analytical data (and also double check data that has been presented to them).			course which we have ourselves taught in the past. However, statistics are currently only taught through the MATH department. We do follow up with statistical data and research in our Research Methods course.	
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Please list any recommendations that your Department/School decides to make in addition to those made by the Formative Feedback Team.

#	Department/School Recommendations	Person Responsible	Timeline
1	Strengthen marketing and recruitment for the Sociology program	Marketing Department, Dr. Cal Easterling, Behavioral Science Department	Spring 2023
2	Develop scholarships that are department specific	Unsure at this time.	As soon as possible.
3			