

BEHAVIORAL SCIENCES 2013-2014

ASSESSMENT-BASED PROGRAM GOALS

This is abstracted from the “BEHAVIORAL SCIENCES PROGRAM REVIEW 2013”. Evidence and logic for directions and efforts are available from that report. For 2013-2014 we are in the process of the following:

In several introductory courses (specifically GE 103, GE 102, AN 200) we are moving to Pearson’s new e-text/supporting web tutorials. This appears to offer both standardized materials (the materials are used nationally by a number of programs) and thus we will be teaching to ‘industry standards’ in terms of materials covered and competencies. The Pearson group has set up the materials to specifically track learning outcomes as built into the tutorial materials, again providing a standardized set of materials. The tutorials appear well thought out and if followed should provide support material outside of what we can traditionally provide given the lack of TA’s and support staff. Fall 2013 it has been implemented in GE 103 (as a beta test site for Pearson), but response so far has been mixed, with a large amount of resistance from students who have either dropped the course or aren’t participating in the website assignments. It appears that until this becomes standardized, students see this work load as a significant imposition and making the course ‘more difficult’.

Having Dr. Prasad teach the AN 200 in Fall 2013 also operates as a test case to see if part of the issue is faculty-driven, as Dr. Bordner has taught the same courses for a number of years and therefore part of the issue with course popularity may be due to ‘course fatigue’.

The need for a wider base of potential faculty still remains unsolved. In Sociology the limited number of courses doesn’t allow the addition of a part-time or potentially full-time second staff position, even within the “special adjunct” category (with a significantly lower budget impact to the University). The same situation holds true in Geography. In Anthropology the addition of Dr. Prasad (as “special adjunct”) on one hand brought in a second faculty position, but ironically as it is based on expanded course demands, now there are two fragile positions with no potential backup faculty “in the wings”. Possibly the development of a more sophisticated online presence will help in this regard (see below), though this could also just make the situation worse as the workload for the immediate future will increase rather decrease. This especially true with the demands for a formal comprehensive assessment process, which demands direct faculty input since there is no support system for the Behavioral Science Program (no administrative or secretarial staff support). Release time is not realistic since there are no replacement faculty who could take over the course load.

For the University in general, and the Behavioral Science Division specifically, we feel that the major issue that must be immediately addressed is the new form of online educational presence, the growth of “free online courses” as per <http://www.openculture.com/freeonlinecourses>, <http://oyc.yale.edu/> and <http://ocw.mit.edu/> From my (Dr. Bordner’s) experience in the travel sector over the last 15 years (both on boards, as a consultant as as CEO) I feel that higher education is in the same situation as the tourism sector in the 1990-2005 period. Suddenly the retail-wholesale-supplier portions of the tourism market all found themselves in competition, and regionality vanished. Suddenly travel agencies in Honolulu found

themselves competing with agencies in Tokyo or Seattle. Retail agencies found themselves competing with their suppliers as airlines could, through a website, suddenly have a direct retail presence, and thus bypass both the wholesaler and retailer and thus maximize their revenue stream. The result has been the disappearance of between 60-80% (my estimate) of the retail and wholesale travel sector, a trend that shows no signs of abating in the immediate future. This even includes online travel agencies such as Expedia and Travelocity. The post-2011 education model looks very similar, suddenly prestigious universities are presenting course offerings over the internet to everyone. As a result, regionality/location vanish, and the consumer (student) now has potential access to their “dream school”. For the Behavioral Science Program this means that we now directly compete with every other program offering a similar degree and specific course offerings. As a result we need to immediately begin to develop a legitimate intellectual presence both integrating available material (supplemental or as tutorials) but more importantly, capitalizing on those courses unique to Chaminade and presenting them within one of these consortiums within the next 2-3years. Allocating time, energy and resources to make this happen in a very short time frame will probably be the major challenge not only for the program but for Chaminade (and all other smaller universities) in general. Within a few years, student presence and tuition revenue (or lack of it) are going to be the most compelling assessment tool, not internal analysis or WASC mandates.