

Oklahoma City Community College

Program Review Self Study Year: 2013-2014

Division of Social Sciences

Associate in Arts in Sociology (042)

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I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

The most recent program review of the sociology department took place during 2008-2009. The following recommendations and actions were taken:

Prior Recommendation 1: The sociology department will continue to assess the appropriateness of the Sociology Seminar course by examining its impact on students through SIIIs, and institutional data that may reflect declining numbers of graduates from the program.

Action Taken 1: At the completion of the program review process, faculty began to restructure the methods used for assessing student outcomes. Beginning Fall 2011, the required Sociology Seminar (SOC 2903) was dropped, along with its use as the mechanism for outcome assessment, and the department began assessing student outcomes in a range of department courses using a battery of objective questions. The requirement and assessment process was restructured for two reasons: 1) Only approximately six percent of majors were taking the seminar course and thus able to be assessed, and 2) The requirement that the seminar be taken after the completion of 12 credit hours in sociology seemed to be negatively affecting graduation rates since students were transferring to four-year institutions before completing their degree.

Prior Recommendation 2: The sociology department will actively participate in institutional

programs and decisions that aim to improve student awareness of the advisement process. The program will also continue to coordinate with academic advising to guarantee that the advising needs of sociology majors are met.

Action Taken 2: Dr. Smith, who joined the faculty in 2008, participated in the faculty summer advising program in 2009. The three full-time faculty members divide the number of advisees (well over 100 advisees for each faculty member) and advise students in person, by email, and by phone, throughout the year, including summer. Faculty encourage sociology majors in their classes to see them for advising prior to enrolling. Faculty have familiarized themselves with the requirements of the sociology departments at the University of Oklahoma and the University of Central Oklahoma, the two universities sociology students transfer to most often. The Division of Social Sciences has a representative from the college's Office of Academic Advising who attends division meetings and provides general advising and transfer information to faculty.

Prior Recommendation 3: The program will participate in discussions at both the departmental and institutional levels to address the environmental concerns in the social science area. The program strongly advocates the location of faculty offices away from known problem areas.

Action Taken 3: Faculty offices continue to be housed in CU7 and faculty continue to experience disruptions from leaks and water damage in this area. After the extraordinary storm of 5.31.13, faculty were called upon to do emergency evacuations of their offices on Sunday June 2. Faculty also complied with requests by administration to prepare their area for repair work, teach summer courses away from the social science areas, and re-establish their office spaces before the beginning of the fall semester.

Prior Recommendation 4: The sociology department will evaluate the potential impact of a separate social work track with requirements that differ from graduates in the traditional sociology program. Considerations to be evaluated include the possible fragmentation of the traditional sociology track by allowing students who have intentions to pursue social work to not complete the Sociology Seminar course.

Action Taken 4: Faculty assessed the option of a separate social work track. It was determined that a separate track would not necessarily enhance opportunities for students with interests in this area. However, Professors Carselowey and Ludlow decided that students who declared social work as their primary area of interest would be allowed to substitute the Introduction to Social Work class for the Sociology Seminar (taught by Carselowey and Ludlow) in their sociology degree program. This later became a non-issue when the seminar requirement was dropped. The Introduction to Social Work course continues to be taught by Professor Ludlow who has over 10 years' experience in social services and the mental health field. Professor Ludlow maintains a working relationship with the OU School of Social Work, and schedules regular visits to class by Undergraduate Coordinator Dr. Steven Wells. The School of Social Work accepts OCCC's Introduction to Social Work course as part of its curriculum requirements, and numerous students who have completed the class have gone on to attend the school and obtain careers in the social work field.

Prior Recommendation 5: The sociology department will work at both the departmental and institutional levels to raise awareness of the potential negative impact of having full-time faculty increasingly involved in non-instructional program implementation activities.

Action Taken 5: Sociology faculty have raised this concern in division and general faculty meetings and continue to try to sensitize the institution to the problems this creates for faculty and the

services they provide, including instructional as well as those that are not directly instruction related.

Prior Recommendation 6: We recommend that the college increase its efforts to maintain academic integrity in online courses.

Action Taken 6: The sociology department continues to offer one online course, SOC 1113, Introduction to Sociology. Prior to the last program review, the course had not been designed by a full-time faculty member. Beginning in the summer of 2009, Dr. Smith created a new SOC 1113 course for the newly adopted online platform. She created a new SOC 1113 course again in the summer of 2012 when a new textbook was adopted. As the course editor, Dr. Smith redesigns a significant portion of the course each year to help maintain the integrity of the material. Additionally, she uses a test bank of more than 1,600 questions which are randomly administered to students, making the likelihood very low that students will have the same questions to answer on the tests. Further, tests are now time-limited to prevent over-reliance on the textbook when testing.

Prior Recommendation 7: Sociology faculty recommend the assignment of an advisor specifically dedicated to the Behavioral Sciences Department.

Action Taken 7: The department has not received the requested advisor, and faculty still believe that this resource would benefit the great many majors in these disciplines. Having more than one hundred advisees, it is difficult to impossible to provide the outreach to help prevent the amount of self-advising, and consequent mis-advising, that occurs.

Prior Recommendation 8: The program recommends the hiring of another full-time faculty to help decrease the reliance on part-time faculty. It is believed that this will assist in improving the overall continuity and quality of instruction and student/faculty interaction.

Action Taken 8: The sociology department has not received an additional full-time position. In 2011, the department was given its own chairperson (Dr. Smith), having previously been combined with the psychology department with a psychology faculty member as chair. This change represents a major means of improvement as sociology faculty now have the opportunity to make hiring decisions and have meaningful contact with their part-time instructors. While an additional full-time sociology faculty member is recommended by the sociology faculty, the department is maximizing currently available resources.

II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

The Department of Sociology has made significant strides since the last program review. The composition of the faculty has remained the same throughout this evaluation period, and the faculty's stability and productivity are reflected in gains in student learning and student success. The department continues to play a key role in the general education curriculum of the college and instructs more than 2,000 students each year. Sociology faculty regularly evaluate the department's place in the college and community, and have responded with new course offerings and improvements to its curriculum. Using outcomes assessment and general education data, faculty introduced a wider range of teaching methods and resources aimed at student success. During the five year period, faculty completed an entire restructuring of the department's student learning outcomes assessment process, improving measures and number of majors assessed and met outcome criteria for success. With the appointment of a chairperson, the department improved recruitment and increased communication with adjunct faculty, more clearly defined department goals and implemented strategies to achieve them, and is now better connected to the administration and institution in general. Among its achievements during this period is a significant increase in graduation rates. The sociology department continues to be one of the most cost effective academic programs within the college, producing high levels of credit hour completion at low cost to the college.

III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

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

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

Oklahoma City Community College Mission Statement:

OCCC provides the people of Oklahoma and our community with broad access to certificates of mastery, associate degrees, community education, and cultural programs of exceptional quality, empowering our students to achieve their educational goals and our community to thrive in an increasingly global society.

The sociology department at OCCC is a prime contributor toward supplying a cross-cultural education and global perspective on issues that affect both individuals and societies. Two courses in particular (SOC 2143 Minorities, Ethnicity, and Cultural Diversity; SOC 2213 Cultural Anthropology) delve into the diversities found across cultures in U.S. society and worldwide. However, even courses without culture or diversity in their titles incorporate a significant cross-cultural perspective. Every course offered by the department explores cultural differences and prepares students to both understand and function within today's increasingly global society. Through the selection of textbooks and other materials, course assignments and lectures, class discussions and projects, students are continually encouraged to look beyond the borders of their lives, their groups, and their society to grow into globally competent students and culturally aware members of the community.

The sociology department contributes to the general education courses at OCCC thus adding to the cultural awareness and global understanding of majors outside sociology. Fourteen programs require SOC 1113 Introduction to Sociology (or a choice between Introduction to Sociology or PSY 1113 Introduction to Psychology), including Allied Health, Broadcasting, Child Development, Computer Science-Cyber/Information Security, Computer Science-MIS, Humanities, Journalism and Broadcasting, Literature, Philosophy, Pre-Education, Pre-Med, Psychology, Public Relations, and Speech. In addition, Biology requires a sociology elective course, International Studies requires SOC 2213 Cultural Anthropology (or HUM 2133 Comparative Religion), and Occupational Therapy requires SOC 2143 Minorities, Ethnicity, and Cultural Diversity. A number of other programs at OCCC require social science courses for their majors, among which sociology courses are options. The sociology department ensures that sufficient courses are offered to allow students from other disciplines entry into these courses.

B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. List Program Objectives and Goals

1. The sociology major should demonstrate an understanding of theory and research methods.
2. The sociology major should demonstrate an understanding of the link between the individual and the larger social and global structures.
3. The sociology major should demonstrate an understanding of social inequality.
4. The sociology major should demonstrate an understanding of social institutions.
5. The sociology major should demonstrate an understanding of the processes of social change.

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

<p>Outcome 1. The sociology major should demonstrate an understanding of theory and research methods.</p> <ul style="list-style-type: none">· Each student will be able to identify the major theoretical perspectives and their theorists;· Each student will be able to apply sociological perspectives to social phenomenon;· Each student will be able to identify steps of the scientific method and the methods of research. <p>Outcome 2. The sociology major should demonstrate an understanding of the link between the individual and the larger social and global structures.</p> <ul style="list-style-type: none">· Each student will be able to describe and apply the sociological imagination;· Each student will be able to apply a global social perspective;· Each student will be able to identify the components of culture and its role in shaping society;· Each student will be able to explain how the self develops through the influence of agents of socialization. <p>Outcome 3. The sociology major should demonstrate an understanding of social inequality.</p> <ul style="list-style-type: none">· Each student will be able to identify and describe systems of social stratification;· Each student will be able to apply sociological theory to the understanding of social inequality;· Each student will be able to identify and analyze the dimensions of social inequality. <p>Outcome 4. The sociology major should demonstrate an understanding of social institutions.</p> <ul style="list-style-type: none">· Each student will be able to describe the functions of the major social institutions;· Each student will be able to identify and describe the inter-relatedness of social institutions and individual circumstances;· Each student will be able to analyze problems in the major social institutions. <p>Outcome 5. The sociology major should demonstrate an understanding of the processes of social change.</p> <ul style="list-style-type: none">· Each student will be able to apply sociological theory to explain the processes of social change;· Each student will be able to articulate the major factors involved in social change;· Each student will be able to describe the significance of globalization on the world's societies.
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Well-defined the criteria for measurement and how the criteria were used in the program.

<p>The department's outcomes assessment has been completely restructured over the past five years. Beginning summer 2009, program faculty created new core outcomes with suboutcomes for the purpose of improving validity and reliability in the outcomes assessment process. These revisions were implemented and assessed through the Sociology Seminar, a capstone course for the program. The goal</p>

of the revisions was to generate more objective and quantifiable artifacts that would result in more confidence in the reliability of overall findings. In 2011, the assessment process was moved from the seminar course to multiple sections of three courses taught by full-time and adjunct faculty in order to enlarge the sample of majors assessed.

2008 (submitted in OA Report 2009):

In 2008 there were 10 core outcomes:

1. Demonstrate an understanding of the major theoretical perspectives and identify sociologists associated with these perspectives. (FY 13)
2. Identify the basic steps of scientific research and generate a sociological research project that demonstrates use of these steps. (FY 13)
3. Identify the basic components of social structure, culture, and society, and their inter-relationships. (FY 11)
4. Specify the nature of social problems, sociological explanations of their causes, and sociological proposals for their solution. (FY11)
5. Analyze the process through which one learns to function in society (e.g. the process of socialization). (FY 12)
6. Identify and describe the types of social groups and analyze social dynamics and organizations, including bureaucracies. (FY 12)
7. Analyze and describe the interplay among social stratification, social inequality, and social conflict. (FY 09)
8. Identify and analyze core aspects of ethnocentrism, cultural relativism, and cultural diversity and how these phenomena are manifested in society. (FY 09)
9. Identify and describe the functions of major institutions, their inter-relatedness, and how they relate to social and cultural change. (FY 10)
10. Analyze specific ways social phenomena impact individual life experiences in a variety of social roles (e.g. family, work, religion, politics, and education). (FY 10)

Outcomes 7 and 8 were assessed in 2008 in the Sociology Seminar class and the results were as follows:

Outcome 7: The score of measure one was 81.59 (n = 29), and the score of measure two was 91.35 (n=26). The combined outcome measures average was 86.47. Therefore, the program outcome was met.

Outcome 8: The score of measure one was 80.52 (n = 29), and the score of measure two was 95.81 (n=27). The combined outcome measures average was 88.17. Therefore, the program outcome was met.

2009 (submitted in OA Report 2010):

In 2009 the department created new core outcomes (five) with sub-outcomes:

Outcome 1. The sociology major should demonstrate an understanding of theory and research methods.

- Each student will be able to identify the major theoretical perspectives and their theorists;
- Each student will be able to apply sociological perspectives to social phenomenon;
- Each student will be able to identify steps of the scientific method and the methods of research.

Outcome 2. The sociology major should demonstrate an understanding of the link between the individual and the larger social and global structures.

- Each student will be able to describe and apply the sociological imagination;
- Each student will be able to apply a global social perspective;
- Each student will be able to identify the components of culture and its role in shaping society;
- Each student will be able to explain how the self develops through the influence of agents of socialization.

Outcome 3. The sociology major should demonstrate an understanding of social inequality.

- Each student will be able to identify and describe systems of social stratification;
- Each student will be able to apply sociological theory to the understanding of social inequality;
- Each student will be able to identify and analyze the dimensions of social inequality.

Outcome 4. The sociology major should demonstrate an understanding of social institutions.

- Each student will be able to describe the functions of the major social institutions;
- Each student will be able to identify and describe the inter-relatedness of social institutions and individual circumstances;
- Each student will be able to analyze problems in the major social institutions.

Outcome 5. The sociology major should demonstrate an understanding of the processes of social change.

- Each student will be able to apply sociological theory to explain the processes of social change;
- Each student will be able to articulate the major factors involved in social change;
- Each student will be able to describe the significance of globalization on the world's societies.

Outcomes 1 and 2 were assessed in 2009 (submitted in OA Report 2010) in the Sociology Seminar class and the results were as follows:

Outcome 1: The score of the objective exam was 71.94 (n = 31). The score of the objective exam and two additional measures of Outcome 1 was 80.00. Therefore, the program outcome was met.

Outcome 2: The score of measure one was 91.10 (n = 31), and the score of measure two was 72.13 (n = 31). The combined outcome measures average was 81.61. Therefore, the program outcome was met.

2010 (submitted in OA Report 2011):

Outcomes 3 and 4 were assessed in 2010 in the Sociology Seminar course and the results were as follows:

Outcome 3: The score of the objective exam measuring Outcome 3 was 76.85 (n = 31). The outcome was successful at the college level of success (70%).

Outcome 4: The score of the objective exam measuring Outcome 4 was 76.70 (n=31). The outcome was successful at the college level of success (70%).

2011 (submitted in OA Report 2012):

Beginning in 2011, the outcomes assessment process was revised even further. To increase the sample size, the assessment process was removed from the seminar course and instead integrated into several sociology courses. In addition, all five outcomes were measured, rather than the previous practice of

measuring two per year.

Each student was assessed using objective tests consisting of questions specific to each measure. Instructing faculty assessed student success using a rubric with the criteria identified below.

- 100-90 - Excellence in meeting the measure
- 89-80 - High Competency in meeting the measure
- 79-70 - Competency in meeting the measure
- 69-60 - Low Competency in meeting the measure
- 59 - 0 - Deficient in meeting the measure

Student outcomes assessment data included only students who completed the testing for each outcome measure. Outcome success was determined by the percentage of students who met the criteria for success. The criteria for outcome success was that 70% of students score 70% or higher on the measures.

Students were assessed in 23 sections of 3 courses: SOC 1113 Introduction to Sociology, SOC 2023 Social Problems, and SOC 2013 Marriage and Family Relations. All five program outcomes were assessed based on suitability with individual course objectives. Selected sections were taught by the three full-time faculty members as well as by two part-time instructors.

Results for the five learning outcomes were as follows (N=103):

- Outcome 1: 69.1%
- Outcome 2: 72.8%
- Outcome 3: 79.4%
- Outcome 4: 74.0%
- Outcome 5: 78.4%.

The program benchmark (70% of students scoring 70% or higher on the learning outcomes) was met by Outcomes 2, 3, 4, and 5. Outcome 1 fell short of meeting program criteria by less than 1%.

2012 (submitted in OA Report 2013):

Students were assessed in 26 sections of three courses: SOC 1113 Introduction to Sociology, SOC 2023 Social Problems, and SOC 2013 Marriage and Family Relations. The department's five student learning outcomes were assessed based on suitability with individual course objectives. Selected sections were taught by the three full-time faculty members as well as by three part-time instructors.

- Outcome 1 (n=97): 79.4%
- Outcome 2 (n=92): 79.4%
- Outcome 3 (n=77): 75.3%
- Outcome 4 (n=74): 70.3%
- Outcome 5 (n=82): 70.7%

The program successfully met student learning outcome goals. Students met or exceeded the benchmark of 70% on each outcome, and 77.8% of majors who took all five assessments averaged 70% or higher on the five outcomes combined. This is an improvement over the previous year. Last year, the benchmark was met in four of the five outcomes, with one outcome falling slightly short of the goal. This year, the benchmark was achieved in all five outcomes.

The evaluation, results, and recommendations based on the criteria used.

As part of the continuing efforts toward improvement, the sociology department completed a major redesign of the assessment process. Faculty determined that by consolidating the program outcomes to

reflect the core areas emphasized in the sociology curriculum, and adding more quantifiable sub-outcomes, the outcomes assessment process could be enhanced. As a result, a new set of five primary outcomes was created, each with sub-measures that assess the specific goals of student learning for the program.

The next step toward improvement included expanding the number of majors assessed by removing the assessment process from the Sociology Seminar course, due to the concerns faculty expressed in the 2010 report:

Only a fraction of students the program instructs are eligible to participate in the outcomes assessment process. In the 2009 calendar year, the sociology department had more than 500 majors and instructed 2,071 students. Yet only 31 of these students, just over one percent of students in sociology courses and six percent of majors, determined the level of student learning outcomes. For various reasons, many students transfer to four-year institutions before they complete their associate degree. Therefore, the assessment process does not reflect the level of competency of 94 percent of sociology majors. Validity of the results taken from such a small percentage of non-randomly selected students is questionable.

Making this change necessitated many hours of faculty working together to create new assessment instruments to administer in courses across the curriculum. The impetus driving this change was not concern that the program was not meeting its goals - goals in fact were being met - the aim was to refine the assessment tool and include more sociology majors in the student learning outcomes assessment process.

Faculty believe that the revised plan provides a more accurate assessment. In the first year of using the new method, the program successfully met student learning outcomes, with the minor variation of Outcome 1. This outcome focused on theory and research methods, traditionally challenging content for students and one that they are exposed to very early in a course. The increased challenge of this content, particularly for students new to the discipline, was evident when scores on this outcome were broken down between students in the introductory course and students in more advanced courses. While just 64% of introductory level students scored 70% or above on Outcome 1, 81% of students in more advanced sociology courses met the benchmark.

Assessment results confirmed what faculty knew: that students are challenged by the complexity of sociological theory (Outcome 1). The faculty agreed that the solution for addressing the concerns in the area of theory and research methods was to strengthen the classroom emphasis on these areas by providing more practical applications of theory and providing more examples of research methods. Since many of our sections are taught by part-time faculty, we have and will continue to communicate with them about the importance of dedicating sufficient attention to help students achieve better success on Outcome 1. To facilitate this, all full-time faculty met with adjunct faculty during both Fall and Spring Planning and Prep Weeks. Success on the remaining four outcomes indicated that a majority of students were grasping the core concepts. Outcome assessment results provide faculty an objective indicator of program strengths and opportunities for improvement.

The General Education Core

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

- I. Human Heritage, Culture, Values
- II. Public Speaking
- III. Writing
- IV. Social Institutions
- V. Mathematical Methods
- VI. Critical Thinking

Strategy:

The General Education Committee will create six interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

General Education Assessment Plan

Objective:

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Method:

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect artifacts already designed and administered by our professional faculty at OCCC.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

Program Response to General Education Assessment Data

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has six general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, values and beliefs; writing; public speaking; mathematical methods; social institutions; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

In 2013, the sociology department chair submitted a new description of sociology for the OCCC course catalog. This description reflects the focus of the department, and covers key areas of the general education outcome goals.

"Sociology is the study of society, culture, social change, and the social causes and consequences of human behavior. Sociologists examine institutions including the family, economy, education, religion, politics, health, and the media. They explore divisions by gender, race, and class, and social problems such as crime and poverty."

The broad general education competencies of writing, public speaking, and critical thinking infuse courses across the sociology curriculum, and mathematical methods are a part of many sociology courses as well. However, two of the general education areas OCCC students are to be proficient in upon graduation are at the center of the discipline of sociology: human heritage, culture, values, and beliefs, and social institutions.

One of the core functions of the sociology department at OCCC is its support role to general education. As the new description of the sociology department indicates, the study of social institutions, culture, and values are what sociology is all about. Every course in the sociology curriculum at OCCC addresses these topics in some capacity, and often in considerable depth. Our introductory sociology text has chapters

covering culture, and numerous chapters include coverage of the major social institutions. These areas are central to the general education curriculum at OCCC, and are included in the sociology department's student learning outcomes assessment. Several of the courses in sociology directly address the mathematical methods component of general education. Students are taught the rudimentary aspects of statistical analysis, graph and table interpretation, and research methodology.

Sociology faculty receive and review the general education assessment data provided during Planning and Preparation Week, and use the information when planning our class content. When data showed that public speaking and critical thinking were weaknesses, the three full-time faculty added additional critical thinking, class participation, and public speaking assignments to their classes. Professor Ludlow devotes special attention to the public speaking competency and has students complete three presentations per semester.

Sociology faculty have participated in the submission of general education artifacts. Artifacts submitted to the general education committee include:

From SOC 1113 Introduction to Sociology:

1. According to C. Wright Mills, the sociological imagination helps us recognize that the lives of individuals are shaped by the forces of society. With this in mind, practice using your sociological imagination to discuss how you came to be at this particular place in your life. What external forces helped bring you to a continuation of your education, in other words, to seek higher education; to Oklahoma City Community College as opposed to other schools; to your taking Introduction to Sociology? What external forces have helped create other aspects of your present life circumstances? You will need to list and discuss at least five external forces (if you use your family as one, the others must be external forces outside your family).

(Tip: In order to focus on the external forces, you will need to avoid overusing the "I" word. This exercise can sometimes be difficult at first because your impulse may be to write something like, "I want to go to college so I can be a nurse." That statement does not identify the external factors involved in leading you to want to go to college, or in leading you to want to be a nurse. It may help to imagine yourself at a different time and place in history - say 300 years ago or so. You can probably imagine that you would likely not be going to college to be a nurse in the 1700s. Why not? Because the external forces were different then.)

2. A recent study that compared 72 studies of American college students conducted from 1979 to 2009 found a big decline in empathy (feelings of sympathy for others' misfortunes) among college students today. Sometimes referred to as "Generation Me", this generation seems to be more self-centered, confident, individualistic, than those of the past. Click on the link to read an article describing the study. Briefly summarize the study's findings. List and discuss the possible reasons the article gives for why this change may have occurred. Do those seem like likely causes of the decline, given what you have experienced? How have you witnessed a lack of empathy among those students today in their late teens and early twenties?

3. Describe and discuss the role of "nurture" and "nature" in your behavior. First, describe the general ways in which you think nurture (meaning the way you were raised, the things you were taught, the way you were responded to, etc.) affects or has affected your behavior during your life. Then describe the general ways in which you think nature (meaning the traits you inherited biologically, genetically) affects or has affected your behavior during your life. Which influence do you think has been stronger in your case, nature or nurture? Explain your choice. (Note: Nurture, as used here, does not refer only to nurturing, positive experiences --- it refers to the way you were raised and experiences in your environment, which could be either positive or negative.)

4. In modern society, are role strain and role conflict inevitable? What, if any, role strain do you feel from the roles involved in being a college student? What about role conflict --- do you feel conflict between the roles involved in being a student and the roles involved in some other status that you occupy?

5. Thinking about the different types of society, would you prefer to live in a hunting and gathering society, a horticultural/pastoral society, an agrarian society, or an early industrial society if forced to choose? Why? Then reflect on any of the following questions:

If you lived in that particular society, what would you be doing with most of your time?

Materially, would you be better off or worse off than you are today? How about emotionally?

Spiritually?

If you had the same genes, in what ways, if any, would growing up in that society make you a different person than you currently are? Would you think the same way? Would you think about the same things? Are there any parts of your current identity that, no matter in which society you were raised, would not be any different?

6. Sociologists assert that teenagers and young adults are often subject to strong group pressures to conform. Have you ever felt such group pressure to conform to something that you disagreed with or felt uncomfortable about? How did you react to the pressure? How might you handle such pressure in future situations? (You do not have to reveal what you felt pressured about.) Do you think the pressure to conform lessens when one gets older? Why or why not?

7. Consider the following:

- The music industry claims that it has lost billions of dollars to illegal piracy of recordings, or illegal downloading, a practice especially common among young people.
- The Internal Revenue Service reports that millions of taxpayers cheat on their taxes, failing to pay an estimated \$345 billion each year.
- Executives of many U.S. corporations are guilty of fraud and outright stealing on a scale that most of us cannot even imagine.
- Several members of Congress have resigned in disgrace, and some have even gone to jail for accepting kickbacks or illegally taking money in exchange for supporting certain laws.
- Even the Catholic church, which we hold up as a model of moral behavior, became embroiled in scandal with hundreds of priests alleged to have sexually abused parishioners (most of them teens and children) for decades while church officials covered up the crimes.
- Surveys of high school and college students show that at least half say that they cheated on a test at least once during the past year.

Durkheim viewed society as a moral system, built on a set of rules about what people should and should not do. Do you agree? In your opinion, how widespread is wrongdoing in U.S. society today? Do you think the people who break the rules usually think that their actions are wrong? Why or why not? What do you think are the reasons for the apparent increase in dishonesty?

8. Poverty persists in the U.S. despite an economy that routinely produces trillions of dollars. Its existence contradicts the American dream while extracting a terrible price from the individual and society. Poverty exists for a number of reasons -- cycles in the economy, changes in the job market (such as plant closings, outsourcing of jobs, elimination of unskilled jobs), continuing effects of discrimination, and an increase in marginal jobs that pay poverty level wages. For the sake of argument, suppose you had the power to make the United States a country without poverty. Would you do it? Why or why not? What are your reasons?

9. The belief that the United States is the land of opportunity draws millions of legal and illegal immigrants to the United States each year. What information in Chapter 10 and in the lecture support that belief? What information in the chapter and in the lecture contradict that belief? Explain and discuss.

10. Have you ever felt constrained by your gender role? Do you feel that society creates too much pressure on young people to be "real men" or "real women"? Explain.

11. Why is gender correctly considered a dimension of social stratification? Discuss the ways that gender

inequality is manifested in everyday life, in work and wages, and in violence. What are some of the means by which women are controlled in societies throughout the world? Hunting and Gathering societies appear to have the most equal status between women and men. Do you foresee men and women becoming seen and treated as full equals in the future? Why or why not?

12. When different racial and ethnic groups live in the same society, the various groups can relate to each other in different ways.

The term *assimilation*, refers to the blending of the culture and structure of one racial-ethnic group with the culture and structure of another group. In other words, the majority group remains the same while the minority changes and becomes like the majority group.

The term *amalgamation*, or melting pot, occurs when the minority and majority both change and a new, blended grouping then emerges that combines some features of both groups.

The term *pluralism*, which is the opposite of blending, refers to the possibility that different racial and ethnic groups will maintain their distinctiveness even though they might have approximately equal social standing.

Of these three forms of intergroup relations, which one of these forms, in your opinion, would be a desirable goal for American society? Explain your opinion. What might be some of the consequences to society, as well as to the majority and minority groups themselves, of the form you have selected?

13. The *60 Minutes* segment on happiness shown in class described a country with a different economic system than the system found in the United States. Denmark taxes workers at a high rate, and then uses those funds to create a number of programs for the citizens of that country. The United States taxes workers at a much lower rate and then leaves it up to individuals to pay for college, child care, health care, elder care, etc. Discuss what you like and dislike about both Denmark's system and the U.S. system. As far as society is concerned, what advantages and disadvantages do you see resulting from the different approaches? (Be specific) Which system do you personally prefer, and why?

14. What are the influences on your choice of career? In deciding on a career for yourself, what factors figure into your decision? For instance, have you researched what jobs may be in highest (or lowest) demand in the coming decades? How important is the salary potential to your decision? How important to you is having a career that is considered highly prestigious in our society? How important to you is having a career which gives you a good deal of personal satisfaction and enjoyment? How important to you is having a career in which you have the potential to improve the lives of others? How important is the ability to have a balanced life --- between your work, your family, and your personal interests? Discuss.

15. Your textbook discusses the concept of conspicuous consumption, which refers to an eagerness to show off wealth through the elaborate consumption of goods, as an orientation that replaced the Protestant ethic of hard work, savings, and a concern for salvation. In what ways do Americans practice conspicuous consumption, in your opinion? How much, if at all, do you think the amount or forms of conspicuous consumption vary by gender? By race-ethnicity? By class? By region? By age? What are some of the ways that you engage in acts of conspicuous consumption, and what are some of the social factors that encourage you to do so? Finally, who or what profits by your acts of conspicuous consumption, and how?

16. From a sociological perspective, the variety of family structures today can be seen as an adaptive response to the conditions of a postindustrial society: extended life expectancy, greater potential for economic independence, and the modern emphasis on self-fulfillment. Discuss how each of these factors affects the divorce rate. Given these conditions, what do you see happening to family structure in the future in terms of the proportions of breadwinner-homemaker families, dual-earner families, dual-earner couples without children, adults living alone, cohabitating couples, single-parent families, stepfamilies, gay/lesbian families? If you have, or plan to have, a spouse and children, how do you think you will find a balance between self-fulfillment and caring for others?

From SOC 2013 Marriage and Family Relations:

1. Using Census data to examine changes in marriages and families.
 - a. Explore the U.S. Census Bureau's website at www.census.gov. If you click on "Subjects A to Z", for example, you will find links to data on a vast array of topics, including families and households.
 - b. Examine it and make a list of some of the types of data that are available about families; such things as head of household, number of children, income, divorce rates, and so on.
 - c. Select five types of data that you think reflect on the "state of the American family". Use these five items to compare families in the national, state, or city at two different points in time, one being 2000, and the other being a year of your choice (such as 1990, 1980, 1970, etc.). Discuss how families differ between the two time periods according to the data.
 - d. Locate three recent articles in current sociological journals that use census data about the family. Cite the articles and tell what types of census data are used in these articles and for what purpose.
 - e. Summarize your findings in an essay. What were the changes? What remained the same? What do you think can account for the changes (think sociologically)?
 2. Theoretical application and research - individual interview.
 - a. Choose someone to interview (not a relative, and preferably someone you do not know well) who has experienced a particular life event, that is, someone who is divorced, widowed, a single-parent, in a gay/lesbian relationship, or in an interracial marriage, (or some other event, but get permission from me first).
 - b. Explain that this is an assignment for a course and will be turned in (without names).
 - c. Generate a list of questions to ask in advance (though you should also plan to ask questions as they come to you during the interview). And, be sure to take notes during the interview. Essentially, you are trying to get the person to share with you aspects of their family life and what they perceive to be strengths and weaknesses of his/her/family life. Make sure to construct questions that will allow you to respond to the information requested in "e" below.
 - d. Turn in your interview notes with a list of the questions you asked and answers you received.
 - e. Write an essay describing the demographic characteristics of the person interviewed, type of family, family stage, family roles and values, family strengths and weaknesses, and the extent to which the family of the person interviewed fits course material. Refer extensively to course material and apply theories, concepts, and research as appropriate.
 - f. In your conclusion, offer your final reflections.
- (Option 2 is less structured than some of the others thereby allowing and requiring you to come up with your own questions and specific areas on which to focus and relate to course content.)
3. Your family history and analysis.
 - a. Prepare your own family history. ("a" can be recorded in note form - handwritten and incomplete sentences are fine because this section is used to inform your Family Analysis Paper in "c".) Document the following information from the experiences of your grandparents (both sides, if possible), your parents, and yourself:
 - i. Marriages and/or other significant intimate partnerships (including dates, length, general quality, how or why dissolved, courtship patterns) (no names, please);
 - ii. Any divorces or remarriages;
 - iii. Number of children and other household members
 - iv. Education, occupation, and general economic status (What did they do for a living? Were they poor? Comfortable? Well-off?);
 - v. Adult roles within the family (Who earned or earns income for the family? Who took/takes care of the home and kids?);
 - vi. Other data you consider to be important to your family's formation and dynamics

(immigration, race, participation in wars, access to education, for example).

Be sure to situate significant passages or events in the general time period in which they occurred (e.g., my grandparents raised my mother and her siblings during the Depression, my parents married after my father returned from World War II, my parents divorced in the early 1970s, I was raised in the 80s and 90s, etc.).

- b. Interview one of your parents and one of your grandparents (if possible) about their expectations of marriage and/or partnership. Ask them to put themselves in context of when they were first courting/dating (this is important because you want to capture the culture of the time in which they first experienced courting/dating) to answer the following questions:
 - i. What were considered to be the attributes of an ideal marriage or partnership?
 - ii. What were the most important qualities or characteristics of a marriage partner or other long term partner?
 - iii. How did a person find a potential partner?
 - iv. What rules pertained to dating/courting? Did they try to go around the rules?
 - v. Upon what should marriage be based?
 - vi. When was “the right time” to marry?
 - vii. How were tasks divided within the family (including earning income, keeping house, raising children)?
 - viii. Under what circumstances was it appropriate to end a marriage?
- c. Using what you have learned in this course so far, analyze your family sociologically. Specifically, address the ways your individual family has been “socially constructed”, shaped by the social forces of the society and time in which it exists. Situate your family in social, historical, and economic contexts and discuss how these forces may have shaped courting, marriages, and other partnerships, family structures, divorces, and childbearing/childrearing in your family. Be sure also to consider how race, class, and gender have affected your family's forms and paths. Describe the ways in which your family conforms, and the ways in which it fails to conform, to the social trends in the above areas about which we have been learning.

(You do not have to reveal any personal information if you are uncomfortable doing so.)

4. Cross-cultural description and comparison of marriages and families.

- a. Read chapters in your text to identify and define the patterns on which families may be organized, i.e., patrilineal, matrilineal, nuclear, extended, single-parent, arranged marriages, dating, age at marriage, fertility patterns, gender roles, divorce, and so on.
- b. Choose three countries (not the U.S.) and gather all the information you can about their marriage and family patterns. (You may interview someone from the country as one of your sources, but you will also want to consult official sources as well.)
- c. Include statistics in your discussion, and explain possible reasons for the patterns and/or changes in trends you observe. For instance, why do they have the attitudes toward marriage that they have? How are those attitudes adaptive to conditions in society?
- d. Be sure to cite your sources, and use at least three sources of information for each country.

5. Popular culture depictions of families.

- a. Choose at least three popular family-oriented television series/sitcoms on today and watch a minimum of five episodes of each, taking notes over what you observe.
- b. Give a brief description of each series, including the type of family structure present and main characters and their relationships.
- c. Discuss how family members are portrayed in the series. What kinds of family issues are presented and how are those issues dealt with? Discuss any stereotypes you observe. Be sure to discuss issues concerning gender, race, and social class.
- d. If situations such as dating, sexual activity, sexuality, labor, parenting, discipline, conflict,

- divorce, etc. arise, how are they dealt with and what are the attitudes toward these issues?
- e. What types of communication patterns do you observe between family members?
- f. What type of Lee's Love Styles would you say the couples in the shows demonstrate?
- g. Compared with real families you know, how realistic would you say each show is? Explain.

6. Marriage - Couple interview.

- a. Choose a couple you view as being happily married. They must have been married a minimum of five years and be willing to participate in an interview. The couple may NOT be you and your partner, nor your parents, nor your grandparents. Tell them that their names will not be used. During the interview, practice good listening skills and ask appropriate questions. Use your observational skills to analyze their relationship in the other areas that follow. Take notes while interviewing. Your answers should demonstrate your understanding of the semester's course of study, and should not be based on your opinion.
- b. Describe the demographic characteristics of the couple, how long they have been married, why you chose them, how long you have known them, and a general description of the interview. Then answer the following questions based on what you learned in the interview:
 - i. Was the way the two met and were attracted to each other similar to what we studied and what is in the text? Explain.
 - ii. How would you explain their dating experience in terms of length, activities, etc. to what you have learned in this course. Evaluate it in terms of the success of their marriage.
 - iii. How did they know they wanted to marry one another? In relation to our studies, do you think these were good reasons?
 - iv. How would you rate their marriage ceremony or wedding as compared to the average wedding in America? Were they more caught up in the wedding or in their life together? Explain.
 - v. Did they have premarital counseling? What type? Would they recommend that couples have it? Why or why not?
 - vi. How did getting married change their relationship and them as individuals? What were their biggest surprises about being married? Discuss.
 - vii. How did they decide how to handle money? Was it a difficult topic for them to deal with or discuss?
 - viii. Address endogamous and homogamous characteristics of the persons. How have their similar or differing characteristics affected their relationship and marriage?
 - ix. In regard to how the couple carries out chores and family functions, would you say they are more traditional or egalitarian? Explain with specific examples.
 - x. Are their child-rearing practices similar to their parents'? Do they tend to agree on discipline? Using what you've learned in the course, how would you describe their parenting skills? Why?
 - xi. How do you think this couple maintains marital satisfaction? Discuss the elements of a successful marriage according to your text that they possess or lack.
 - xii. Describe the couple's communication skills that you observed in the interview. How would you rate them as listeners and communicators? Explain. (Consider "I" statements, eye contact, body language, etc.)
 - xiii. What were some of the gender differences you observed (e.g., chore distribution, leisure time, communication, careers, etc.)? Relate them to our studies and discuss how they seem to affect their relationship.
 - xiv. Conclude with your overall impressions of what you learned from this experience.

You need not explore all 14 of the areas listed, but do inquire about and respond to at least half. If this is an immigrant couple, you should also ask about challenges adapting to family values and life in the U.S.

7. U.S. Culture and Families.

- a. This activity consists of an array of inquiries: visiting the local shopping mall, watching television and movies, looking at print ads and commercials, and listening to music.
- b. Ultimately, your goal is to look for the messages being sent to people today, and particularly look for paradoxical messages too (like encouraging abstinence among young people and then the messages sent to them by retailers, movie makers, and musicians).
- c. Make a list of 50 examples of messages that you find. Give the source (e.g., song title, commercial, store, television show, t-shirt logo, etc.). Then tell what value is being promoted - is it materialism/consumption, narcissism, sex without love, "meanness", etc. for instance, or is it love, commitment, understanding, self-sacrifice, etc.?
- d. Would you say that the tone of messages that are predominant in society today is one of family values, or corporate/consumer values? How do you think these messages affect people, especially young people?
- e. What did you learn from this exercise?

8. Literature Review on a Topic of Your Choice.

- a. When researchers begin the steps in the research process, one important component (and one that they will write up in their research paper) is a review of the literature. This means they will look over all that has been published that relates to the subject matter of their particular research study. In this option, you will do a "mini" version of this part of a research paper.
- b. Select a feature of marriage and family that interests you (peruse the table of contents and even the index of your textbook to see the many possibilities). Then explore it in InfoTrac. Spend some time browsing titles and summaries to discover what has been written on the subject matter.
- c. In all likelihood, your initial subject of interest is too broad for you to get a handle on, so you may want to narrow it down. Keep in mind you need to find enough material to inform you, and enough material to cover in a 4-6 page paper.
- d. Lay out your topic or question of interest in your initial paragraph, and also tell why the topic is of interest to you. Then proceed, in the remaining pages, to summarize what you found: what scholars have written about, how they have approached the topic, what they have found (and if contradictory information/interpretations have been found, address them), how writers in the popular press have characterized their coverage of the topic. Also address any gaps you find in knowledge about the topic to show areas future research might explore.

The department also provided the following list of assignments in response to a request for our global education activities and assignments.

1. Think of a commodity you consume or use everyday - like coffee, shoes, or a cell phone - and find out where and how it was manufactured, transported, and marketed. How does your consumption of the commodity tie you into a global commodity chain? How does your consumption of the commodity affect other people in other parts of the world in significant ways? What does a "Made in the USA" sticker on a product indicate, and what does it not indicate?

2. Globalization has increased interest in comparing the educational standing of students around the world. How does the performance of today's American students compare with the performance of students in other countries overall? What is the feared outcome if American students don't spend more time studying core subjects? What do US high school students rank in math out of students in 57 countries? Is that ranking similar for reading and science scores? As shown in the table, in the class of 2005 in the Oklahoma City Public Schools, just 47% of students graduated. What structural factors might account for the fact that in many inner-city US schools, more than half of students are dropping out?

3. Read chapters in your text to identify and define the patterns on which families may be organized, i.e., patrilineal, matrilineal, nuclear, extended, single-parent, arranged marriages, dating, age at marriage, fertility patterns, gender roles, divorce, and so on. Choose three countries (not the U.S.) and gather all the information you can about their marriage and family patterns. (You may interview someone from the

country as one of your sources, but you will also want to consult official sources as well.) Include statistics in your discussion, and explain possible reasons for the patterns and/or changes in trends you observe. For instance, why do they have the attitudes toward marriage that they have? How are those attitudes adaptive to conditions in their society? Be sure to cite your sources, and use at least three sources of information for each country.

4. Define globalization and global economy. How does this new economy determine who you are competing with for jobs? How many jobs in the US service sector are expected to be outsourced by 2015? What are H1-B visas and how do they relate to global job competition? What role do transnational corporations and interlocking directorates play in the global economy?

5. Compare life in poverty in the US with life in poverty in the least developed countries. How are they similar; how are they different? What are the structural conditions that lead to poverty? In light of the extraordinarily high rates of poverty and hunger in the world, given what you learned in the chapter and lecture, why have they not been eradicated? If we have enough food to feed everyone in the world, why don't we? Discuss.

6. What accounts for the fact that the US spends more on health care than any other country in the world yet has a population that, on average, is less healthy than the populations of other rich countries? As shown in the documentary, *Sick Around the World*, describe features of various health care systems that are common to most wealthy countries with government run health care.

7. Summarize cross-cultural research by anthropologist Margaret Mead (*Sex and Temperament in Three Primitive Societies*) and George Murdock's research on sex-typed activities in 324 societies. What do these findings suggest about male and female personalities and gender roles?

8. Just as people within a given society are stratified, so too are the world's countries. World system theory of global stratification emphasizes the economic and political connections that tie the world's countries together as unequal partners. Describe this theory including core, periphery, and semi-periphery nations and their relationships to one another.

b. The program values and supports effective teaching.

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6th and 7th week for the first 8- week classes and the 14th and 15th week for the second 8-week courses and 16-week courses. The email will include the information to evaluate each course.

The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

A wide variety of methods of instruction in addition to the traditional lecture style are used by sociology faculty. PowerPoint slides are commonly used for the purpose of providing structure, key information, and note-taking assistance. Some faculty put these slides on Moodle for students to access. Though our classes are not designated as exclusively cooperative learning based, this method is used in many classes. Individual writing assignments are given both in and out of class. Library resources including current social events and documentaries are used. Library staff, particularly Dana Tuley-Williams, is a valuable resource to the department in helping students locate scholarly material for their research projects. As mentioned elsewhere, online homework is assigned to students as another means of interaction with course material. Faculty are aware that tests are not the only indicator of student learning, thus additional means of assessment are commonly used.

The department offers Introduction to Sociology online. The course designer is Dr. Smith, who completed training to earn a Certificate in Online Teaching from Pennsylvania State University in 2013. She uses best practices in the design and administration of the course. Success rates for this course are higher than is frequently common in online courses.

Beginning in 2012, sociology faculty implemented a plan to increase student awareness of sociology courses and careers, and give students access to sociology resources. Dr. Smith designed a recruitment poster in the social sciences building showing well-known people with sociology degrees. The poster also includes where the occupation of sociologist ranks in national occupation rankings, and shows the graduation rate increase among sociology majors at OCCC. Displays in two cabinets were created. One included descriptions of all of our courses along with career, department, and faculty contact information. The other displayed photographs from major social movements of the past 200 years. Using departmental funds, we purchased a bookcase for the outer area of the CU7 offices and filled it with sociology books arranged by topic. Students are able to sign out any books of their choosing. The addition of other resources are planned, including study guides and practice quizzes.

In 2013, the division purchased a video camera and movie-making software. The camera will allow faculty the opportunity to create projects to inform and benefit students. Using the video camera, faculty will be able to experiment with recording lectures for student viewing outside of class through Moodle so that more class time can be spent on other activities.

d. The program's learning resources support student learning and effective teaching.

Print & A-V resources

The number of circulating titles classified in sociology (HM1-HX9999, Library of Congress classification) is 5,937. Reference titles number 164 and the Audio-Visual Area (primarily DVD and VHS) and audiobooks section has 830 titles. New titles are purchased by the Social Sciences Librarian based primarily on reviews in *Choice*, *Booklist*, various bestseller lists and scholarly sociology journals. There are significant numbers of titles classified in other disciplines that are related to sociology, including psychology, history and medicine. Because the Library budget for materials acquisitions continues to be good, librarians are

usually able to accommodate faculty requests for purchase. Typically faculty themselves make few requests and collection development occurs through the librarians.

Course textbooks on reserve are available at the Library Circulation Desk and are extremely popular. The textbook on reserve for the introductory sociology course is heavily used, averaging over 100 uses per semester. Texts are on reserve for the other courses as well.

While print subscriptions have been cut in favor of electronic, the Library does continue to carry the the periodicals listed below in print. It is expected that the Library will continue to cancel print titles as use declines. *American Journal of Sociology*

American Sociological Review

Criminology

Criminology and Public Policy

Gerontologist

Human Rights

Human Rights Quarterly

Journal of Survey Statistics and Methodology

Ms.

Public Health Reports

Public Opinion Quarterly

Signs

Social Work

Society

Teaching Sociology

Finally, if specific resources are not available in the Library or online, students have choices. The traditional option is our interlibrary loan service. Additionally, with the OK-SHARE program they have privileges at other Oklahoma academic libraries. Librarians make every effort to borrow or acquire what students need for success in their course work.

Electronic resources

Student use of electronic resources continues to grow. Most sociology students are likely to find useful journal and magazine articles in *EbscoHost*. *EbscoHost* provides full-text access to approximately 150 sociology related periodicals.

Sociology faculty also utilize the *Films on Demand* streaming video service available on the Library's website. There are over 2300 sociology titles available, including those distributed by PBS and Films for the Humanities. At the request of the Sociology faculty, the Social Sciences librarian checked into the possibility of obtaining an institutional subscription to Netflix, which has a significant number of documentary titles available. Unfortunately, Netflix does not offer institutional subscriptions. Several free sites are available to stream documentaries, and the library has had discussions with IITS staff about the possibility of streaming licensed productions on college servers.

In 2012, the Library purchased a subscription to the *EbscoHost Community College eBook Collection*. While there were a number of Sociology and related titles in this collection, the librarians reviewed usage and the quality of the available titles and after one year decided to discontinue the service. We are now in the process of evaluating other means of providing access to scholarly ebooks. The Library does purchase a number of ebooks through the Overdrive service, however, their selection of scholarly titles is

limited.

Instructional Resources

The value of excellent research collections, whether online or in print, depends also on whether or not students are aware of and have the skills to use them. Experience shows that typical students are not aware of resources available, but instead are “looking around on the Internet” with often very limited success. To help alleviate this librarians teach research skills. Many students receive an introduction to the library in the *Success in College and Life* course. The Social Sciences Librarian is available to provide instruction to sociology classes. This is especially effective when students have a specific assignment in hand. Several honors students in Sociology classes have met with the librarian to receive specialized, advanced instruction to locate quality, appropriate resources for their honors project.

Another way to help students gain skills is found in the varied “how to find relevant and credible information sources” guides created by librarians. Since the previous program review the Library hired an Electronic Resources / Reference Librarian to strengthen student awareness of and skill in using Library online databases and other resources. Several online video tutorials have been created and the online Research Help module has been thoroughly revamped. These can be found from the Library web page or directly from the YouTube channel (<http://youtube.com/occlibrary>).

Students may also utilize the Library Research Help Guide available on the Library's website. A mix of text and video information helps guide students through our resources.

Overall, the Library has 78 computers for student research, online coursework, etc., and wireless access is available throughout the building. From the Library's web page students both on- and off-campus can use the catalog of books and DVD/videos, search for quality information in many online article databases, link to tutorials and make online requests.

Librarians are available 65 hours per week at the Library Assistance Desk to provide assistance to students. Email addresses are also posted on the Library's website if students would like assistance and are unable to visit the Library.

Within the Moodle platform, a link is available to students to go directly to the Library's webpage and resources.

Librarians are committed to supplying the right resources and helping students and faculty use them well. The Library has a strong budget and responds to faculty requests or suggestions about useful resources. Neither is expected to change.

- e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

The sociology department has seven courses on the Oklahoma State Regents for Higher Education Course Equivalency Project matrix. This enables our students to transfer to participating Oklahoma colleges and universities with the assurance that their courses will transfer. The courses are:

- SOC 1113 Introduction to Sociology
- SOC 2013 Marriage and Family Relations
- SOC 2023 Social Problems
- SOC 2063 Crime and Delinquency

SOC 2143 Minorities, Ethnicity, and Cultural Diversity
SOC 2173 Sociology of Religion
SOC 2913 Social Stratification

Professor Ludlow teaches SOC 2313 Introduction to Social Work, a course which he has coordinated with and is accepted by the University of Oklahoma School of Social Work. This relationship gives students an introduction to the field, should they want to change disciplines upon transfer. Professor Ludlow maintains a relationship with the Director of Undergraduate Studies, who visits his class each semester, and is a valuable contact for OCCC students interested in social work.

The OCCC Department of Sociology maintains a transfer agreement with the University of Central Oklahoma which assists students with a smooth transfer from an associate's degree to a baccalaureate degree between the two institutions.

- f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

N/A

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

- a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

An average of 34 Associate of Arts degrees in sociology were conferred between FY 2009 and FY 2013.

- b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

The average number of sociology majors between FY 2009 and FY 2013 was 418.

4. Successful Course Completion

- a. Report the successful completion rates of all major courses in the program.

Course	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
SOC-1143	n/a	n/a	n/a	84.6% (13)	94.4% (18)	78.6% (14)
SOC-2003	n/a	n/a	n/a	n/a	n/a	73.3% (15)
SOC-2163	n/a	90.0% (10)	n/a	100%(13)	n/a	92.9% (14)
SOC-2173	n/a	60.0% (20)	n/a	n/a	n/a	n/a
SOC-2243	n/a	90.9% (11)	n/a	50% (14)	n/a	83.3% (6)
SOC-2313	56.5% (23)	88.9% (9)	90.9% (22)	89.5% (19)	71.4% (14)	68.8% (16)
SOC-2903	65.3% (14)	78.3% (23)	n/a	n/a	n/a	n/a

- b. Report the successful completion rates of all general education courses in the program.

Course	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
SOC-1113	67.5% (717)	60.9% (742)	65.9% (766)	70% (760)	58.4% (688)	64.7% (529)
SOC-1203	87.5% (40)	n/a	82.5% (40)	88.2% (34)	100% (24)	100% (28)
SOC-2013	71.4% (56)	76.7% (60)	78.8% (66)	77.3% (44)	67.3% (55)	52.8% (36)
SOC-2023	73.3% (60)	76.9% (117)	70% (70)	70.6% (109)	68.3% (60)	70% (90)
SOC-2063	n/a	n/a	63.4% (41)	75.7% (37)	55.2% (16)	93.8% (16)
SOC-2143	78.9% (71)	88.9% (27)	85.9% (71)	88.5% (26)	93% (71)	60.5% (38)
SOC-2213	62.9% (70)	60.7% (28)	72.5% (69)	60.7% (28)	71.4% (56)	74.1% (27)

c. Describe program student success initiatives.

During the five years since the previous program review, sociology faculty have put in place a number of strategies for student success.

1. As previously noted in this review, prior to 2011 the sociology department was joined with the psychology department with a psychology faculty member as chair. Sociology faculty had no role in adjunct hires. Now that the department has its own chair, adjunct faculty applications are being reviewed with an eye toward qualifications in the discipline. At the time of the transition, none of the adjunct faculty had a degree in sociology itself, all were from related fields. A primary goal of the department is to recruit new hires who have a strong sociology background. Clearly, qualifications matter. All other things being equal, a person with a master's degree in sociology is better prepared to teach the discipline. This is important for student success, it is important for successful student learning outcomes, and it is important for the success and reputation of the department and OCCC.

2. Being now department driven, sociology faculty have more contact with adjunct instructors and a role in their professional development. This has occurred through regular contact, ensuring that they are aware of program outcomes, including them in the outcomes assessment process, and communicating assessment results to them. It also includes soliciting their insight into student success.

3. Beginning in 2012, the sociology department adopted Aplia, a Cengage learning product, for some of its SOC 1113 Introduction to Sociology sections. Faculty are using this tool to increase student readiness for class, give students homework activities that increase their understanding of textbook content, and increase their preparedness for tests. The interactive nature of the tool gives students feedback and explanation for both their correct answers and their mistakes, and offers them multiple attempts at learning the material. Questions in Aplia also test higher order skills including the ability to think critically, and analyze, evaluate, and synthesize the material.

4. In recognition of the financial burdens carried by many students at OCCC, sociology faculty work with textbook company representatives to provide high quality, lower cost books for student use. Prior to adoption, faculty review texts in depth, and then discuss with the representatives how to minimize the costs to our students. In the case of Introduction to Sociology, our course with the largest enrollment, Cengage Learning was able to lower costs to meet our target price of \$75. Professor Ludlow used a textbook from Flatworld Publishing that retailed for under \$40. Professor Ludlow also customized textbooks for his Social Problems class, thus lowering the costs for students. In classes with lower enrollment, negotiation strength is limited, but price is always a consideration in the final adoption decision.

5. Sociology faculty have incorporated a wider range of teaching strategies in their classes to address a range of student learning styles. By varying the methods, we believe we are able to help more students achieve success in the class.

6. Sociology faculty increased their efforts to report students at risk to the Early Alert program so that they can get assistance in addition to that provided by faculty. Faculty also increased student referrals to the Communication Lab for extra help with written assignments, and referred students in distress to the college counselor, a needed service the college offers.

7. Full-time faculty regularly write letters of recommendation for students for scholarships, study abroad programs, internships, jobs, and admission to four-year colleges and universities. These activities aid students in their success at OCCC and beyond.

8. The first of OCCC's three goals is to: "Increase the number of our students who complete a certificate or degree by 50%". Dr. M'lou Smith is a member of the Complete College OCCC Leadership Team, and with this goal mind, she and Dr. Greg Parks from the psychology department wrote a proposal to create a Human Services Certificate. The desired outcome of the academic credential would be to:

1. Educate students in a concentrated field of study and move them into the workforce in a shorter amount of time than an associate degree requires
2. Increase the number of OCCC students receiving a higher education credential
3. Increase the marketability of students seeking employment in the human services field
4. Provide Oklahoma employers with a better qualified pool of applicants for entry-level human

services jobs

According to the U.S. Bureau of Labor Statistics, projected employment for Social and Human Services Assistants is expected to increase 28% (2010-2020), a rate faster than average for all occupations. Growth will be due to needs especially in the areas of 1) aging, 2) addiction treatment, and 3) child and family services. Employment of social and human service assistants is expected to grow at the following rates in these industries:

- Individual and family services 57%
- Community and vocational rehabilitation services 31%
- Nursing and residential care facilities 24%
- Local government, excluding education and hospitals 9%
- State government, excluding education and hospitals 4%

A Human Services Certificate would add to the twenty-two currently offered at OCCC, and would be the first leading to employment in the human and social services field. Coursework would also apply toward an associate degree in psychology or sociology.

Dr. Smith and Dr. Parks applied for a Faculty Development Grant to work with employers to learn their needs, develop the curriculum, and establish internships which both faculty members agree would be an important feature of the certificate program. Unfortunately, the project was not funded. Both faculty members continue to believe that a Certificate in Human Services would benefit students, the college, and employers, and may pursue this particular initiative for student success again.

9. A second of OCCC's three goals is to: "Close the academic achievement gaps that persist with our low-income, first generation, and some racial-ethnic groups." Poverty is an area of focus in sociology and in 2012, Dr. M'lou Smith wrote a proposal for establishing a food pantry on campus for OCCC students. Rather than an initiative exclusive to the success of sociology students, the goal was to assist any students in need. OCCC provides assistance intended to increase student success in a variety of ways including financial aid, tutoring, and child care. For some students, though, lack of food is an obstacle to their staying in school and even to their ability to be focused in the classroom. Forty-four percent of Oklahoma City Public School students receive free or reduced price lunch but no such program exists once they get to college, though there is no evidence that the need has lessened; in fact, it may have increased now that education expenses are greater and individual and family incomes are lower.

Like other community colleges, OCCC draws disproportionately from low income groups and these groups represent a growing share of overall student enrollment. According to Achieving the Dream data, the percent of OCCC students in the lowest income category (EFC \$0-1,500) has increased from 23.4 in Fall 2004 to 41.9 in the most recent semester (Fall 2011). While succeeding at attracting more students from a group that has historically had the least access to college, the path is not smooth for them once they get there, and this is the group that struggles most to stay in college. In each of the past seven years (Fall 2004 cohort - Fall 2010 cohort), this group has had the lowest or near lowest persistence rates (61.9% to 68.8%) and retention rates (32.3% to 38.2%). Easing the impediment brought on by food insecurity may make a difference in their educational outcomes and certainly will demonstrate OCCC's commitment to its students' well-being and success. The proposal included the offer of sponsorship by the Department of Sociology and staffed by students wishing to participate in this type of service learning. There was no substantive support for the recommendation; the college is referring student in need to local agencies.

10. In 2015, the new Medical College Admission Test (MCAT) will have a substantial sociology component. Pre-med students are now advised to take an introductory sociology course. Sociology faculty are studying the new MCAT preview guide to learn what the sociology portion will test. We will ensure that all faculty are aware of this.

d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

The benefit of the sociology department being under its own direction has increased coordination among faculty and has contributed to a more collaborative and cohesive working relationship with our part-time faculty. Because they are now aware of our student learning goals and are participating in the outcomes assessment process, they are informed of the core concepts to be emphasized. As professionals, all faculty, including adjuncts, have the freedom to design and conduct their classes as they deem appropriate and teach to their strengths using the style and methods that work best for them. However, all are asked to adequately emphasize the the student learning outcomes we have identified as central to the department's educational goals.

Course completion rates in sociology are satisfactory. Success rates for SOC 1113 Introduction to Sociology between Fall 2010 and Spring 2013 ranged from 58% to 70%, with an average rate of 65% during this period. Over the same three year period, the success rate of sociology general education courses range from 53% to 100%. The average success rate for all general education sociology courses (excluding SOC 1113) is 76%. (See 4b above.)

Though the practice is new, initial impressions are that Aplia is having a positive effect on student success. Students are allowed three attempts on each assignment and feedback is provided for every answer. This gives students the opportunity to learn from their mistakes and improve their understanding. (Information detailing Aplia's positive effect on student success rates provided by Cengage Learning are attached.)

5. Other Quantitative Measures

a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

AA Degree					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Number of Courses Taught	8	7	7	8	7
Average Class Size	5.9	15	14.7	12.1	13.6

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

AA Degree					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
1000 Level Courses within Program	4,065	4,977	5,112	5,577	4,401
2000 Level Courses within Program	1,614	1,758	1,920	1,986	1,719

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

Oklahoma City Community College (OCCC) offers online courses (computer based/Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$55,000.00. The cost of 24-7 technology support for student and faculty support those working within the learning management system is \$65,000.00.

Technology use in the classroom continues to expand to meet the needs of our students. 150 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort was \$1.22 Million. Faculty members are continuing to utilize student response systems, SmartBoards, slates and are implementing the use of iPads within the classroom. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The use of iPads in the classroom is a new effort on campus and the cost thus far has only been \$50,000.00. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, Moodlerooms. The CLT team has strategically worked to meet the needs of our 157 full-time faculty as well as the 500 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on the use of the college's LMS as well as the choosing of instructional technology to match learning objectives.

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

	FY 2013
General Education Courses - Number of Credits	21
General Education Course Hours Generated	5,823

e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

Full-Time Faculty:	
Chuck Carselowey	
Jerry Ludlow	
J. M'lou Smith	
	FY 2013
FTE	2.5
SOC 2003	3
SOC 2013	15
SOC 2023	18
SOC 2063	6
SOC 2143	9
SOC 2163	3
SOC 2213	9
SOC 2243	3
SOC 2313	6

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

Report on the FY2012 Graduates					
Office of Institutional Research					
October 2013					
Sociology - AA					
	2008	2009	2010	2011	2012
Number Surveyed	11	34	24	26	37
Number responding	5	16	13	12	19
% Responding	45.5%	47.0%	54.2%	46.2%	51.4%
Continuing education					
Attending college	100.0%	93.8%	92.3%	83.3%	100.0%
# of difficulties with credit transfer	-	-	-	-	-
Average = prepared graduate for continued education (1-5 scale through 2009, 1-10 beginning 2010)	4.00	4.27	9.36	8.80	8.47
Employment					
Employed full-time	70% (2)	45% (5)	69% (9)	42% (3)	55% (10)
Employed part-time	-	45% (5)	23% (3)	57% (4)	27% (5)
Unemployed but seeking	30% (1)	9.1% (1)	7%(1)	-	16% (3)
Not seeking	2	4	-	5	1
Other	-	1	-	-	-
% working in job related to education	-	-	33.3%	28.6%	13.3%
Prepared graduate for performing job (1-4 scale through 2009, 1-10 beginning 2010)	-	-	8.25	-	-

Average annual salary	-	-	-	-	-
Other					
% who met their educational goals at OCCC	60.0%	90.0%	57.1%	87.5%	100.0%
% 1st in family to earn a degree	20.0%	36.4%	42.9%	75.0%	36.8%
% who volunteer in their community	20.0%	18.2%	42.9%	50.0%	36.4%
Education improved perspective of other cultures (Average = 1-4 scale through 2009, 1-10 beginning 2010)	2.75	3.55	8.92	9.08	8.74
Overall satisfied with OCCC (Average = 1-4 scale through 2009, 1-10 beginning 2010)	4.20	4.50	9.54	8.92	8.79
% would recommend OCCC to another person	80%	100%	100%	100%	100%

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

OCCC Transfer Student Performance					
	2009	2010	2011	2012	2013
	GPA	GPA	GPA	GPA	GPA
UCO					
OCCC Transfer	3.0	2.9	2.9	2.9	2.8
All Undergraduates	2.9	2.9	2.8	2.8	3.0
OSU					
OCCC Transfer	3.0	3.1	3.0	3.0	3.1
All Undergraduates	2.9	3.0	3.0	3.0	3.1
OU					
OCCC Transfer	2.7	N/A	3.2	3.2	3.2
All Undergraduates	3.1	N/A	3.1	3.1	3.0

OCCC transfer students had a higher grade point average than the native students at OU, an equivalent GPA at OSU

6. Duplication and Demand

a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

Sociology is a discipline that attracts the interest of many students. Beyond the introductory course, classes that explore societal problems as well as marriage and the family appeal to many. Sub-disciplines such as gerontology and criminology are pursued by students who are interested in working in these fields, and the department offers courses in those areas. Interest in the related fields of social work and anthropology draw students to courses on those topics as well. The department's course in minorities, ethnicity, and cultural diversity attracts not only sociology majors, but students from many disciplines, such as occupational therapy students for whom the class is required. Sociology courses have wide appeal due to their broad applicability. As previously stated, beginning in 2015 the admissions test for medical school will include a sociology section, thus demand for the introductory course is expected to increase.

b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

Sociology degree holders enter a wide array of fields. A sample of occupations a sociology degree-holders enter includes:

Business and Industry: *labor relations staffer, market analyst, project manager, technical writer.*

Community and Social Services: *case manager, community organizer, environmental organizer, family*

planning worker, homeless/housing worker, hospital administrator, public administration assistant, public assistance worker, public health supervisor, rehabilitation program worker, substance abuse counselor. Education: teacher. Government: affirmative action worker, foreign service officer, human rights officer, international worker, legislative aide, AmeriCorps and Peace Corps volunteer, special agent, urban planner. Justice System: corrections officer, criminal investigator, police officer. Research: census research assistant, criminology assistant, data analyst, market researcher, social researcher, statistician, survey researcher.

- c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

N/A

- d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

N/A

- e. The process of program review should address meeting demands through alternative forms of delivery.

The sociology department offers SOC 1113 Introduction to Sociology online. Enrollment is consistently strong, generally filling as many as 20 sections per year. In addition to the traditional 16-week format, courses are offered during January, May, and August intersessions, early and late 8-week sessions, and Saturday fast tracks. Students have the option of morning, afternoon, and evening schedules. Classes incorporate a host of teaching methods to accommodate different learning styles.

7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. 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. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

The department is given a budget of approximately \$400 per year. Faculty have used these limited funds to purchase books on teaching methods for faculty and a bookcase with sociology resources for students.

The real resources of the department are its faculty. Sociology faculty teach between 2,000-2,500 students per year with three full-time faculty members. Most classes are capped at 40 which means that a five-course teaching load results in sociology faculty teaching many more students than faculty in programs with lower caps. Additionally, each full-time faculty member teaches overload in the fall and spring semesters, and during summer as well, at the adjunct rate of pay. These facts create financial benefits for the college. Despite the challenges of the instructional load, faculty have achieved strong completion and graduation rates. With greater support from the college even more could be achieved.

Sociology faculty have served on numerous institutional committees during the five-year period including:

- Faculty Development Committee, Member
- Faculty Development Committee, Chair
- Student Input on Instruction Instrument Development, Chair
- Complete College OCCC, Leadership Team Member
- Probation and Suspension Sub-Committee, Co-Chair
- Grade Appeal Committee, Member and Chair

Political Science Search Committee, Member
Instructional Designer Search Committee, Member
Online Student Success Faculty Focus Group, Member
Academic Forgiveness Committee, Member
Instructional Administrative Procedures Committee, Member
Entry-Level Assessment Committee, Member
Information Technology Academic Advisory Committee, Member

IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

A. Describe the strengths of the program identified through this review.

The sociology department continues to be a cost-effective program for the college, generating high enrollment and completion rates with low expenditures. The department has made great strides over the past five years:

In addition to being a major contributor toward general education electives at the college, the department is growing in majors and graduates. According to data provided in the Oklahoma State Regents for Higher Education's 2012 Productivity Report, the sociology department is the 16th fastest growing degree program among OCCC, Rose State, and Oklahoma State University-Oklahoma City, and is the 5th fastest growing degree program at OCCC.¹

Sociology is the 7th largest degree program at OCCC. In FY 2008, 11 degrees were conferred. In FY 2012, 37 degrees were conferred. The sociology graduation rate increased 236.4% over the last five years. This represents the highest graduation rate increase at Oklahoma City Community College.² And, our growth continues: 50 sociology degrees were conferred in 2013, bringing the increase to more than 300%. According to the college's most recent survey of graduates, 100% of sociology graduates who responded to the survey reported that they were currently enrolled in college.³

The department's assessment of student learning outcomes was completely revised during the five-year period since the last program review, and the improved method provides faculty a more valid, reliable, and representative assessment and a way of more clearly identifying any weak areas of program instruction. Faculty generated new outcomes and created objective measures, and now assess more than three times as many majors than in the past and measure outcomes in multiple courses and sections taught by both full- and part-time instructors. Student learning outcomes results are positive. Faculty meet on a regular basis to use the results to improve the program, and learn from one another by sharing classroom experiences and strategies.

The department expanded its course offerings during the past five years. SOC 2063 Crime and Delinquency is now offered and students interested in criminology have this class along with SOC 1203 Introduction to the Criminal Process available to them. SOC 2123 Sociology of Aging was reintroduced and sequenced with SOC 2163 Death, Dying, and Grief so that students interested in this career path can take those classes in alternating semesters. A special topics course, SOC 2000 Urban Sociology, is offered and taught by a regional and city planner for the State of Oklahoma. SOC 2913 Social Stratification is a new course that fits well with all of our courses in that it focuses on the causes and consequences of various forms of social inequality. In the works is a course in Sociology of Work which will have a strong globalization component. Types of work and locations of work, have changed dramatically as a result of the global economy, and this course will be designed to give students an understanding of and prepare them for an increasingly globalized work environment.

Introduction to Social Work has been increasing its numbers and student interest. Enrollment has steadily grown over the past five years and is approximately 50% greater than in the first semesters the course was offered. Students continue to apply to the OU School of Social Work and be accepted. Professor Ludlow has written numerous letters of recommendation for former students, and many early graduates of the class are currently involved in the social work profession. One former student has returned to the class to give a presentation on her experience, and another is currently employed full-time at OCCC.

Student success rates are strong. Two-thirds of students taking Introduction to Sociology are successful, and three-fourths of students in sociology general education courses earn a grade of A, B, or C. Faculty expect this trend to continue and improve through strategies recently implemented, which include online interactive activities for students as well as faculty members' use of Student Input on Instruction data for

their reflection and development.

Faculty were able to reduce the cost of the introductory sociology textbook by nearly half. In addition, online, interactive learning resources were provided to students through the adoption of Aplia. The purchase of Aplia includes access to the electronic version of the textbook, making it possible for students to further reduce their cost by opting for the ebook rather than a paper copy. Faculty also work with college library staff to ensure that current texts are kept on reserve in the college library for short term use by students. This service is heavily used and likely contributes to completion and therefore retention, particularly among students struggling financially.

The department is coordinating effectively with the college's advisors. Dr. Smith participated in the summer faculty advising program where she functioned directly in an advising role. Professor Ludlow has communicated with advisors about classes that need attention with regard to enrollment activity. All members of the faculty actively participate with the academic advising office with student success and graduation the focus of their coordination. This extends, of course, to interactions with our own advisees. Despite the large number of advisees the department has, and the few (3) full-time faculty the department has, sociology faculty encourage their majors to meet with them regularly.

The department now oversees its adjunct instructors and adjunct hires, and as a result has put together a focused approach of recruiting highly qualified instructors. Dr. Smith has an effective working relationship with the OU Department of Sociology chairperson, who notifies their doctoral students of teaching opportunities here. Our two most recent hires include a Ph.D. candidate at OU and a recent graduate of Princeton University's sociology Ph.D. program.

The sociology department has been remarkably stable and productive during this five-year period, despite dealing with some extraordinary circumstances. All three full-time faculty have remained with the department with no resignations or retirements. One member of the faculty endured considerable medical issues and hospitalization with only minimal downtime from work. Perhaps one of the greatest strengths of the department is the collegiality and mutual respect exhibited by this faculty group. They have consistently worked as a team across a wide range of activities and endeavors. The full-time faculty meet almost weekly, and share assessment and observations about student success. In the summer of 2011, during the formation of the new testing mechanisms, they even met at Professor Carselowey's home so that he could more easily participate in the process during his recuperation from surgery. They have consistently presented themselves to the adjunct faculty as a collegial and united group. They are dependably supportive of the department, division, and the college in general.

¹Data include programs with 60 or more majors in FY 2011 and reflect the percent change over a five year period, 2007-2012.

²Source: Complete College OCCC Data Overview and Presentation, September 19, 2012, Office of Institutional Effectiveness.

³Source: Report on the FY 2012 Graduates, October 2013, Office of Institutional Effectiveness. +

B. Describe the concerns regarding the program that have been identified through this review.

The sociology faculty have concerns related to their own program as well as broader concerns about the department's and the faculty's relation to the college.

1. The faculty feel very positive about the new student learning outcomes assessment process, but through regular study and evaluation have identified areas for further improvement. Because students are assessed at five different points during a semester, the potential exists for students to not be included in one or more occasions of data collection. As a result, the sample size is not as large and thus not as representative as desired by the faculty.

2. The department relies heavily on adjunct instructors who are quite limited in their availability and the number of classes they can teach. There have been occasions when sections have had to be closed, not because there were not enough students but because there were not enough instructors available. While highly qualified adjunct faculty have recently been recruited, they are not permanent staff and are paid a

much lower rate than they can receive at nearby schools. For example, the adjunct rate that sociology faculty are paid is one-third that of the University of Oklahoma, for teaching the same number of students and having the same qualifications. This makes it difficult to retain a highly qualified staff. Another complicating factor concerns classes requested by local high schools, generally with very little notice. The sociology department accommodates these requests as required by OCCC, but sometimes doing so is at the expense of on-campus classes and students. For example, in order to accommodate a high school request to offer a class (for only 2 students), an on-campus class (which could have enrolled 40 students) had to be cancelled. Unfortunately, this has not been a rare occurrence.

3. Compensation for full-time faculty is a concern as well. Faculty salaries over this five-year period have barely budged (an approximate one-percent increase). This is the case despite faculty qualifications, productivity, and achievement toward the college's goals, and despite the fact that their workload has increased. The salaries of two of the three faculty members, who together have more than 25 years teaching experience, one with a master's degree, the other with a doctorate, and one having taught six years at a university whose sociology department ranks in the top 20 nationally, is below that of the median salary of teachers in the Oklahoma City Public School District, most of whom hold only a bachelor's degree and not in the specific academic discipline they teach. Their salaries also are below the average of the faculty in their division. This devaluing leads to low morale. The faculty are intrinsically motivated to offer excellent education and advising to their students, to participate in professional development opportunities, and to provide professional expertise in the committees on which they serve, however, external compensation and recognition are minimal.

4. Alongside the stagnant wages is concern over the college's new health insurance rules. Faculty now must surrender their legal right to the confidentiality of their medical records or suffer a financial penalty, and submit to procedures or treatments decided by the college's insurance company rather than decided by themselves and their physician. While this affects neither the quality of the program nor the job performance of the faculty, this does affect job satisfaction and morale.

5. Sociology faculty understand that the greater emphasis on increasing the number of students who receive a grade of A, B, or C, is a nationwide trend. The pressure faculty across the college feel seems to grow each year. Faculty of course play a pivotal role in student learning, but they are but one variable in a complex equation. Nowhere is this more challenging than at community colleges, which have few admissions standards. The faculty are concerned that they are expected to achieve new goals that have been set by the administration which may necessarily lead to some degree of compromising standards. This outcome is widely known to have occurred in secondary schools, which has resulted in the SAT scores of U.S. students today being lower than those of students in the 1960s, and in scores of U.S. students on international tests being in the bottom fourth of developed countries, even though grades are higher. Faculty also are concerned that they will be judged according to a standard over which they have little control. The ability of faculty to improve the success of adult learners - not an insignificant number of whom may be unprepared, unmotivated, or dealing with significant obstacles in their life - is limited.

6. Sociology faculty recently learned that almost half of their 2013 graduates had not formally declared sociology as their major. This points to a large gap in the process by which students accurately declare their major, since for a large number this has not occurred until their graduation check. The problem this creates for faculty is that they do not have an accurate list of their majors. This affects student learning outcomes assessment, since the department pulls data only from students that have a declared sociology major, and it affects advising outreach efforts because faculty have no way of contacting all of their majors.

7. The sociology department developed a new course which was offered in Fall 2013. Because it was a new course, Dr. Smith met with representatives from marketing in March to request that the course be promoted. The request was not met, and the course did not make.

8. To support the college goal of increasing the graduation rate, to offer an option for students wishing to enter the workforce with employable qualifications sooner, and to support the needs of employers in the area, the sociology chairperson and a psychology professor proposed a Human Services Certificate, and applied for and were denied an institutional grant to develop it. There was no communication as to why the project was not funded and why the college did not support its development.

C. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

Planned Action for Concern 1: Streamlining the outcomes assessment process to occur at fewer points in time will capture information from a greater number of students. In order to do this, the instrument would likely be modified to fit with time constraints. Relatedly, faculty are currently reviewing the sociology CLEP test to possibly draw questions from. This would provide a normative measure of the achievement of majors in the introductory course. Unfortunately, while the American Sociological Association offers outcomes assessment resources, all are geared toward students at the conclusion of a four-year course of study rather than a two-year one, and thus are not feasible for our use. Faculty will continue to develop and refine their instruments used in the department's other sociology courses. Although the department's student learning goals are being achieved, faculty seek continued improvement.

Planned Action for Concern 2: Dr. Smith submitted a request to change the minimum qualifications for the sociology adjunct job posting. The request is awaiting approval. The current posting allows persons to apply for the position who have completed no sociology courses; the new posting will restrict applications to those who have at least a master's degree in sociology, or a master's degree in a related field plus 18 graduate hours in sociology. This will provide a more qualified pool of applicants from which to hire. The department chair will continue to reach out to doctoral students at the University of Oklahoma when additional adjunct faculty are needed.

Planned Action for Concern 3: Faculty will continue their commitment to excellence in teaching, participate in professional development opportunities offered by the college and elsewhere, grow and develop the department, and support the college goals. They also voice their request for greater support for the sociology department and sociology faculty.

Planned Action for Concern 4: Faculty will use appropriate channels to participate in the process of policies that pertain to the health and privacy of OCCC employees.

Planned Action for Concern 5: Sociology faculty will continue their efforts to increase student success and success rates as far as possible without lowering standards.

Planned Action for Concern 6: Sociology faculty will participate in initiatives designed to improve the communication between departments, the office of advising, and any other offices involved in the process of ensuring that students' majors are recorded accurately. Once they are, sociology faculty members will increase their outreach efforts, contacting students regularly about department and advising information.

Planned Action for Concern 7: Sociology faculty will develop approaches to promote new courses.

Planned Action for Concern 8: Sociology faculty will continue to develop approaches which they believe will benefit students and the college.

D. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

Institutional Recommendation for Concern 1: Faculty request that outcomes assessment instructions and any year-to-year changes in expectations be communicated to faculty in a timely manner.

Institutional Recommendation for Concern 2: As the faculty recommended in the previous program review, adding a fourth full-time position to the department would help with the large number of students we instruct in sociology.

Institutional Recommendation for Concern 3: Over the past five years, the college has focused on increasing the number of facilities on campus and improving the grounds and appearance of the college. Faculty are aware that faculty compensation comes from a separate area of the budget, but perhaps growing that area could become a priority during the next five years through fundraising efforts, endowed

positions, and other means. Balancing the increase in job demands with an increase in compensation can improve morale. Many faculty work in community colleges not because they cannot work in a more prestigious institutions but because they believe in the community college mission. Making recruiting and retention of high quality educators a priority of the administration will improve the quality, standing, and reputation of the college as well.

Institutional Recommendation for Concern 4: Faculty recommend that college administrators be ever mindful of protecting the health decisions and rights of the faculty and staff of the college, and involve faculty and staff to a greater degree in policy decisions.

Institutional Recommendation for Concern 5: Faculty recommend that the college communicates an explicit strategy for achieving the goals administrators have set.

Institutional Recommendation for Concern 6: Faculty recommend that greater coordination between college offices be achieved so that accurate records are maintained and reported to faculty. This pertains to a list of current and active majors as well as data that occasionally differ depending on the office they came from.

Institutional Recommendation for Concern 7: Sociology faculty recommend that there be support from the college for getting course information to students. The college provides information to students through many forms of delivery, whether on the television monitors around campus, email, or through social media. Support from the college to advertise new courses to increase student awareness is requested so that a new class does not fail to meet the minimum enrollment required.

Institutional Recommendation for Concern 8: Sociology faculty would appreciate support for their initiatives to attain college goals and to receive feedback when the college perceives their initiatives to be unwanted. Recommendation 5 will help eliminate misunderstandings and unnecessary efforts.

