

Oklahoma City Community College

Program Review Self Study 2008

Program: Sociology (042)

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Division: Social Sciences

I. Program Requirements

1. Program Curriculum

Date: 12-17-08

Name of Program: Sociology

Semester Hours General Education: 37

Semester Hours in Major: 15

Semester Hours Support: 9

Semester Hours Electives: 15

Semester Hours Life Skills: 1

Semester Hours Total: 62

Freshman Year First Semester			
Prefix	Number	Course	Credit Hours
SCL	1001	Success In College And Life	1
SOC	1113	Introduction To Sociology	3
ENGL	1113	English Composition I	3
HIST	1483	U.S. History To The Civil War - Or -	
HIST	1493	U.S. History Since The Civil War	3
BIO		**Biological Science	3-4
PSY	1113	Introduction To Psychology	3
		Total	16-17

Freshman Year
Second Semester

Prefix	Number	Course	Credit Hours
SOC	2023	Social Problems	3
ENGL	1213	English Composition II	3
POLSC	1113	American Federal Government	3
MATH	1503	Contemporary Mathematics - Or -	
MATH	1513	College Algebra - Or -	
MATH	2013	Introduction To Statistics	3
SOC		Sociology Elective	3
Total			15

Sophomore Year
First Semester

Prefix	Number	Course	Credit Hours
SOC		Sociology Elective	3
PHYS		**Any Physical Science*	3-4
HUM		Humanities Elective	3
SUPP		Guided Support Elective	6
Total			15-16

Sophomore Year
Second Semester

Prefix	Number	Course	Credit Hours
SUPP		Guided Support Elective	3
SOC	2903	Sociology Seminar	3
HUM		Humanities Elective	3
GEN ED		Gen Ed Elective	6
Total			15

CURRICULUM LISTINGS

Major Courses	Credit Hours
SOC 1113 INTRODUCTION TO SOCIOLOGY	3
SOC 2023 SOCIAL PROBLEMS	3
SOC SOCIOLOGY ELECTIVE	3
SOC SOCIOLOGY ELECTIVE	3
SOC 2903 SOCIOLOGY SEMINAR	3
Total	15

General Education Courses	Credit Hours
ENGL 1113 ENGLISH COMPOSITION I	3
ENGL 1213 ENGLISH COMPOSITION II	3
HIST 1483 U.S. HISTORY TO THE CIVIL WAR - OR -	
HIST 1493 U.S. HISTORY SINCE THE CIVIL WAR	3
BIO ** BIOLOGICAL SCIENCE	3-4
PSY 1113 INTRODUCTION TO PSYCHOLOGY	3
POLSC 1113 AMERICAN FEDERAL GOVERNMENT	3
MATH 1503 CONTEMPORARY MATHMATICS - OR -	
MATH 1513 COLLEGE ALGEBRA - OR -	
MATH 2013 INTRODUCTION TO STATISTICS	3
PHYS ** PHYSICAL SCIENCE	3-4
HUM HUMANITIES ELECTIVE	6
GEN ED GEN ED ELECTIVE	6
Total	37

Support Courses	Credit Hours
SUPP GUIDED SUPPORT ELECTIVE	3
SUPP GUIDED SUPPORT ELECTIVE	3
SUPP GUIDED SUPPORT ELECTIVE	3
Total	9

Life Skills Courses	Credit Hours
SCL 1001 SUCCESS IN COLLEGE AND LIFE	1
Total	1

Total Credit Hours 62

2. **General description of review process and participants assisting with and conducting the review.**

- a. Program faculty assess annually student learning and program outcomes for their program. Every five years these assessments are evaluated globally. A program review document contains general college information from Advising, Recruitment and Admission and Institutional Effectiveness and program specific assessments of strengths and weakness of the reviewed program and program plans for the future.

b. A list of the student learning outcomes

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

c. A list of program outcomes for the program

Sociology program graduates will be academically successful in parallel programs at public baccalaureate degree-granting institutions in Oklahoma

d. Well defined the criteria for measurement and how the criteria were used in the program.

Program faculty have been diligently involved in developing criteria that accurately reflect a student's skills on outcome assessment measures. This process reflects both changes at the program and institutional level, with faculty and administration continuing to evolve and refine the outcomes assessment process. At the beginning of this review period the program used generalized measures and criteria for identified student outcomes. The program was also shifting away from assessment that used an exit-essay exam to the utilization of a capstone class to conduct assignments designed to assess student outcomes. In the early stages of the capstone class (Sociology Seminar), criteria was based on faculty evaluations of assignments designed to measure student outcomes. All 3 faculty were originally involved in this process, yet no articulated and detailed rubric existed to achieve consensus.

The last 3 years of assessment has been an evolving process that has led to greater clarity and specification in methodology. Several factors have been significant in this evolution. First, the college and program faculty have participated in educational activities regarding student assessment. There has also been several sessions to provide guidance in the assessment area. Second, annual reports of outcomes assessment have provided significant data that has led to greater articulation of criteria and refined measures of outcomes. Third, faculty involved in the Sociology Seminar have been involved in the continuous process of refining outcome measures and defining measure criteria as they relate to assignments from the capstone course. Finally, the program is in the process of articulating specific and detailed measures and criteria for each outcome and identifying Sociology Seminar activities that will more accurately assess student outcomes.

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

In FY-2004, the program outcomes assessment instrument was comprised of an exit essay assessment for graduating program majors. This instrument was determined to have reliability and validity problems, mainly resulting from low student participation in an assessment process that technically, could not be required of students. Consequently, the program faculty decided to move in a

new direction for assessment. The result was the development of a capstone course designed to house the outcomes assessment process through the inclusion of projects and other assignments focused on annually selected student learning outcomes.

In FY-2005, the capstone course and the new outcomes assessment plan were implemented. The results from the new assessment process provided the insight that students were learning some of the basics regarding sociological theory, but had difficulty applying it in the analysis of social phenomena. Based on this, faculty revised course content and delivery to help students strengthen both understanding of and ability to apply sociological theory.

The program assessment for FY-2006 focused on application of theory, components of culture, and society. The results reflected that students had difficulty applying abstract concepts to concrete social phenomena. To address this, both full-time and part-time-faculty were asked to increase the use of concrete examples when presenting the more abstract sociological concepts.

The FY-2007 assessment results reflected students had successfully mastered the selected learning outcomes for the year. However, instructing faculty for the capstone course had concerns that they were providing so much assistance to students for the outcomes assessment-focused assignments, that it might have affected the results of the assessment. The faculty decided to revise the existing process, requiring students to complete assessment-related assignments more independently, with less instructional guidance. However, unrelated to the learning outcomes being assessed for this year, some course assignments revealed inadequacies in student performance in the areas of theory and methodology. As a consequence, faculty decided these areas would be the focus of outcomes assessment for FY-2008. Additionally, through increased experience and insights regarding the outcomes assessment process, faculty determined there was a need to develop more clearly articulated assessment rubrics.

In FY- 2008, assessment focused on theory and methodology. The results of the assessment reflected student performance improvements in both the areas of theory and methodology. Instructing faculty found the rubric construction process, revised from the previous year, to be more articulate and therefore, more clear and effective. As a result, faculty recommended this revised approach to constructing the rubrics be continued in future assessments.

The program outcomes assessment process is an evolutionary work in progress. As such, it has provided insights for faculty to apply in their

continuous efforts to maintain and improve instructional quality and a strong program curriculum.

3. Research and evaluation must be conducted on a continuing, systematic basis as an integral part of the program. All aspects of the program must be evaluated and the results used to improve services to students. There must be evidence that the program is reaching its stated student learning outcomes/program outcomes. The review should address each of the following areas. The program:

a. 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 program 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. Virtually every course offered by the program 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 members of the community.

The sociology program 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 program ensures that sufficient courses are offered to allow students from other disciplines entry into these courses.

b. meets stakeholder expectations:

OCCC programs provide our community with broad equitable access to a college education. OCCC students are prepared to succeed in college and are able to achieve their individual educational aspirations. OCCC graduates succeed at four-year institutions and/or in their careers. OCCC has a rich history of enriching our community both economically and socially through our educational and cultural programs.

c. produces graduates and former students who are successful on transferring:

GRADUATES

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Sociology	35	18	23	20	11

d. contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities

Programs of Study

OCCC offers two types of associate degree programs: transfer and technical/occupational. In addition, a number of certificates of mastery are offered in technical and occupational fields of study.

University Parallel/Transfer Programs

OCCC offers a broad range of transfer programs for students planning to continue on at a four-year college or university. Students may enroll in freshman and sophomore courses which lead to a baccalaureate degree in practically any field of study. Upon completion of specified degree requirements, the student is awarded an Associate in Arts or Associate in Science. These degrees require the completion of a minimum of 60

semester credit hours. Of the 60 semester credit hours, a minimum of 37 must satisfy the general education core requirements (see Degree Requirements). The remaining approved courses will be related to the student's major or courses which directly support that major.

Policy Statement on Undergraduate Degree Requirements and Articulation

In accordance with the Oklahoma State Regents for Higher Education Policy Statement on Undergraduate Degree Requirements and Articulation, a student who completes an Associate in Arts or an Associate in Science degree at OCCC "may transfer into a Bachelor of Arts or a Bachelor of Science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion." The Policy Statement on Undergraduate Degree Requirements and Articulation assures that the general education core (37 credit hours) of the Associate in Arts or Associate in Science degree at OCCC will apply directly toward the lower division general education requirements at any state university in Oklahoma. In addition, students are advised to secure the official catalog of the university to which they plan to transfer. Each university's official catalog provides pertinent information about admission policies and academic programs. That information is essential to the student's successful transfer to that university. Students should also consult a faculty advisor in their major at OCCC. With approval, the associate degree program may be modified to meet a student's needs depending on the intended transfer college or university.

Students are encouraged to visit the "Transfer Center" on the Oklahoma State Regents for Higher Education web site at <http://www.okhighered.org/studentcenter/transfer-stdnts>. This site will assist a student in determining which course or courses will transfer to another Oklahoma college or university.

Transfer guides showing course-by-course articulation between OCCC and a number of state universities are available in Office of Academic Advising. By using the appropriate transfer guide, the student can be assured that courses in the student's major will transfer directly toward the bachelor's degree.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. The curriculum patterns listed below are presented in the next section of the Catalog.

- e. **Have systems to evaluate courses and faculty by students, administrators, and departmental personnel**

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. In preparation for the review, the employee will provide relevant information to the Division Dean or Director as appropriate at least two working days prior to the evaluation conference. The results of the subsequent performance appraisal conference will be documented on a rating sheet signed by both the employee and the Division Dean or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction form is a means of gathering student perceptions of instruction at the college. The results are intended for use by you and your dean in identifying ways to improve instruction. A copy of the form is in the appendix of this document. The forms and supportive instructions will be distributed for you to administer during the 8th, 9th, or 10th week of 16-week courses or the 5th or 6th week of eight-week courses. Prior to administering the instrument, you should:

1. Plan class time to help ensure that time is available for completing the forms.
 2. Where desirable, prepare up to three (3) questions, which are unique to the course or section for inclusion as the optional questions on the form. You should have multiple copies of these questions printed for use by the students.
 3. Select a student to be responsible for administering and returning the forms and brief him or her about the process. It is best to keep the forms and instructions in your possession until the day you plan to administer them. Your cooperation in helping to ensure that the Student Input on Instruction forms are completed in a timely manner will go a long way to provide useful student input concerning your instructional methods.
- f. is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience**

Service-Learning

Incorporating service-learning as a part of your curriculum is easy to do and can enhance students' ability to understand and apply course material. Service-learning can also generally be used as a part of any course's learning objectives. Office of Student Life coordinates student involvement in service learning.

- g. Has current, appropriate, useful, and sufficiently comprehensive instructional media and materials.**

Sociology Library Review

OKC Community College

Fall 2008

The Library has an appropriate, current and useful collection of resources to support the Sociology program.

Sociology courses exist primarily to support the general education requirements of other programs. As a result, enrollment in the courses has grown, though the number of actual majors remains small. Although there are no scheduled curriculum changes, course development is being considered or planned in the following areas: Globalization, Sociology of Media, Sociology of Work, and in Social Stratification.

To support the curriculum the Library continually builds its collection of materials, both online and in other formats. The first point of access to the majority of these materials is the Library's website. The web pages are an integrated and dynamic source of information. Students can search a variety of online article databases, as well as look up the Library's book, DVD and video holdings. It is also easy to check on items owned by other libraries in the Oklahoma City area, holdings of other libraries across the state and world, as well as use some 9,000 e-books for research.

These call number areas contain materials which support the Sociology program:

- HM 1-299 Sociology, general & theoretical, incl. social psychology
- HN 1-981 Social history, social problems, social reform
- HQ 1-2039 Family, marriage, incl. women, divorce, aged

- HS 1-3369 Societies & clubs
- HT 51-1595 Communities, classes, races
- HV 1-9960 Social pathology, social & public welfare incl. substance abuse, crime
- HX 1-970.7 Socialism, communism, anarchism, utopias
- GN 1-890 Anthropology
- GT 1-7070 Manners & customs

Supplemental call number ranges are:

- HC 79-110, E 27-185, Q 127-174, RC 377-569.5
- BF 311-723, JK 271-599, BD 450-523, KF 373-9763

Both students and faculty use the Library. All 2000-level courses have writing components, most of which require some form of research and /or review of the literature as part of an assignment. However, faculty observe that, in general, students lack knowledge about using Library resources and depend too strongly on Internet sources. Students also have weak skills in assessing Internet sources. Currently SOC 2903 – Sociology Seminar is the only course that usually includes some library instruction. Faculty use Library materials to supplement their lectures, and minimally use the reserve service.

All faculty members recommend materials for purchase. They report that the AV collection is probably the weakest area for the Sociology program. The series “Faces of Culture” is used regularly and several other videos are used to supplement class instruction. Faculty recommend purchase of “Thirty Days” with Morgan Spurlock, and are looking for additional AV materials in the areas of gender, race, ethnicity, social class, social stratification and human evolution. The Library already has the first volumes of Spurlock and the second is on order. Faculty appreciate the support of Library staff in acquiring new AV items to supplement their courses.

The circulating collection is adequate. Two years ago the circulating collection was weeded and reviewed for gaps in coverage. Another wider review is now getting underway. More circulating materials should be purchased on social work, the study of religion (academically based), globalization, sociology of the media, social class, social stratification and conflict theory.

The sociology-related online periodical databases and print subscriptions provided by the Library are a high quality set of resources used by faculty and students. A primary research tool is EbscoHost's set of 24 separate article databases—the first one alone now offering full text articles from over 2000 scholarly journal titles. Almost 100 of the full text titles available are directly related to Sociology and an additional 150 full text titles are related to Social Work. In addition to EbscoHost, students can search databases such as CQ Researcher, SIRS KnowledgeSource, Opposing Viewpoints and Newsbank Newsfile for journal, magazine and newspaper articles, and other scholarly sources. Given our user needs and the huge searching advantages of online databases, the Library cancelled the traditional paper edition of *Social Sciences Index* four years ago.

In addition to its online resources, the Library subscribes to the following periodicals that support the Sociology program:

Alcohol Health & Research World	Hastings Center Report
American Anthropologist	Human Rights
American Demographics	Human Rights Quarterly
American Journal of Sociology	Journal of Marriage & the Family
American Sociological Review	MS
Annals of the Academy of Political and Social Science	National Geographic
Business and Society Review	Phi Delta Kappan
CQ Researcher	Public Health Reports
Criminology	Public Opinion Quarterly
Criminology and Public Policy	Signs: Journal of Women in Culture and Society
Dollars & Sense	Social Science Quarterly
Education Digest	Social Work
Family Relations: Journal of Applied Family & Child Studies	Society
Futurist	United Nations Chronicle

The Gerontologist

In addition to these the Library has added a subscription to *Teaching Sociology*, a peer reviewed journal focused on teaching methods, strategies and activities, which was recommended by program faculty.

Combined with the online resources, the availability of interlibrary loan service, and the OK-Share card which allow students to use other academic libraries in the area, sociology students are well supported.

With the increase to 32 computers in a classroom layout near the Reference area, librarians can teach research skills hands-on with students. When not being used as a classroom, these computers are part of the 75 public computers available to Library users. Aside from the research class sessions taught by librarians, students routinely receive one-on-one assistance from librarians, and can use Research Paper Help, a set of web pages created by OCCC librarians and providing a whole array of suggestions on doing library research.

In summary, the Sociology collection needs building in the areas identified and the Library will continue to review and update materials. These resources support the curriculum. Sociology faculty express appreciation to Library staff, particularly Dana Tuley-Williams “for her willingness and thoughtfulness in helping faculty meet their instructional needs.”

- h. Provides adequate resources and adequate and appropriate faculty whose qualifications (including educational background, related experience, and service contributions related to the program) support the objectives and curriculum of the program.**

The Sociology Program faculty consist of 3 full-time and 8 part-time faculty members. Two full-time faculty possess Masters and one possesses a PhD. The combined teaching experience of the full-time faculty is 32 years. In addition to educational qualifications, the faculty represents a variety of backgrounds with related experience and service contributions. For example, faculty teaching courses related to corrections have many years of experience in the field. The senior member of the faculty has specialization in the sociology of community and in family studies. He has past experience working in human

services and currently is involved in political activities at the state and county level. He has also taught at OCCC for 25 years. Two new full-time faculty have joined the program since last review. One brings specialization in demographic studies, rural sociology, and social psychology. He has 10 years experience as a counselor and program director in the mental health field and is in his 6th year as a full-time instructor. The newest addition to the full-time faculty is a PhD with specialization in research and consulting in business and the sociology of work. She has published in academic journals in her field and presented at professional association meetings. She has also served as a visiting Assistant Professor at the University of Oklahoma.

Many of the adjunct faculty have extensive experience in teaching sociology both at OCCC and other institutions. Applicants for adjunct teaching positions are screened by the office of Human Resources, and are then interviewed by the Department Chair, with input from full-time faculty. New adjuncts attend orientation and are assigned a full-time faculty mentor. Full-time faculty have been increasing their involvement with adjuncts to strengthen the program. Full-time and part-time faculty maintain office hours for student consultation and assistance. Advising of sociology majors is handled by full-time faculty.

The high quality of program faculty contributes to student learning outcomes, program outputs, and curriculum.

- 4. Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met:**

General Education Assessment Plan

Objective:

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

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 30 hours of General Education Courses from OCCC. During each Spring Semester, the reports from each team will be shared at the meeting of the whole General Education Committee and dispersed to faculty within each division. Specifically, during the Fall Semester, each team in charge of a specific Student Learning Outcome area will make curriculum recommendations to the General Education Committee. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website. Faculty members on each team will be compensated each semester.

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. However, the artifacts should adhere to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC's curriculum.

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 30 credit hours in General Education Courses. From this list, they will identify a random sampling of students enrolled in courses, which faculty have included “artifacts” relating to the Student Learning Outcomes measured each semester.

For example, if an outcome in Math is measured, then the following courses beyond a Math Prefix could also be used: Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Accounting, Physical Science, or other General Education Courses involving Math and including the objectives for the Math Student Learning Outcome. Likewise, data collection could be attained from an outcome in Writing from any course involving writing,

including a scientific lab report, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education curriculum.

The premise behind this kind of data collection (1) allows for an interdisciplinary approach to the General Education curriculum; (2) creates a shared vision of faculty collaboration beyond the microcosm of specific divisions; (3) allows for a more accurate depiction of student learning as they progress from one General Education Course to the next; and (4) creates a shared approach to improve student learning and success by reiterating General Education Skills from multiple courses.

5. Provide a summary of how concerns and recommendations identified in the last program review were addressed.

To address the concerns regarding program graduates being adequately prepared to transfer to four year programs, faculty generated a set of core objectives for the two required sociology courses, Introduction to Sociology and Social Problems, in order to ensure that, regardless of whether the course was instructed by full-time or part-time faculty, the essential course content would be included.

The concern regarding advising has been addressed, to some extent, by efforts both at the institutional and program levels. Early problems with the Datatel system have been addressed, resulting in the faculty advisee lists being more accurate and useable. In addition, a recently generated process to encourage students to seek advising has been initiated through the Achieving the Dream program.

The noise problems created by the air conditioning systems in some of the SSC classrooms, which faculty have complained about from the first semester the building was in use, have never been addressed. However, it appears that SS is scheduled for remodel, and the A/C issues, along with the roof-related problem of water leaking into classrooms, as well as the concerns about high humidity and mold, are expected to be resolved. Most of us will believe it when we see it; some may not.

Concerns about class size being too large have been addressed by a change in the Division policy, which now specifies a section cap of 40, unless both Dean and Instructor agree to an increase.

Limited funding for guest speakers was a concern that has been relieved, with funding resources having been more available in the last several years.

The mystery surrounding SOC. 2213 – Cultural Anthropology not being an approved Humanities course at this college, while it is approved at several state four year institutions, continues. No one seems to know how or why such a decision was made, or who made it. This is an issue which program faculty think could be resolved by the Office of Academic Affairs.

The college's reliance on part-time faculty to instruct at least, if not more than, fifty percent of the program sections, continues to be a concern of program faculty. It appears that this is a concern among program faculty throughout the college. The primary focus of the issue seems to center on concerns regarding the ability of the program to ensure quality and continuity of instruction. The college administration and program faculty have initiated some strategies to ameliorate these problems. One strategy, initiated by program faculty, involved generating a set of core objectives for the two required sociology courses, Introduction to Sociology and Social Problems, in order to ensure course content quality and continuity. A second strategy has been to increase communication and contact with part-time faculty to ensure they understand established program outcomes goals and to monitor the quality of part-time instruction. A component of this strategy, generated by the Office of Academic Affairs, involved the implementation of a part-time faculty orientation and mentoring program. In this program full-time faculty mentor both new part-time and new full-time faculty.

The concern regarding Social Problems and other 2000 level sections being difficult, at times, for program majors to enroll in, due to high enrollment and limited section offerings, has been ameliorated through increasing the number of sections for the Social Problems course.

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

- The Sociology Program plays an essential role in providing general education courses for a significant number of degree programs within the college.
- The program is continuing to evolve and advance in regard to the outcomes assessment process.
- Program faculty are engaged in and committed to, the continuing growth and

development of the program and student success.

- The program promotes cultural awareness and has strengthened its emphasis on providing an education to prepare students to participate effectively in an increasingly global society.
- Program faculty are well-qualified, experienced, and represent diverse areas of expertise.
- Institutional data indicate that students who transfer are prepared and successful at four-year institutions.
- Sociology is a growing program with an expanding curriculum to meet the needs of students and the community, including offering new courses of study in social work and sociology of religion.

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

1. Concerns exist within the program regarding the practicality and real value of the Sociology Seminar as a required capstone course. Issues of transferability may result in sociology majors selecting not to complete the seminar and therefore transferring without a degree.
2. Concerns exist regarding student awareness about the advisement process and the recognized tendency of students to self-advise.
3. Even with the pending remodeling of the social science area, the Sociology Program would like to reiterate concerns regarding environmental issues of air conditioning noise, water leaks, and other problems that exist in this building. Specifically, the faculty is concerned about proposed plans to place faculty offices in areas known for problems with moisture and mold.
4. With the creation of the Introduction to Social Work course, concerns exist regarding the possible development of a separate sociology / social work track that would substitute the social work course, and possibly a behavioral statistics course, for participation in the Sociology Seminar course.
5. The program faculty is concerned about the increased demands on full-time faculty to implement institutional programs, such as Achieving the Dream,

the General Education Outcome Assessment program, and expanding the role of faculty in student recruitment. These additional demands have increasingly required additional time well beyond traditional committee-level responsibilities, potentially compromising the quality of classroom instruction.

6. Concerns exist regarding academic integrity in online courses.
7. With over 100 advisees assigned per instructor, the expanded role of faculty in both student advisement and recruitment has resulted in program concerns regarding further compromise of instructional responsibilities.
8. With the growth in student population along with expanding curriculum and increased number of sections offered, the program reiterates its concern about the reliance on part-time faculty and the potential impact that this may have on the quality and continuity of instruction.

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

1. The Sociology Program will continue to assess the appropriateness of the Sociology Seminar by examining its impact on students through SII's, and institutional data that may reflect declining numbers of graduates from the program.
2. The Sociology Program 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.
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.
4. The Sociology Program 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.

5. The Sociology Program 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.
6. We recommend that the college increase its efforts to maintain academic integrity in online courses.
7. The program faculty recommends the assignment of an advisor specifically dedicated to the Behavioral Sciences Department.
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.

II. Institutional Requirements

- 1. Provide factual and accurate documentation which demonstrates acceptable standards of ethics in recruiting and advertising activities.**

All materials provided to students are thoroughly reviewed by appropriate personnel to ensure they are factual and accurate. In addition, appropriate personnel review all recruiting and advertising activities to ensure they meet acceptable standards of ethics. Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions.

Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. College information is provided to students through traditional means such as class schedules, catalogs, student handbooks, Recruiters Manual, and new student orientation as well as through the College website.

- 2. Provide recruitment and admission policies and practices reflecting that the program is available to qualified applicants and that qualified applicants will be admitted regardless of sex, race, ethnic background, religious preference, disability or any disadvantage.**

Recruitment practices and activities are planned and reviewed by appropriate personnel to ensure the institution's vision, mission, and ENDS are met. Every effort is made to ensure that all qualified prospective students are contacted and provided with opportunities to be informed about College programs, services and courses and are provided with the opportunity to apply for admission to the College.

Students entering Oklahoma City Community College as a Regular Degree Seeking Student will meet the following admissions requirements:

- graduated from high school or earned a GED;
- completed the ACT, SAT or a similar acceptable battery of tests; and
- completed all high school curricular requirements.

Students who do not meet the above criteria may be admitted under one of seven Special Admission Categories outlined in the Catalog. All students who meet the above requirements or who fall into one of the special admissions categories are admitted without regard to sex, race, ethnic background, disability or disadvantage.

3. Provide documentation that an organized, coordinated program of guidance and counseling exists. The program should foster maximum development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a program.

Faculty from each program work very closely with the Student Development Center staff. Each student is encouraged to have a counselor from Student Development as well as a faculty advisor.

Degree sheets are available in the Student Development Center as well as in faculty advisors' offices. Students may also access degree requirements and complete an up-to-date degree audit online. Faculty advisors work closely with Student Development Counselors to minimize the number of hours unable to be counted when a student transfers to a four-year institution.

The general philosophy and objectives of the Student Development Center include informational, relational and conceptual processing of educational planning and student goal achievement, including degree completion, articulation or personal development and apply to all students.

The functions of Student Development are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Student Development objectives are also outlined in the above mentioned documents.

Counselors follow guidelines listed below in working with students. After admission to the College, a student is evaluated for placement. After the evaluation is complete, the student meets with a counselor to determine enrollment. Course selections are based on test scores, anticipated program and required courses, workload, possible transfer and past academic history. If the student expresses indecision over goals, especially for career or program choice, they explore them with a counselor in Student Development.

When a student indicates a desire to pursue a specific program, they are referred to the appropriate faculty advisor or program director. An individual strategy is built for each student, designating courses to be enrolled in for each semester.

Counselors in the office of Student Development are available to discuss career objectives and degree programs with each student. The staff of Student Development assists all students with educational planning, career decisions, and occupational choices. Further assistance is available in conjunction with the Discover Program and the other resources of the Career Counselor.

Academic Advisement (faculty handbook)

In the course of interacting with students, it is the responsibility of faculty members to serve as academic advisors. In addition, faculty give advice on a broad range of topics and issues. The kinds of advice offered by faculty can be categorized in the following way.*

* It is important to underscore that this listing is intended to be suggestive rather than exhaustive or prescriptive.

Program Requirements

It is important for students to meet with an advisement professional to establish a Student Academic Plan (SAP). Returning students who are familiar with their degree requirements and those not seeking a degree or certificate may self advise. Students are also encouraged to work concurrently with their faculty advisor in the academic discipline of their degree choice. A faculty advisor can help ensure that major specific educational objectives are met in an efficient, orderly fashion. If you have questions on course selection, entry-level skills required or general academic information contact Office of Academic Advising.

With respect to program requirements, faculty advisement may address such things as degree planning (timing and sequencing of courses), identifying the appropriate catalog (degree plan to follow), selecting support electives, and meeting special requirements for a program or student (e.g., clinical performance, immunization, CPR).

Transfer Concerns

Relative to transfer concerns, faculty advisement may include such things as providing information on programs at area transfer institutions, information on out of state/state institutions, and transfer procedures to those institutions. It may also include evaluation of course content of major courses being transferred in for a particular major.

Career Information

Providing career information may include information about employment opportunities with various levels of education and responding to questions regarding how to select a path to follow within the field.

Referral

Referral may be done when faculty advice is sought on such matters as financial aid, transportation problems, problems with transcripts, formal degree checks, personal problems requiring counseling, graduation procedures, or any issue that the faculty member determines can be best served by others.

4. Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including:

- a. The number of majors (head count and FTE) in the instructional program during each of the last three years and projections for the next two years.**

FY 2006		FY 2007		FY 2008	
HC	CrHrs	HC	CrHrs	HC	CrHrs
335	4,255	289	3,804	300	4,315

The expected enrollment and FTE has small fluctuations and is not expected to change significantly.

- b. the size of specialized (program major) classes, if any, identified as integral elements in the program during the last three years.**

	FY 2006	FY 2007	FY 2008
Sociology TOTAL	20	20	21

This table represents the average class size of specialized classes.

- c. Instructional cost, including efficiencies and improved learner outcomes achieved through the use of any technology.**

OCCC is committed to providing quality education at times and places most convenient to students. To accomplish this, Distributed Learning Instructional Technology has developed courses which offer several options to students who cannot attend on-campus courses. Those options are online courses, telecourses, interactive television and web-enhanced courses. In addition to providing access Distributed Learning assist faculty in their utilization of technology to enhance student learning by providing software and technology training. Camtasia Software (used for the development of narrated online lectures and tutorials), Avacast (a webcasting software), learning management system (WebCT) license, Podcast studio remodel and setup, equipment and software, and Thinkwave licenses (an online grade book) are among the tools available at the cost of \$71,219.

- d. The number of FTE faculty in specialized (program major) courses within the curriculum**

The total number of FTE faculty			
	FY 2006	FY 2007	FY 2008
Sociology TOTAL	1.6	1.7	1.7

- e. Projected job market for graduates in occupational programs during the next two years.**

This is a transfer programs, and by design, there is no job market data at this level of degree completion.

- f. The success of transfer students based on GPA comparisons.**

There is minimal transfer data on student GPA from the receiving transfer institution. See attachment for available transfer data.

- 5. Provide documentation that a process exists to insure that cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts are issued upon student request.**

The Registrar's Office establishes an official record for each student admitted to the college. Cumulative academic records are maintained and archived in compliance with all federal and state requirements and in accordance with American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

The College complies with the Federal Rights to Privacy Act of 1974, as amended, regarding record integrity, security, access, and the release of Directory Information. Transcripts are issued directly to the student upon request and at no charge.

- 6. Provide evidence that a formalized and effective process to address student complaints is in place and available to students.**

The Student Handbook describes the student grievance procedure. The Student Handbook is published annually so that changes can be made to stay current with all state and federal policies and rules.

Also students may at any time submit questions or complaints in boxes located across campus. The Office of the Vice President for Enrollment and Student Services collects the input from these boxes and addresses the student's question or complaint. The results are given to the student, reviewed by The Leadership Council, published on a public bulletin board in the Main Building of campus, and published in the Student Services Annual Report.

- 7. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.**

The Sociology Program, a significant contributor to one of the most productive Academic Divisions at Oklahoma City Community College, supports the needs of the college by serving several roles. The primary role served by the program is that of providing required or elective social science as well as specific sociology courses for over fifteen degree programs. It also provides courses that serve as general education electives for many programs. For students interested in a sociology degree path, the program provides a high quality degree program that

is accepted as the lower division requirements for all state four-year institutions offering a sociology degree. The program stands as a major contributor to preparing students to be globally competent through courses that emphasize cultural awareness and diversity, a component of all courses in the sociology program curriculum. In addition to these roles, the program serves the general community by offering courses to those who are not seeking a degree, but wish to learn more about society and social systems. The program faculty is committed to maintaining the high standard of instruction that it has achieved in the roles it serves. Therefore, the program faculty recommends continued support from the college necessary to ensure this standard is not compromised.

The program maintains and strengthens the quality of the sociology curriculum through an effective and continuously evolving outcomes assessment process, monitoring and mentoring part-time faculty, and emphasizing professional development for faculty. Faculty help ensure program quality and degree transfer value by reviewing the emphasis and changes in parallel programs at four-year state transfer institutions. It is a goal of the program to continue to improve the quality of instruction through an effective outcomes assessment plan. The faculty recommends continued support from appropriate entities of the college to ensure that the program is successful in this endeavor.

The program accomplishes all of this while dealing with some significant challenges. One challenge is to maintain a high quality program when fifty percent or more of the instruction is provided through part-time faculty. Deficiencies in student performances reflected in outcomes assessments may reflect that the program is not always successful in meeting this challenge. Also challenging to the program are questions of academic integrity resulting from the increasing emphasis on the online course format. While this format offers students more freedom and opportunity to take courses and is a tremendous source of additional revenue for the college, it presents challenges to faculty in their effort to ensure high quality instruction. The program is committed to meeting these challenges through continued monitoring and improvement of measures used to maintain high quality of instruction provided by the program. The faculty recommends increased college support of program efforts to respond to these challenges.

The contributions made by the Sociology Program demonstrates that it plays a central role in helping the college accomplish its mission of preparing students to be academically, technically, and globally competent. The faculty recommends continued support of this productive and essential academic program.