

Oklahoma City Community College

Program Review Self-Study Year: FY 2019	
Division of: Social Sciences	
Enter Name and Number of Program:	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.

This section reviews the action plans made in the last program review and the actions taken over the past 5 years in response to those plans.

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.

Action Taken: It was determined in the school year 2014-15 that SOC 1113 was scheduled for redesign beginning in the fall of 2016. The sociology program felt that it would not be productive to re-work the entire student assessment process with redesign pending. Redesign was a substantial change and it was best that we waited. We can now consider SOA within the larger context of redesign. The student assessment process will become a top priority following the completion of this program review, and through the next school year.

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.

Action Taken: All areas of proposed change were implemented, and the result is an adjunct teaching group that all have specific education/training in sociology. The program is seeing a much more qualified group of candidates. More than half of adjuncts from the past 5 years hold a PhD or are currently completed a PhD, and recent adjuncts have successfully secured tenure-track positions and prestigious post-docs. The department chair continues to maintain a good working relationship with OU and other graduate programs around the metro. While a competent, qualified adjunct is not that easily located, the sociology program is consistently putting some of the best adjunct instructors in front of OCCC students.

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.*

Action Taken: The sociology program continues to be a voice for the faculty and students of OCCC and to maintain high standards. Dr. Smith and Prof. Ludlow were each nominated for teacher of the year in the past 5 years. Dr. Probasco advocates for students, adjuncts, and faculty as department chair, advises a student club (SAGA), and chairs and participates in campus committees and professional development opportunities, including the OCCC Leadership Class. Six of the major course offerings in the department (SOC 1113, SOC 2023, SOC 2213, SOC 2143, SOC 2063, and SOC 2913) have undergone careful evaluation and revision during the program review period, through both formal and informal redesign processes. Faculty work to maintain positive relationships with area universities, such as Prof. Ludlow's close connection to the social work program at OU. The program also continues to seek out support from the administration through their involvement in the faculty association, committee activities, and personal conversations.

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.*

Action Taken: The sociology program has participated in Division discussions regarding these issues. Prof. Ludlow, who is a former registered health insurance agent, has helped to educate faculty regarding the issues of privacy and confidentiality in the healthcare industry. It is sometimes difficult for faculty to address this issue since it is often viewed as a Human Resources area of expertise.

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.*

Action Taken: Department efforts yielded an increase in average student success rates in SOC 1113 from 64.6% (In FY09 – FY13) to 71.6% (FY14-FY17). This increase took place prior to the department’s participation in the campus-wide Title III redesign process. In FY18 (the first year implementing redesign), the success rate was 70.7%. The department’s constant awareness of academic rigor and academic freedom shaped a contentious redesign process, as well as subsequent revisions to the redesigned course. Each professor also maintains office hours and open-door policies to provide support to individual students, from individual study skill sessions, to diligently ensuring clear expectations, to referrals for students who need additional support. Individually and as a department, professors track their own records of student success beyond the pass/fail measurements maintained at the institutional level. One challenge to success in this area has been turnover in the program. Two of the three full-time professors left OCCC during this review period. This disrupts positive changes and continuity that facilitates the evaluation and implementation of changes.

***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.*

Action taken: The social science division and advising have been reviewing advising lists to remove students that no longer attend OCCC from faculty rosters. Sociology faculty also work more diligently to make sure that students are on a graduation track, and to discuss their further interest in additional sociological education. Group emails are regularly sent to sociology majors through the advising software. However, there are still issues. Academic Affairs, Student Services and Advising continue to be bureaucratically separated into “towers of power” that still struggle to communicate and coordinate effectively. The department is encouraged to hear that efforts are being made to transform these communication barriers, and faculty are committed to participating in that process.

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

Action Taken: The sociology faculty works diligently to explore possible new course offerings and means of communicating those offerings with students. Institutional-level challenges of communication and coordination continue to limit the reach of such efforts. The faculty have participated in the development of division brochures and recruiting efforts, and reach out to advising to inform them of schedule changes.

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

Action taken: Not only does the faculty constantly explore options for new classes or scheduling choices, they also engage in continuous improvement in evaluating existing course work. In the past 5 years, these efforts include adjustments in the schedule to respond to changing demand for evening and online courses, the development of two 2000-level online

versions of coursework, and the revision of 6 major courses – often with multiple significant revisions within the same review period; for instance, Prof. Ludlow has revised the Social Problems course three times, and Prof. Probasco has revised the Race and Ethnicity course with a new textbook, new editions, and evolving major research projects three times as well. The faculty also participated in the Title III Redesign process and spent the summer after one full year of implementation making significant revisions based on its reception in the first year.

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.

Growth in enrollments, student success, and graduation rates have each been central to the college’s overall mission and its specific 5-year action plan during the review period. Reflecting this focus, the sociology department has grown in terms of total majors, graduates, and credit hours completed, representing an increase from 2.5% to 3% of all credit hours offered at the institution. From FY14-FY17, the department met OCCC’s target of improving student success rates in gateway courses, increasing success rates in SOC 1113 from 64.6% to 71.6%. This was *before* participating in a Title III course redesign process (in FY17) aimed to further increase retention and success rates; that redesign was implemented in FY18 (with a success rate of 70.7%) and further refined in the summer prior to FY19.

Five program-level learning objectives guide all sociology curriculum (briefly: theory and methods; culture and globalization; inequality; social institutions; and social change). These objectives shape curriculum development, outcomes assessment, and evaluation of course materials. In addition to these content-oriented goals, the department prioritizes student-centered scheduling. Any student – major or non-major – should be able to readily find a sociology course in any semester that fits his/her scheduling needs and fills a practical educational goal, whether advancing a career goal or serving as a gen ed or support elective. Eleven different courses are offered each semester (Eight of thirteen regular courses can fill a student’s “gen ed” requirement; eleven appear on the OSRHE transfer matrix; the department maintains 2+2 transfer agreements; and sociology courses are required or recommended by thirty-five programs across campus).

Regular analysis of outcomes reports and enrollment trends inform department-wide decisions about offerings and student-centered scheduling. In the past five years, this analysis has informed: the development of two new online course offerings; the significant revision/redesign of six major course offerings, including the four most popular courses (SOC 1113; SOC 2023; SOC 2143; SOC 2063; SOC 2213; and SOC 2913); expansion of eight-week offerings; evaluation and revisions to outcomes assessment instruments; and ongoing work in the areas of advisement, curriculum development, professional training, and other student success initiatives.

Key department strengths include:

(1) dedicated, well-qualified faculty. Full-time instructors include Prof. Ludlow (13 years service at OCCC; significant professional experience in counseling and leadership development); Dr. Probasco (4 years service at OCCC, PhD from Princeton University); and Dr. Smith (10+ years service at OCCC before her resignation; PhD from OU, and extensive pedagogical certification in online education). Part-time faculty qualifications are extensive and described above.

(2) Data-driven efforts to maximize student access to courses that are readily transferrable (see Part III below)

(3) Strong collegiality and communication that enables faculty to recognize and explore strengths and innovative teaching strategies.

In terms of areas for improvement, the department's key concerns center on the barriers of limited faculty resources (especially time) and inter-departmental communication. Campus-wide improvement initiatives (such as the Title III grant program, adjunct evaluation processes, classroom technology innovations, and concurrent class offerings) have been added without additional administrative comp time or leave to manage such changes. As a result, multiple internal department goals for reviewing and evaluating curriculum have been postponed or superseded. Key concerns include:

- 1) Loss of 3rd full-time faculty member.
- 2) Increased faculty administrative workload without additional compensation in the form of wages or course releases.
- 3) Poor inter-departmental communication about campus initiatives providing little context or lead time for incorporating initiatives into existing department goals or strategic plans.

The department has seen substantial success in key areas, including program growth, student success rates, diversity of course offerings, and marked improvement in the quality of adjunct faculty. Planned action steps include efforts to expand upon these strengths while also addressing key concerns, including:

- 1) Engaging in cross-campus conversations to improve communication, particularly in areas of advising, campus events, retention initiatives, and concurrent class scheduling.
- 2) Facilitating the search for a third-time faculty member and mentoring and advocating for that person.
- 3) Advocating for additional compensation to reflect both cost of living adjustment and increasing administrative responsibilities.

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:

The mission of the Oklahoma City Community College Foundation is to benefit, support and enhance the programs of OCCC and to have a transformative impact on the lives of our students and our community.

The sociology department supports this mission in several ways:

- **Diverse course offerings with flexible scheduling.** Of the 14 courses in the catalog that are not “special topics”, 11 are offered every fall and spring, and 2 are offered as a fall/spring sequence every year. As of Fall 2018, each semester there are 3 different courses online, 4 in the evenings, and 2 on Saturdays, with Intro to Sociology being offered in as many formats as possible (intersession, 8 week, 16 week, Saturday, and online versions). These efforts support students by enabling them to complete the program quickly while also juggling work and family responsibilities.
- **Transferrable coursework.** The department offerings enhance a student's ability to transfer credits to new institutions and/or other majors within OCCC. Of the 13 regularly offered courses, 8 can be counted as “gen ed” requirements and 4 are cross-listed with psychology. Eleven (11) sociology courses appear on the OSRHE transfer matrix, with an additional course (PSY 2743, Social Psychology), also serving as a possible sociology credit. Additionally, the sociology department currently has four “2+2” agreements and additional course-level transfer agreements with institutions across Oklahoma, as well as a close relationship with the OU School of Social Work.
- **Enhancing programs across campus.** Thirty-five (35) programs on campus require or strongly recommend a sociology course for students. Six (6) programs require a specific sociology course, eighteen (18) require sociology or psychology specifically, and the remaining programs recommend but do not require specific sociology courses as part of the student's general education requirements. In particular, the sociology program supports a variety of health professions majors. To better support students,

sociology faculty have participated in the PTA accreditation process, reviewed the MCAT's new sociology requirements, and incorporated lesson plans on healthcare access or provision into SOC 1113, SOC 2023, SOC 2143, SOC 2313, and SOC 2913 (and possibly other courses, as taught by adjunct faculty).

More broadly, sociological thinking is often a brand-new skill to college students. Sociology is one of a few disciplines to which most students have no exposure prior to college. Sociology courses equip them to see more clearly how social structures influence individual and group behavior. These new frameworks for seeing the world will carry with them into their future lives as employees, entrepreneurs, volunteers, activists and advocates, family members, and engaged citizens. The sociology faculty emphasize application of such theories and frameworks to daily life. For example, students may be required to: (1) interview professionals in a field they want to pursue (Introduction to Social Work, the Sociology of Aging, Death, Dying, & Grief); (2) build a budget for a family of four living below the poverty line (Social Inequality); (3) make observations and suggest applied solutions to social problems of the day (Race and Ethnicity in the U.S.; Social Problems; Sociology of the Family); and (4) engage with culturally diverse audiences through research, interviews, and observations (Cultural Anthropology; Introduction to Sociology).

In addition to these program-specific goals, faculty work with students and administrators in a variety of settings outside the classroom to enhance educational experiences. In addition to advising students and serving on/chairing institutional committees and search committees (including the search for a VPAA), Dr. Probasco is club advisor for the Sexuality and Gender Awareness (SAGA) club, a member of Leadership OCCC Class X, and has participated in or organized a number of campus panel discussions, including hosting a delegation from Nicaragua to discuss international development during the OCCC Reads year focused on clean water. In the past 5 years, Dr. Smith developed three new courses (Social Inequality as well as the creation of online courses for Crime and Delinquency and Social Inequality). She also worked on a health and human services certificate program and a proposal for a campus food pantry. Her research on employer and community needs and on campus food banks across Oklahoma laid groundwork for two practical, need-driven projects. Prof. Ludlow has maintained strong ties with the OU School of Social Work during a time of significant transition in leadership at that school while leading the department in its evaluation and curriculum development for SOC 2023, Social Problems, the only 2000-level course required for course majors.

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 program 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.

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.

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

For this Program Review period, the work on student outcomes was marked by stability and continuity. No significant changes were made to the content or process of student assessment during this time.

Criteria

Each student will be assessed using objective testing consisting of questions specific to each measure. Instructing faculty will assess student success using a rubric with the criteria identified below.

- 100-90 - Excellent
- 89-80 - Good
- 79-70 - Average
- 69-60 - Below Average
- 59 - 0 - Failure

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

The following is a breakdown of the data from each of the assessed years.

	2013	2014	2015	2016	2017
Outcome #1	79.4%	77.8%	67.7%	73.7%	77.8%
Outcome #2	79.4%	77.5%	74.1%	81.6%	90.9%
Outcome #3	75.3%	78.5%	74.5%	84.2%	64.2%
Outcome #4	70.3%	82.8%	71.2%	63.2%	72.4%
Outcome #5	70.7%	84.1%	69.0%	84.2%	92.5%

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

Significant changes made to the assessment process in FY12 (the prior review period) continued to have strong positive impacts on success rates in the current period (FY14-FY18). Some notable changes related to increased success rates include:

- (1) An increase in the number of sociology majors who graduated with their AA (as a result of dropping the capstone course.)
- (2) Assessing all 5 outcomes across multiple classes generated more consistent, reliable data and allowed for more timely interventions; for instance, lower-than-threshold results for Outcome 1 in 2015 inspired greater attention to instructional efforts for that outcome (theory and methods) in subsequent semesters.
- (3) Beginning in FY 2013, adjuncts were more directly included in the outcomes process. They contribute artifacts and are briefed annually on outcome results, with regular discussion of the teaching tools and tips that may best help them deliver on desired student learning outcomes.
- (4) Course textbook adoptions included more rigorous evaluation of online homework and other supplementary materials; the adoption of Aplia, Connect, Revel, and other such tools in various classes improved reading comprehension and course completion rates.

The sociology faculty feels very strongly that the outcome results much better reflect the reality of our student experience, and also reflect a general success in achieving the program's goals. The results indicate the program achieved student success on the major outcomes. In five years of reporting, there were only 4 instances of an objective not meeting the benchmark. In those cases, faculty developed plans to address the shortcomings. No outcome missed the benchmark more than once in the program review period.

With the foundation of a solid outcome assessment process in place, the faculty now faces the challenges of continually improving the process. First on the agenda is to maintain regular and effective communications with the adjunct faculty. As the program initiates improvements it will be critical to keep the adjunct faculty apprised, and eventually participating even more in the data collection and review process. Next, will be aligning the outcomes assessment process with the changes that have been brought about by the Title III / Redesign process. The program identified over 50 core objectives in the redesign process and this will need to be integrated with the outcome assessment process. While the program is satisfied with the current methodology, this integration process with the redesign objectives stands as a daunting challenge in the years ahead.

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.

Human Heritage, Culture, and Institutions
Public Speaking

Writing
Mathematical Methods
Critical Thinking

Strategy:

The General Education Committee will create five 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 pre-existing 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 five general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, and institutions; writing; public speaking; mathematical methods; 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.

Examination of *social institutions* and of *human heritage, culture, values, and beliefs* is central to the discipline of sociology. Any student in a sociology course is exposed to new frameworks for understanding how institutions shape societies and individuals. They exercise their *critical thinking* skills in applying these frameworks to observations in their daily lives. Students also explore aspects of culture in depth, from values and beliefs to the

roles of culture in conflicts and in globalization.

Each semester, 8 of the 12 courses on offer count as “general education” courses. In all courses, but especially these, instructors engage with the broad competencies of *critical thinking, writing, and public speaking*. Most also engage with *mathematical methods*, as students are taught rudimentary aspects of statistical analysis, graph and table interpretation, and research methodology.

Sociology faculty receive and review the general education assessment data provided annually, sharing it with adjunct faculty (along with outcome assessment reports for the department). They use the information when planning class content. For example, with lower average public speaking scores in recent years, both informal and formal presentations were added to the curriculum in SOC 2143 and SOC 2213.

In the past five years, sociology faculty have participated in the submission of general education artifacts. Thirty-two artifacts submitted to the general education committee include:

- 10 Essays on the relationship between population demographics and racial hierarchy in the US
- 10 Essays on the intersections of racial and class privilege
- 12 Discussion Posts on diverse family types

*NOTE: The departure of Dr. Smith left the program without complete data on this subject; it is possible (even likely, given prior contribution rates) that additional artifacts were submitted in the first two years of the program period.

- 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 during the 14th and 15th week for the second 8-week/16-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.

The sociology program continues to work hard to maximize the learning environment at OCCC. Program faculty utilize traditional classroom methods and new approaches which include cutting-edge technology. The traditional lecture format is utilized in many courses, but it is often supplemented with several technological platforms. For the past 5 years the sociology program has utilized Aplia in the Introductory Sociology course. Aplia is part of Cengage Publishing's online learning platform. Aplia includes an online version on the text and problems sets for each chapter that allow students to apply the concepts and ideas from the text in a feedback-based format. That format gives the student multiple chances to learn the material, if their initial responses are incorrect. Based on anecdotal evidence, students report Aplia to be a positive learning experience.

In FY 19, the program moved to a new textbook and adopted the McGraw-Hill homework management system called Connect. The department adopted Connect with the hope of taking the learning environment one step further into the future with interactive, performance-based programming. Connect also integrates the online textbook and homework management systems. Initial trials indicate that students are enjoying and benefiting from this piece of technology.

Along with publisher platforms, sociology faculty use the school LMS, Moodle, in a variety of ways to communicate course information to students, from posting course-related documents and PowerPoint slides to regularly updating grades in the Moodle gradebook. Both full-time and adjunct faculty take advantage of CLT trainings to apprise them of the best ways to use Moodle's features and the most current standards for use of technology in the classroom

As described above, the department intentionally offers diverse course formats. In the past 5 years, it has expanded its online offerings to include two 2000-level courses (Crime and Delinquency; Social Inequality). Most semesters, the department offers one Intersession course (Intro to Sociology), two fast-track Saturday courses (Intro and one elective), three evening courses (Intro and two electives), and a variety of 8- and 16-week online and in person classes. We regularly offer 12 different courses each semester to provide choice and flexibility to students. This extensive programming is done with 3 (now 2) full-time faculty and a carefully vetted rotation of 12-16 adjunct instructors.

Sociology also offers alternative formatting with some courses. Last report period, sociology participated in a learning community format that paired an Introductory Sociology course with an English course. Two years ago we attempted to create a cohort-based class community that would allow a student group to take Intro during the first 8 weeks, and then Social Problems for the last 8 weeks. Unfortunately, this project did not come to fruition because of low enrollments.

In the academic year beginning in the Fall of 2016, the sociology program participated in a year-long redesign (Title III) of Introductory Sociology. Even though the program was already doing many of the things that redesign required, it was felt that this could further

the progress that had been made. To that extent, the faculty developed over 50 learning objectives congruent with Bloom's taxonomy and a large test bank matched to those objectives in content and difficulty level. They also created an extensive Instructor Guide for teaching with redesign and met with the adjunct faculty during the summer to initiate them to the redesign process. All of this, it was believed, would complement the strong learning environment that sociology always strove for. With only one year of teaching in the books for the redesigned class, it is difficult to identify the specific impacts of redesign. Success rates shifted from 73.6% in FY17 to 70.7% in FY18, the first year of implementation. The program will continue to track the impact of the redesign process as it is refined and implemented over time.

Among the other activities that are utilized by program faculty are individual sessions that focus on learning skills. Many students arrive at OCCC with limited learning skills. When meeting with Professor Ludlow, students are guided through a systematic process of learning skills that move away from rote memorization to a more integrative, holistic approach to learning. He shows students the value of an outline, how to take effective reading and lecture notes, and addresses concerns of "test anxiety", which is a serious issue for many students.

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

Library Review:

Instruction and Reference

Reference librarians (currently 3.5 FTE) provide instruction and reference assistance to OCCC students. Students previously received an introduction to the Library's resources as well as instruction on selecting and evaluating sources in the required Success in College and Life course. The Library component of the SCL course has been reduced significantly and now only includes a very basic introduction to Library research. Media literacy is covered. Instruction is provided to a variety of other classes, with a focus on the appropriate resources for that discipline or a specified assignment.

Librarians are available at the Library Assistance Desk 40 hours per week. Students may also request additional research help outside those hours. Video tutorials and LibGuides on the Library's website supplement instruction by providing guidance for students who are off campus.

Online and Print Resources

The Social Sciences librarian selects and purchases sociology related materials. Items are evaluated for content, currency, relevance, and to ensure they are appropriate for college freshman and sophomores. Most purchases are based on reviews in *Choice*, *Booklist*, and scholarly sociology journals. The librarian added a number of monographs to support the new *Social Inequality* course as well as the revamped *Race and Ethnicity* course. Recommendations by faculty are also encouraged. The collection is weeded periodically

to maintain currency. Ebooks are also purchased but have not yet been fully embraced by students. Course textbooks are available at the Library Circulation Desk for in-library use and are heavily utilized.

While most access to journals is electronic, the Library retains two paper sociology subscriptions, *Contexts* and *Teaching Sociology*. A complete list of full-text sociology periodicals accessible via the Library's databases is available at <https://tinyurl.com/yd2cu9gp>. Most of these titles are available via *EBSCOhost*. A new *EBSCOhost* database was added last year, *Sociological Collection*. Titles indexed without full-text in *EBSCOhost* are typically available via interlibrary loan, as are monographs not owned by the Library.

Films on Demand, a collection of academic and scholarly videos, is utilized by faculty teaching online courses as well as in the on-campus classroom. Faculty report an increased demand and need for streaming options, especially given the expansion of online offerings and the college's mandate that the online programs offered by the college be the "best in the world." Despite multiple requests from Sociology (and other disciplines') faculty for the Kanopy streaming video database, the Library was unable to provide access.

Prior to 2017, the Library assisted faculty with the acquisition of copyright clearance for course material, primarily for online courses. While the Social Sciences librarian continues to offer copyright assistance, including obtaining permission to reuse material, the Library no longer purchases copyright clearance. This necessitated that some materials previously used in Sociology courses be pulled to avoid violations of copyright.

Students in *Crime and Delinquency* rely heavily on the Library's resources. Assignments requiring peer-reviewed and other scholarly resources require specialized instruction by qualified librarians.

Students in the *Social Problems* course utilized an online guide created by the Social Sciences librarian, who located dozens of sources to assist them in their research and data collection.

The Library strives to support the professional development of faculty. The circulating book collection is updated with books on teaching, learning, technology in the classroom, and curriculum development. Additionally, the *Education Source* database (available via *EBSCOhost*) provides faculty access to periodical literature on teaching and andragogy.

Faculty indicate satisfaction with the Library, but emphasize the need for additional streaming video resources, assistance with copyright, and additional customized instruction for higher level courses.

- 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 eleven courses on the Oklahoma State Regents for Higher Education Course Equivalency Project matrix (up from seven at the last program review) as well as a psychology department course (social psychology) that can transfer as a sociology credit. This enables our students to transfer to participating Oklahoma colleges and universities with the assurance that their courses will transfer. The courses are:

SOC 1000 Special Topics (Lower Level)
SOC 1113 Introduction to Sociology
SOC 2000 Special Topics (Lower Level)
SOC 2013 Sociology of Family
SOC 2023 Social Problems
SOC 2063 Crime and Delinquency
SOC 2123 Sociology of Aging
SOC 2143 Minorities, Ethnicity, and Cultural Diversity
SOC 2163 Death, Dying, and Grief
SOC 2173 Sociology of Religion
SOC 2913 Social Stratification
PSY 2743 Social Psychology

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 has maintained a strong working relationship with the Director of Undergraduate Studies in the program, despite recent frequent turnover in that position. This relationship operates more closely and directly than a 2+2 agreement, and has functioned effectively for that program's more competitive admissions process.

The OCCC Department of Sociology has also maintained five 2+2 transfer agreements (with Southeastern State University; the University of Sciences and Arts, and three 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.

The department's constituencies include its students, receiving transfer institutions, local employers, and other community stakeholders. The department's engagement with students and receiving institutions is discussed in detail above and below. As far as local employers and community stakeholders are concerned, Dr. Smith conducted extensive research that confirmed employers might show preferential interest in a student with documented

evidence of coursework that reflected key workforce skills. That data has been used in crafting a proposal for a health and human services certificate program in co-operation with Dr. Greg Parks of the Psychology Department. Faculty in the department have also consulted informally with local community groups to craft lesson plans and assignments that draw on highly localized data sets or opportunities. For instance, some students in SOC 2023 (Social Problems) wrote analyses of local social problems such as the switch to a four-day school week in certain districts or food insecurity in Oklahoma City. In SOC 2213 (Cultural Anthropology), students engage in observational research with local community groups, businesses, and service agencies.

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)

From FY14-FY18, the sociology program conferred an average of 38.2 degrees per year.

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

From FY14-FY18, the sociology program had an average of 52.4 majors. (Note: these numbers are discontinuous with prior reports; this report includes only fall term new and new transfer students that declared a major in the fall semester.)

4. Successful Course Completion

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

<u>COURSE</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>
SOC-1003	NA	61.5%	NA	NA	NA
SOC-1143/ PSY-1143	86.8%	81.4%	100.0%	78.7%	80.4%
SOC-2003	100.0%	NA	NA	NA	NA
SOC-2123/ PSY-1153	84.2%	100.0%	95.2%	81.8%	91.7%
SOC-2163/ PSY-2163	95.8%	96.3%	88.5%	90.9%	100.0%
SOC-2173	NA	NA	NA	NA	NA
SOC-2243/ PSY-2233	100.0%	80.0%	92.9%	84.6%	94.8%
SOC-2313	76.7%	75.0%	68.0%	73.3%	63.3%

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

<u>COURSE</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>
SOC-1113	71.3%	69.6%	71.9%	73.6%	70.7%
SOC-1203	89.4%	95.1%	87.1%	69.7%	92.3%
SOC-2013	73.6%	85.9%	93.1%	90.9%	80.9%
SOC-2023	81.3%	80.0%	77.9%	63.2%	77.4%

SOC-2063	72.5%	93.0%	76.2%	70.1%	81.3%
SOC-2143	78.3%	86.8%	86.5%	88.0%	86.3%
SOC-2213	60.0%	89.6%	86.5%	71.7%	77.1%
SOC-2913	100.0%	93.9%	93.8%	83.3%	78.0%

c. Describe program student success initiatives.

The 2014 sociology program review lists 10 student success initiatives. The department has continued some of this work, expanded others, and introduced additional initiatives, as follows:

The department continues to:

- 1) pursue a wide range of teaching strategies to reach students with a range of college preparedness and learning styles (2014 initiative #5)
- 2) take advantage of campus systems for supporting at-risk students (2014 initiative #6)
- 3) support students' goals and dreams through in-depth advising, mentorship, and letters of recommendation for scholarships, study abroad programs, jobs, and transfer admissions (2014 initiative #7)
- 4) support the ongoing projects of a campus health and human services certificate program and food pantry (2014 initiatives #8 & #9)
- 5) advise pre-med & health professions students and adjunct instructors of the new sociology components of the Medical College Admission Test (MCAT). (2014 initiative #10)

The department has expanded its efforts to:

- 6) pay close attention to the costs of course materials, taking measures such as reviewing open source materials and negotiating with publishers on costs. We have donated copies of the Intro to Sociology text to the Students Connecting with Mentors for Success (SCMS) program. We also maintain a mini-library near the department offices where students can borrow used textbooks and other reference material. (2014 initiative #4)
- 7) hire and retain well-qualified adjuncts and provide effective supervision and support (2014 initiatives #1 & #2). The department has focused attention on hiring and retaining well-qualified adjuncts. In the past 5 years, three adjuncts from our department have taken tenure-track teaching jobs at R1 universities and one accepted a post-doctoral fellowship at Cornell University. Full-time faculty serve as mentors to new adjuncts, and a department representative is present each semester for New Adjunct Night and Adjunct Night gatherings. The department includes adjuncts in the annual outcomes assessment process and offers trainings, solicits feedback from, and provides ongoing support to adjuncts.
- 8) Adopt instructional learning technologies designed to increase student success (2014 initiative #3). Faculty have used Aplia, Connect, Revel, and MySocLab homework platforms; they have developed extensive Moodle content and

attended a variety of Center for Learning and Teaching trainings for maximizing the efficacy of online learning tools. Careful attention is paid to balancing costs, ease of use, proven methods for improving success rates, and access for students with limited knowledge or Internet access.

Our major success initiatives have been carried over from previous years' efforts. However, two additional initiatives are worth mentioning:

- 9) **Adaptive scheduling.** The department has taken deliberate efforts, detailed in other parts of this report, to maximize the flexibility of students' learning paths. The department eliminated duplicative course offerings (in terms of days/times) while expanding online teaching offerings. It offers a wide variety of courses each semester. It has experimented with learning communities and an accelerated track for required courses, sometimes at the expense of faculty members' schedules (when courses did not make).
- 10) **Course redesign.** Full-time faculty participated in a significant, formal redesign process for Intro to Sociology through the Title III grant. In the two following years, extensive time was dedicated to training, implementing, and revising this redesigned course. Significant adjustments were made after the first year and upon the adoption of a new Intro to Sociology text and online learning platform. While faculty always revise courses in response to the changing social world, faculty have made extensive revisions of at least 5 separate 2000-level classes, including developing two online versions of courses, overhauling the course materials and content of two additional classes, and revising the major course assignments for a fifth course.

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

Even before the Title III course redesign (which was first implemented in FY 18), course success rates for the gateway SOC 1113 course showed improvement. From Fall 2010-Spring 2013, SOC 1113 success rates averaged 64.6%. In FY 14- FY17, they averaged 71.6%. While more research would be needed to pinpoint the key causes of this change, the department believes two factors were highly influential: cultivating and equipping a strong pool of adjunct faculty, and adopting an effective homework management system that encouraged reading and concept mastery through frequent, low-stakes formative assessments (Aplia, in FY14 – FY18; transitioning to Connect for FY19). In the first year of implementing the redesigned SOC 1113 course, the success rate was 70.7%. Success rates for 2000-level courses were, with one exception in FY17, consistently above 70%.

In the last 5 year period, significant time was dedicated to revising the curricula for three of the four most popular sociology courses: SOC 1113, SOC 2143, and SOC 2023. After the formal course redesign process concluded, faculty continued to spend significant time (particularly in the summer of 2018) reviewing and revising expectations for faculty and students in response to the pilot year.

Moving forward, faculty intend to continue pursuing the success initiatives described above. In particular, the department will consider the following initiatives:

- Review and revision of Outcomes Assessment Instruments
- Develop new Outcomes Assessment Instruments for additional 2000-level classes
- Evaluate the curriculum and course design for additional 2000-level offerings
- Assess new opportunities to provide students with flexible, easily transferrable courses and degree plans.

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:

***Please note:** The numbers in questions 5A and 5B only include courses labeled as “for the major,” and therefore exclude “gen ed” courses. Most sociology courses are classified as “gen ed.” As a result, the numbers below reflect only five of the department’s thirteen regularly offered courses. Four of these are cross-listed with psychology and typically have more psychology than sociology students. The final course included in this list, Intro to Social Work, is taught seminar-style and is the only sociology course capped at 20 students. Dean Tabor and the department faculty agree that these numbers do NOT accurately reflect typical course offerings or class sizes within the department.

	<u>FY 2014</u>	<u>FY 2015</u>	<u>FY 2016</u>	<u>FY 2017</u>	<u>FY 2018</u>
1000-level					
# of courses	2	3	2	2	2
Mean Class Size	33.0	22.3	24.0	22.5	20.0
2000-level					
# of courses	6	5	9	9	8
Mean Class Size	16.0	16.2	16.4	11.4	13.6
TOTALS					
# of courses	8	8	11	11	10
Mean Class Size	20.3	18.5	17.8	13.5	14.9

- b. Student credit hours by level generated in all major courses that make up the degree program for five (5) years.

	<u>FY 2014</u>	<u>FY 2015</u>	<u>FY 2016</u>	<u>FY 2017</u>	<u>FY 2018</u>
1000-level	4,218	4,839	4,956	4,638	4,407
2000-level	1,542	1,542	2,052	1,887	2,109
TOTALS	5,760	6,381	7,008	6,525	6,516

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

Technology use in the classroom continues to expand to meet the needs of our students. One hundred ninety (190) 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 \$1.55 Million. A faculty committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation station, and moveable

furniture. This committee's proposal was adopted and supported by the Academic Affairs' Deans and President's Cabinet. Through a multi-department effort a total of \$400,000 were spent to redesign 8 classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style.

Faculty members are continuing to utilize student response software, interactive whiteboards and projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. 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 144 full-time faculty as well as the 428 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, email, or in person. The consultations focus on instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

OCCC has begun providing informal collaborative learning spaces for our students called "Huddle Stations". OCCC currently have eleven of these highly utilized spaces and have spent approximately \$4000 per space for a total of \$44,000.

- 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.

	<u>FY2018</u>
General Education Courses –	24
General Education Course Hours Generated –	6,012

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

The following faculty have taught 2000-level courses in sociology for the past 5 years:

Full-time faculty:

Jerry Ludlow
 LiErin Probasco
 J. M' Lou Smith

Adjunct faculty:

Cynthia Brown
 Kevin Carrico
 Trent Cason
 Corey Chandler
 Bruce Cook
 Susan Hughes

Melissa Jones
 Justin Lund
 Sara Mata
 Melissa Smith
 Melanie Thacker
 Mary Turner

FTE for Sociology, as calculated by total credit hours over 30, is 3. Here is the breakdown by course:

<u>Course</u>	<u>Total Credit Hours</u>	<u>FTE</u>
SOC-2003	NA	NA
SOC-2013	6	0.2
SOC-2023	12	0.4
SOC-2063	15	0.5
SOC-2123	3	0.1
SOC-2143	21	0.7
SOC-2163	3	0.1
SOC-2173	NA	NA
SOC-2213	6	0.2
SOC-2243	12	0.4
SOC-2313	6	0.2
SOC-2913	6	0.2

- f. If available, information about employment or advanced studies of graduates of the program over the past five (5) years.

Sociology–AA			
	2015	2016	2017
Number Surveyed	40	39	34
Number Responding	27	28	21
% Responding	67.5%	71.8%	61.8%
Continuing Education			
# continuing their education	21	19	15
# with difficulties transferring credits	1	1	--
Prepared graduate for continued education (scale of 1-10)	8.75	8.71	9.33
Employment			
Employed full-time	55.6% (10)	45.0% (9)	56.3% (9)
Employed part-time	38.9% (7)	50.0% (10)	37.5% (6)
Unemployed but seeking	5.6% (1)	5.0% (1)	6.3% (1)
Not seeking	8	7	3
Other	1	1	1

% working in job related to education	35.3%	26.4%	14.2%
Prepared graduate for performing job (scale of 1-10)	--	--	--
General Education Skill Set Preparedness (scale of 1-10)			
Critical thinking		9.00	
Understanding culture and social structure		9.35	
Mathematical methods		8.58	
Public speaking		8.63	
Writing		9.00	
Other			
% who met their educational goals at OCCC	100%	--	100%
% 1 st in family to earn a degree	40.7%	46.4%	58.3%
% who volunteer in their community	20.0%	--	41.7%
Extent to which OCCC is open to diversity (scale of 1-10)	9.22	9.52	9.47
Overall satisfied with OCCC (scale of 1-10)	9.26	9.18	9.58
% Would recommend OCCC to another person	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 - GPA					
	2009	2010	2011	2012	2013
UCO					
OCCC Transfers	2.8	2.9	2.9	2.9	2.9
All Undergraduates	3.0	2.9	2.9	3.0	2.8
OSU					
OCCC Transfers	3.1	3.0	3.1	3.2	3.2
All Undergraduates	3.1	3.0	3.0	3.0	3.0
OU					
OCCC Transfers	3.2	3.0	2.9	3.0	3.0
All Undergraduates	3.0	3.2	3.2	3.2	3.2
OCCC transfer students at UCO and OSU had a higher GPA than their native students. OCCC transfer students were slightly below the total undergraduate population GPA at OU.					

6. Duplication and Demand

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

As the complexity and challenges of social life continue to increase, students are expressing a real interest in the field of sociology. The Introductory Sociology class provides an opportunity for students to explore a wide range of topics from differing perspectives. Classes in social problems, race and ethnicity, and marriage and family have practical as well as potentially professional implications. Sub-disciplines like criminology and gerontology are sources of information about two expanding fields of interest and employment. In the field of business, students benefit from sociological information of trends (social change), and an appreciation of the demographics of the market place. Health students receive information from sociology that give them a larger perspective on public health and health-related issues. With a sociology section on the MCAT's, it is seen as a significant part of their education. Social Work is another area of primary interest for sociology majors. Students often use the OCCC program as a gateway to entry into the School of Social Work at the University of Oklahoma. Professor Ludlow stresses issues of environmental sociology and several students have followed that interest into the fields of Disaster Preparedness and Disaster Management.

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

The following description comes from the UC Davis website and American Sociological Association:

“The 21st century labor market is fast-changing, increasingly global, and technology driven. The skills [a student] need[s] to succeed include creativity, innovation, critical thinking, analytic problem-solving, communication, collaboration, multicultural and global understandings, and expressive and persuasive writing skills. Career advancement in an increasingly diverse global society requires the ability to work cooperatively and effectively with people from different cultures, ethnicities and nationalities....

“Sociologists study social life, social change, diverse communities and their interactions, and they use scientific methods to find empirical answers to complex social questions. Studying sociology can help foster [students’] creativity, innovation, critical thinking, analytic problem solving and communication skills.

“As a graduate with a sociology degree, [students] will be equipped with the tools needed to make sense of the shifting social world and contribute solutions to difficult social problems. Career opportunities exist in the following areas, to mention a few:

Business: public relations, marketing and sales, consumer research, human resources (personnel management), insurance, real estate, training, entrepreneurship

Community Services: non-profit agencies, urban planning, childcare, community development, environmental groups, advocacy

Health Services: family planning, substance abuse education, rehabilitation counseling, hospital admissions, insurance providers

Higher Education: admissions, advising, alumni relations, development, administrative support

Law: law enforcement, investigations, probation and parole administration, criminal justice, judicial affairs, attorney, paralegal

Social Services: rehabilitation, case management, youth and elderly services, recreation, administration, social work, local, state and federal agencies”

<http://sociology.ucdavis.edu/undergraduate/careers-for-sociology-majors>

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

In the past 5 years, department faculty provided service to the larger academic community in a variety of ways, including publishing original research, giving talks on and off campus, and serving as a reviewer for multiple research journals. Faculty have also volunteered their expertise in pro bono consulting work with local non-profits. Dr. Probasco served as the Program Chair for the 2014 annual meeting of the Religious Research Association and will be serving on its board of directors (nominating committee) in 2019-2020.

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

Department faculty are engaged in the OCCC community and the broader OKC community in a variety of ways. Within OCCC, faculty advise and mentor students, sponsor a student club (SAGA), provide support and referrals for students in crisis/need, invite guest speakers to classes or public forums on campus, nominate students for awards and opportunities, write letters of recommendation for students and adjunct faculty, and work to connect disparate stakeholders within AND outside of the institution (for instance, Prof. Ludlow coordinates with the OU School of Social Work, and Dr. Probasco participated in the OCCC Leadership Class). Beyond campus, faculty are engaged in their communities in a variety of ways, from volunteering to leadership in local non-profit/congregational settings. Students take the applied lessons learned in class with them to their homes, communities, and careers. Among other things, sociology students have credited their courses and professors with encouraging/inspiring them to: regularly volunteer at a local food pantry; pursue a social science research graduate degree; pursue a career in social work, gerontology, anthropology, political science, government research, teaching, and more; and to become a better advocate for equality for their patients, clients, family members, and/or community.

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

As mentioned in response to Question A, about the mission of OCCC:

- **Diverse course offerings with flexible scheduling.** Of the 14 courses in our catalog that are not “special topics”, 11 are offered every fall and spring, and 2 are offered as a fall/spring sequence every year. As of Fall 2018, each semester the department offers 3 different courses online, 4 in the evenings, and 3 on Saturdays, with Intro to Sociology being offered in as many formats as possible (intersession, 8 week, 16 week, Saturday, and online versions). These efforts support students by enabling them to complete the program quickly while also juggling work and family responsibilities.
- **Transferrable coursework.** The department offerings enhance a student’s ability to transfer credits to new institutions and/or other majors within OCCC. Of the 13 regularly offered courses, 8 can be counted as “gen ed” requirements and 4 are cross-listed with psychology. Eleven (11) sociology courses appear on the OSRHE transfer matrix, with an additional course (PSY 2743, Social Psychology), also serving as a possible sociology credit. Additionally, the sociology department currently has four “2+2” agreements and additional course-level transfer agreements with institutions across Oklahoma, as well as a close relationship with the OU School of Social Work.

As mentioned in response to the list of Student Success Initiatives:

- **Adaptive scheduling.** The department has taken deliberate efforts, detailed in other parts of this report, to maximize the flexibility of students’ learning paths. The department eliminated duplicative course offerings (in terms of days/times) while expanding online teaching offerings. It offers a wide variety of courses each semester. It has experimented with learning communities and an accelerated track for required courses, sometimes at the expense of faculty members’ schedules (when courses did not make).

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.

Faculty expertise and time are the department’s key resource. Three full-time faculty (two as of FY19) manage a program that offers twelve different classes each semester. In addition to teaching course overloads and fulfilling normal institutional requirements such as advising and committee work, faculty have chaired institutional committees, served on search committees, participated in the faculty association, served as faculty mentors and club sponsors, and written and received internal grants to conduct research supporting

institutional advancement. They have attended voluntary trainings on technology use in the classroom, ADA compliance, instructional design, and other professional development topics. They have worked with library staff to request catalog items and student resources to enhance learning. They have volunteered time to the advancement of the discipline by serving as journal reviewers. Most importantly, they continuously evaluate and revise curriculum to reflect current events so that students have the most accessible, timely, and relevant materials to understand not only the principles of sociology but how to apply those principles to their daily lives and their civic engagement.

Faculty have used limited department and division funds to: purchase resources for students, such as USB flash drives for classroom use; take full advantage of new classroom technologies (teaching in room 1H5); and attend conferences, such as the OACC, Oklahoma Sociological Association, and the national Religious Research Association/Society for the Scientific Study of Religion annual meeting. These conferences provide faculty with insights and practical tools to improve their content area expertise and teaching resources.

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.

Following unprecedented growth in FY09-FY13, the sociology program continued to grow in terms of majors, graduates, and credit hours offered. The program had 48 new students declare a sociology major in F2009 and an average of 52.4 from FY14-FY18 (a 9% increase). (These numbers significantly underestimate total majors, since they exclude returning students). From FY09-FY13, the program averaged 34 graduates each year; the average was 38.2 from FY14-18 (a 12% increase). Between FY14 and FY18, the total number of credit hours offered by the sociology department increased by 13% as well (from 5,760 to 6,516). This also reflects an increase in sociology's share of total credit hours offered at the institution: from 2.5% to 3.0% of all credit hours. (This for a program with three – now two – full-time faculty that does not include a gateway course required by the state board of regents.) Faculty also continue to serve the campus community and interface with other departments and divisions in a variety of volunteer and leadership roles.

The following highlight some department strengths during a period of significant changes campus-wide that greatly impacted the department:

Flexibility and Adaptability of Faculty

One hallmark of the Sociology program is its ability to adapt to change. From incorporating current events into the classroom to new/expanding directives from Academic Affairs, faculty have responded pro-actively. The Title III course Redesign process was one such program. The sociology program expressed strong reservations about the lack of faculty buy-in or input, the intrusion into academic freedom, and the pitfalls of standardization – a process that directly conflicted with the program's teaching philosophy. Even with these concerns, faculty participated fully in the program. They endured considerable conflict in the early going – to the point that the administration's facilitator was removed from the process, halting progress for two months. This delay pushed work well into the summer months, beyond the anticipated end date. Despite reservations, faculty have diligently implemented the redesigned course in the Fall of 2017 and committed significant volunteer hours to evaluate and revise the redesign in the summer of 2018 while not on contract.

The department has also experienced significant staffing changes in the past 5 years. Professor Chuck Carselowey retired and Dr. LiErin Probasco was hired. Dr. M'Lou Smith stepped down as Program Chair (in part because chair compensation was incommensurate across departments in the division even with increasing responsibilities). The program went a year and a half without a chair before Dr. Probasco accepted the position in her second year at OCCC. She has since led the program through several changes, including a contentious Redesign process, selecting a new Intro to Sociology textbook, rebuilding a strong adjunct pool, and increasing expectations for recruitment, retention, advising, and staffing concurrent courses.

Dr. Smith's resignation at the start of the Fall 2018 semester was a huge change. Dr. Probasco had less than one week to find instructors for 9 classes. Dr. Probasco and Professor Ludlow each faced a 50% increase in their advising loads and had to complete this Program Review shorthanded, with a significant loss of institutional knowledge.

Maximizing Student Access

The Sociology program at OCCC provides maximum responsiveness to the needs of sociology majors AND non-majors. In-person classes in daytime, evening, Intersession, and Saturday fast-track formats are augmented with increased online offerings (three different courses). Eight courses offered each semester qualify as "gen ed" requirements for any student on campus. At direct personal cost (in terms of time and compensation) faculty have also provided independent studies and experimented with alternate delivery models, such as a paired 8-week track of Intro and Social Problems to accommodate majors' needs.

The program has an outstanding track record for class work that transfers easily to new institutions. For majors, there are "2+2" agreements. Faculty rigorously pursued CEP transferability status for individual courses as well, so that in 11 of the 14 courses in our catalog, students know the credits will transfer to any institution on the matrix. Prof. Ludlow also sends between 5-10 students to the OU School of Social Work each year, inviting program representatives to his Intro to Social Work classroom each semester. Northwestern Oklahoma School of Social Work has also visited the social work class during the program review period.

The program carefully examines cost and technology impacts when considering classroom materials use. Its review of Intro to Sociology resources in the 2017-2018 school year exemplifies this process. It reviewed over 15 textbooks, including three from open educational resources platforms and several from non-profit publishers. Criteria included academic merit, student-friendly style, cost, and digital resources. (The department has taken deliberate steps to better utilize the Moodle LMS and online homework platforms across the program, particularly in Intro to Sociology.) Extensive negotiations with finalist candidates yielded promising options for reducing cost to students. Notably, we discussed piloting an Inclusive Access payment option that the Bookstore was hopeful to adopt for Fall 2018. Inclusive Access would have saved students \$29.42 (as compared to the list price + bookstore markup). Inclusive Access was not approved, but the publisher did work with us to reduce students' costs at the bookstore by \$8.89. These efforts represent the department's overall commitment to employing affordable, accessible, learning-centered course materials.

Quality of Faculty

The Sociology Program is proud of its faculty. Dr. Probasco (Princeton University alumna) has been an exemplary addition as both instructor and Program Chair. Professor Ludlow is completing his 13th year as a full-time faculty and has been integral in the growth of the

Social Work class, his focus on environmental sociology, and in his oversight of the Social Problems class. We have also lost two outstanding faculty in the past 5 years: Prof. Carselowey and Dr. Smith were exceptional colleagues, and their presence is missed.

At the time of the last review, the department was working to clarify adjunct qualifications and improve selection and oversight processes. Though disrupted in the 18 months without a chair, this commitment is yielding clear results. Half of the 22 adjuncts who have taught in the department over the past 3 years have been doctoral candidates or hold PhDs (some graduating during their tenure here). Recently, adjuncts accepted a tenure-track position at Brigham Young and a post-doctoral fellowship at Cornell. The department offers regular opportunities for training and feedback, from mentoring new faculty to semi-annual adjunct meetings with the Program Chair. For the Title III course redesign alone, faculty hosted two trainings, provided one-on-one onboarding for new faculty, offered a feedback session at the end of the first semester, and provided additional training and resources in Fall 2018 when that feedback resulted in further review and revision. The program works diligently to keep an outstanding group of adjuncts available, and is always searching for exceptional instructors to join the team.

Communications

The program's commitment to mutual respect and academic freedom allow faculty to teach independently while maintaining strong communication. Decision-making is shared and disagreements resolved through careful discussion and reflection. Adjuncts appreciate efforts to receive their feedback and buy-in as well as the transparency and consistency of communication from the chair. This commitment to collegiality and flexibility has helped the department weather significant stress and conflict in the past five years. Colleagues outside the department have remarked on the department's collegiality as a key strength.

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

Open Faculty Position

The department is glad that a search for a 3rd faculty line has been approved for summer 2019. A third position is essential to maintain the department's current high teaching standards, diverse course offerings, and strong levels of student support (all key factors in its decade of continuous growth).

Workload and Goal Displacement

In the past 5 years, the department has seen multiple planned internal initiatives stall out or be tabled, including revisions to the outcomes assessment instruments, a planned health and human services certificate program, and new curriculum proposals. Department-level strategic planning has repeatedly taken a backseat to new institutional-level initiatives or policy changes. These programs aim to support the college and department's shared missions. Yet they often significantly increase faculty's obligations of time without any offset in existing duties to compensate. As a result, these initiatives can displace rather than dovetail with department goals. For instance, the department had already made significant

strides in student success rates for Intro to Sociology when the Title III curriculum revision process required a redesign. The time required for this process delayed plans to revise and expand outcomes assessment processes in courses that were not already being assessed and improved.

Other notable changes in the past 5 years include: (1) online class sizes increased by 20%, (2) adjunct evaluation processes added 3-15 hours of work per person each semester, and (3) a variety of changes to policy, software systems, and compliance requirements have required significant time and learning curves. The latter two changes are clearly intended to further student success, and the department wholeheartedly supports this goal. Yet the cumulative effect of frequent, time-intensive administrative changes is a noticeable increase in workload without any appreciable compensatory change in job responsibilities or remuneration. As a result, the department's own internal initiatives have often been delayed or dropped. Finding balance is a key goal in the next five years.

Faculty Compensation

Faculty well understand the economic problems faced by education in Oklahoma, and they appreciate the cost of living adjustment offered in the 2018-2019 school year and ongoing efforts to reduce the impact of increasing healthcare costs on faculty income. Still, compensation does not adequately reflect the increasing costs of living and increasing time demands on OCCC faculty. Prior to this year, Prof. Ludlow (OCCC faculty for 13 years) had not received a raise in 11 years. Without even an annual 2% cost of living adjustment, he and other dedicated OCCC employees have each missed out on nearly \$100,000 in compensation and benefits in that time. The lack of raises contributes to a climate of employees feeling undervalued.

Bureaucracy and Poor Interdepartmental Communication

In any bureaucracy, the division of responsibilities can create a silo effect, with barriers to communication across departments and levels of administration. The department has been particularly frustrated by these communication barriers over the past five years. A few examples of the ways this department and its students have been directly impacted by institution-wide communication inefficiencies:

1. **Concurrent Classes taught in high schools.** Expanding concurrent offerings is a laudable goal to increase college access for students, with potential financial reward for the institution. OCCC's current implementation strategy may hamstring its growth while alienating its faculty. The disconnect between decision-makers who sign contracts and the department chairs and instructors who must staff these contracts is a serious problem. When OCCC adopted Purcell as a teaching site, Dr. Probasco had to ask nine different instructors; after an unsuccessful attempt to negotiate a change in time, an adjunct finally was able to switch shifts at her full-time job in order to take the course. In Spring 2019, an on-campus section had to be dropped because a high school did not request an instructor until November 13, 2018, and filling that course took priority over an existing on campus section and there was insufficient lead time to find a new instructor. Staffing concurrent classes with our current system is a rigid process that needs review as the program expands

geographically. (Suggestions about including faculty voices in this process are below in the institutional recommendations section.)

2. **Changes in advising.** High turnover and changes in leadership and work conditions impacted academic advisors over the past 5 years. During that period (particularly when 15 minute meetings were considered a “best practice”), the department experienced more student complaints to faculty advisors and unpredictable imbalances in enrollments across sections (despite increased enrollments overall). The department is optimistic about planned changes to advising but is concerned about the lack of clarity on the relationship between academic and faculty advisors moving forward. The department strongly urges decision-makers in student services to educate themselves about faculty advising and dialogue with faculty to help facilitate this transition.
3. **Failure to include the program in initiatives that are their area of expertise.** Last year, at least two presentations about crime that brought in experts from the outside and no panels or presentations that included sociology faculty, though the program offers multiple criminology courses. In Fall 2018, Transfer Services booked the OU Social Work program to visit campus without communicating with Prof. Ludlow, who teaches the Introduction to Social Work course. No students attended the transfer event, and Transfer Services was unaware that Prof Ludlow had been arranging visits by OU Social Work every semester for the past 10 years. Excellent resources go to waste because of the way that information about events and about our employees’ expertise fails to flow across departments.

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

1. **Rigorously pursue a 3rd position.** With the authorization of a 3rd position, the department will enthusiastically recruit and evaluate candidates.
2. **Advocate for fair pay.** In appropriate venues, faculty members will identify workload increases and comparable wage rates to advocate for the need for increased compensation or release time.
3. **Reach out to other departments.** Dr. Probasco is in conversation with the Office of Student Life about ways to better share faculty expertise for ExCel and other guest speaker programs. The department will continue to assess and pursue avenues for reaching out and improving interdepartmental communication as needs arise.

While the above focus on areas of concern, the department also wants to emphasize the ways in which we will continue to build on existing strengths over the next 5 years:

4. **Build on SOC 1113 re-design process.** After one year of implementation, the redesign was carefully reviewed and evaluated. Significant time was put into revising ineffective

practices and outcomes, expanding shared test banks, and re-training adjuncts. The department will continue to assess and adapt the redesigned course.

5. Evaluate course materials for cost-saving and effectiveness. The department will continue to review course materials and delivery mechanisms that provide high quality, low cost options for students. This includes assessing open education resources and publisher cost-saving measures such as price caps and volume discounts. In the next 5 years, the focus will be on courses that have not been significantly revised in the past 3-5 years – particularly courses that are now mainly or exclusively taught by adjuncts.

6. Outcomes Assessment. Title III Redesign and other unexpected campus-initiated programs delayed our ability to enact desired revisions to the outcomes assessment instruments. The department hopes to turn discussion of such revisions into action over the next 5 years.

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

1. **Third position.** Three full-time instructors are necessary if the department is going to maintain high-quality instruction that aligns with outcomes goals AND maintains the current level of diversity and flexibility in instruction.

2. **Department chair compensation.** Chair compensation across departments is inequitable. Administrative oversight requirements for departments have increased in the past 5 years. To name a few: Title III redesigned courses must be maintained and evaluated; student advising expectations increased; faculty's roles in recruitment and retention responsibilities increased; the number of regular meetings for department/program managers has increased; and formal evaluation of adjuncts is now required. While chairs don't necessarily complete all of this work alone, they do need to ensure its completion. The department recommends chairs receive 2 course releases in fall and spring semesters rather than the current single release.

3. **Faculty compensation.** This year's cost-of-living salary adjustment was greatly appreciated. Faculty continue to have valid concerns about compensation in the long-term and encourage administrators to advocate for employee pay.

4. **Explicit strategies for faculty to engage in retention and success goals.** Faculty would appreciate evidence-based, specific recommendations about what roles they can play in retention and student success, and how those actions align with actions taking place in other parts of the school (advising, enrollment services, support services, etc.) As a faculty member, it's too easy to assume that retention happens somewhere else on campus or to take too much responsibility for student persistence. The guest speaker last year was helpful, but having additional information available about recommended well-tested practices would help make this goal concrete for faculty.

5. Task force or method for evaluating/planning concurrent class offerings. There are better, more efficient ways to deliver concurrent classes than our current system which only allows for sending teachers to individual high schools. It is possible to expand our offerings to more schools while also relieving the burden on our instructors and schedulers. TCC and other schools have a variety of delivery mechanisms. There needs to be a systematic review of the advantages and challenges of current delivery mechanisms, and that review should include representatives who deal with scheduling. The burden on department chairs to supply qualified faculty generates a tremendous amount of stress and even builds ill will among reliable adjuncts who have classes cancelled at the last-minute. Prof. Probasco is willing to participate in such a discussion.

APPENDIX

Program Curriculum: _____

Program Requirements: _____

Minimum Required Hours: 62

Major Courses		
Prefix & Number	Course Title	Credit Hours
SOC 1113	Introduction to Sociology	3
SOC 2023	Social Problems	3
SOC	Sociology Elective (3)	9

General Education Courses		
Prefix & Number	Course Title	Credit Hours
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
HIST 1483	US History to the Civil War OR	
HIST 1493	US History Since the Civil War	3
POLSC 1113	American Federal Government	3
MATH 1503	Contemporary Mathematics OR	
MATH 1513	College Algebra OR	
MATH 2013	Introduction to Statistics	3
PSY 1113	Introduction to Psychology	3
BIO	Any Biological Science*	3-4
PHYS	Any Physical Science*	3-4
HUM	Humanities Elective	6
GEN ED	General Education Elective	6

	* At least one science course must include a laboratory component.	

Support Courses		
Prefix & Number	Course Title	Credit Hours
SUPP	Guided Support Elective. All courses with the following categories: CD, ENGL, ECON, HIST, HUM, PHIL, POLSC, PSY, and SOC. Any foreign language or credited sign language course.	9

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL 1001	Success in College and Life	1