



## Comprehensive Program Review 2022

Program Name: **Sociology**

Semesters Reviewed:

AY 2020: Fall 2019, Spring 2020, and Summer 2020 AY

2021: Fall 2020, Spring 2021, and Summer 2021

AY 2022: Fall 2021, Spring 2022, and Summer 2022

Completed by: Robert Perez

Date: 1/24/23

### **Assessment Committee Recommendation:**

The committee agrees with the Program Vitality Statement; Category 2.

### **President's Council Recommendation:**

Council agrees with the Assessment Committee's recommendation of Category 2.

## 1.0 Program Summary

Provide a descriptive summary of the program.

Narrative:

The Sociology Department at Labette Community College is designated for students who are planning to continue their education at a four-year university in the Social Sciences. Students can choose an emphasis in Sociology, or Social Work. The academic Sociology program also serves students who intend to become certified to teach at the secondary level in the Social Sciences. The Sociology program supports the Health Science Programs, as well as provides social science elective courses for many other degree programs such as Education, and History.

## 2.0 Student Success

Provide a definition of how student success is defined by the program.

Narrative:

The Sociology program curricula include the following courses: Marriage and Family, Anthropology, Social Problems, Introduction to Women's Studies, and Criminology. Successful completion of the Sociology program curricula provides a strong foundation for students in developing cross-cultural competency, empathy, and insight into the human experience. Successful completion of the curricula will also provide the ability to synthesize sociological knowledge with knowledge from other disciplines and to arrive at a more holistic understanding of social life that transcends curriculum competency.

## 2.1 Achieve/Promote Student Success

Describe how the program achieves and promotes student success. Focus on those activities and innovation that are within the three-year comprehensive cycle.

Narrative:

The Sociology program, as the science of society, provides the student with a perspective for viewing and assessing major political, economic, religious, and familial trends in contemporary social systems. My pedagogical approach to student learning involves weekly class assignments and in-class activities that promote critical thinking, communication, and problem-solving skills. This approach takes place through round-table type discussions, online discussion boards, in-class lectures as well as required semester research papers. The overarching goal of this approach is to support written and communication skills consistent with the defined student learning outcomes in each of the academic courses.

### 3.0 Reflection on Current Curriculum

Please describe curriculum holistically, speaking specifically to the breadth, depth, and level of the discipline. Additionally, provide narrative on the coherence of the curriculum and the processes by which the program updates and keeps curriculum relevant.

Narrative:

Each of the course's lectures and in-class activities utilizes current social issues that are relevant on a national and international level as part of the pedagogy beyond the content of the adopted textbook.

The ongoing development and revision of the curriculum for the Sociology courses are based on current Sociological peer review research findings of social issues published in current academic journals as well as ongoing participation in professional peer-group webinars, and regional and annual conferences.

### 3.1 Degrees and Certificate Offerings

List what degrees and certificates are offered and describe how the program curriculum supports other degrees and certificates awarded by the college (if applicable).

Narrative:

The Associate of Science degree in Sociology is based on the successful accomplishment of coursework that is aligned with specific lower-division major requirements for the Sociology major at various universities within the Kansas Board of Regents system-wide transfer systems.

# SOCIOLOGY

## ASSOCIATE IN SCIENCE

Sociology is the scientific study of society, including social interactions, social organization, social behavior, and human groups. Topics of study include culture, socialization, deviance, social inequality (race, class, and gender), and social institutions (media, religion, government, economy, family, and education). Famous people with Sociology degrees include Rev. Martin Luther King Jr., Senator Daniel Patrick Moynihan, Congresswoman Shirley Chisholm, Congresswoman Maxine Waters, President Ronald Reagan, Michelle Obama, and sportscaster Ahmad Rashad.

**Credits Required:** 60-62

**Major Advisor:** Robert Perez  
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robertp@labette.edu

### Recommended Course Sequence

SEM 1: SOCI 101

SEM 2: SOCI 203

SEM 3: SOCI 207

### After Graduation

This Associates degree is designed for students who plan to transfer to a four-year college. A graduate degree in the field opens the doors to a career in research or college level teaching.

However, an Associates degree paves the way into entry level positions in a number of fields such as social services, customer service, human resources, marketing, corrections, non-profit organizations, business, consumer research, government agencies, and more.

<u>Concentration Requirements</u>		<u>9</u>
<input type="checkbox"/>	SOCI 101 Sociology *	3
<input type="checkbox"/>	SOCI 203 Social Problems	3
<input type="checkbox"/>	SOCI 207 Anthropology	3
<u>Pathway Requirements</u>		<u>36-38</u>
<b>Written Communication</b>		
<input type="checkbox"/>	ENGL 101 English Composition I	3
<input type="checkbox"/>	ENGL 102 English Composition II	3
<b>Verbal Communication</b>		
<input type="checkbox"/>	COMM 101 Public Speaking	3
<b>Quantitative/Analytic Methods</b>		
Choose one class		
<input type="checkbox"/>	_____	3
<b>Human Experience</b>		
Choose one class		
<input type="checkbox"/>	_____	3
<b>Human Systems/No companion Elements</b>		
Choose one class		
<input type="checkbox"/>	_____	3
<b>Human Systems/Diverse Perspectives</b>		
Choose two classes		
<input type="checkbox"/>	_____	3
<input type="checkbox"/>	_____	3
<b>Human Systems/Social Responsibility</b>		
Choose one class		
<input type="checkbox"/>	_____	3
<b>Natural World/Scientific Inquiry</b>		
Choose one class		
<input type="checkbox"/>	_____	5
<b>Wellness Strategies/No Companion Elements</b>		
Choose one class		
<input type="checkbox"/>	_____	1-3
<b>Wellness Strategies/Scientific Inquiry</b>		
<input type="checkbox"/>	PSYC 101 General Psychology	3
<u>General Electives</u>		<u>15</u>
<input type="checkbox"/>	SOCI 201 Marriage & Family	3
<input type="checkbox"/>	SOCI 211 Criminology	3
General Electives		
<input type="checkbox"/>	_____	3
<input type="checkbox"/>	_____	3
<input type="checkbox"/>	_____	3

## 4.0 Faculty Success

Faculty success over the three-year comprehensive cycle should be highlighted in this section. The accomplishments can embrace academic achievement in the discipline, national or regional honors, campus activities that support student success, or other innovations, research, teaching, and community service.

Narrative:

The current full-time instructor has over 30 years of experience as an adjunct and full-time instructor and maintains current membership with the American Sociological Association. The current full-time faculty member is an academic advisor, cultural diversity committee member, and faculty representative to the nursing advisory committee at Labette Community College.

## 5.0 Program Accomplishments and Reflection on Data/Trends

In this section, departments should highlight noteworthy program accomplishments over the three-year comprehensive cycle. Programs should also provide thoughtful reflection on the data provided on student success, attrition, completion, etc. Programs should also report on findings from course and program assessment data. Programs should also provide context of any trends in the data, as well as external trends that may have affected the data.

Narrative:

The data for the Introduction to Sociology courses on the main campus reflects a sustained trend of students' grade point average scores of 70% or above over a three-year cycle.

Classes offered at Cherokee were done so through the IDL system, which provides an audio/video synchronous link between the classroom where the lecture is presented at the main campus building and the classroom located at the Cherokee Center. Except for the 2022 AY observations, the data are not conclusive as the number of students that have taken the Sociology course through the IDL format is much too small to make any constructive assessment. Additionally, the use of the IDL system that links the Cherokee Center to the main campus classroom has been discontinued. Since the use of the IDL has been discontinued, this report will not include any further review assessment related to the Cherokee Center.

### **Student Success and Completion**

The data reflect the total enrollment, student completion, student success, and student attrition rates for the associated sociology study areas which include the following courses: Marriage and Family (SOC 201), Intro to Women's Studies (SOC 202), Social Problems (SOC 203), Anthropology (SOC 207), and Criminology (SOC 211). The Introduction to Women's Studies (SOC 202) as a general elective course under the Sociology program started in the 2022 Academic Year.

The courses were offered as online courses during the three-year review period. The data for all courses reflect a significant increase in student success and completion rates over the three-year review period 2020 AY through 2022 AY.

## **Total Aggregate Enrollment**

As noted in Appendix 1, the rate of student total online enrollment for all Sociology courses during the 2020-2022 AY reflects a steady increase of 31% over the three-year review period from 162 enrolled students in 2020 to 212 enrolled students in 2022. The student total enrollment for the main campus remains steady with a small variation.

## **Student Completion, Success, and Attrition by Location**

A review of the data of student completion, success, and attrition rates, by location, over the three-year review period for all of the academic study areas in the sociology program, reflects a consistent difference in improved rates for online courses compared to the main campus rates.

### **Online Courses Completion and Success Rates**

For all online courses in the sociology program during the three-year review period, the average student completion rate is 94% and the average student success rate is 86%. Regarding student attrition, the data indicate a gradual increase in student attrition from 2020 AY through 2022 AY from 4% to 8%.

### **Main Campus Completion and Success Rates**

For all main campus courses, the average student completion rate is 79%. The average student success rate during the three-year review period is 70%. It should be noted that the rate of Student Success for the main campus courses reflects a trend toward improved percentage completion and success rates.

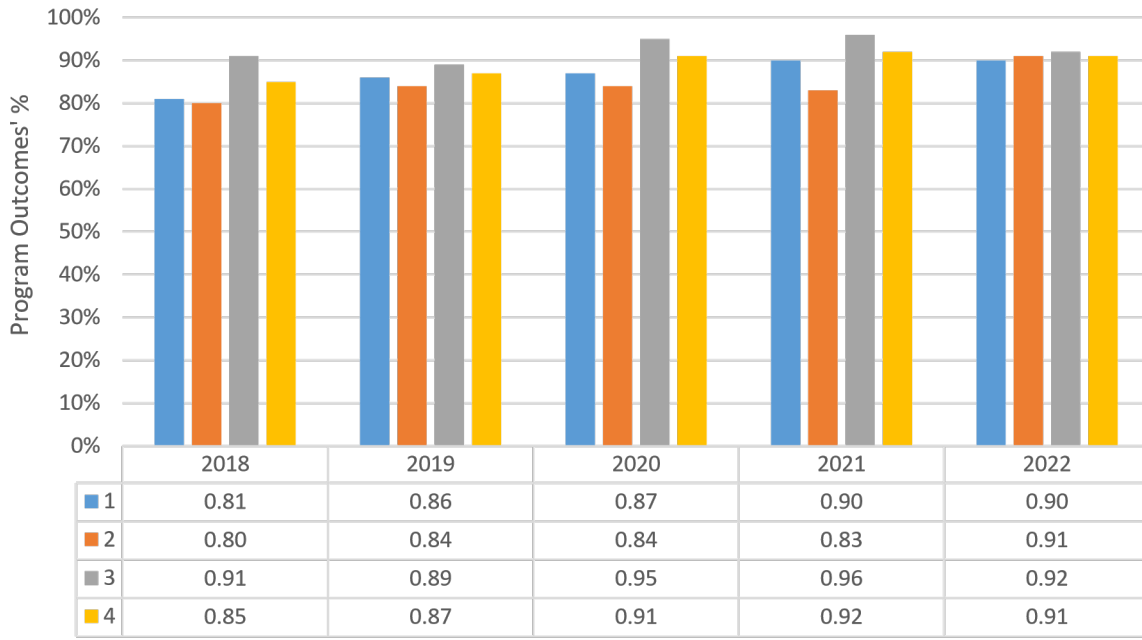
### **Attrition Rates by Location**

The attrition rates are much higher for the main campus courses compared to the online courses. The main campus attrition rates are 23% in 2020, 22% in 2021, and 12% in 2022 during the three-year review period. The attrition rate for the online courses during that same period is 4% in 2020, 5% in 2021, and 8% in 2022 respectively. The COVID 19 pandemic has been a major significant event in affecting the concerns for large gathering of individuals in an enclosed area such as the classrooms, and as such, the high attrition rate for the on-campus course may be associated with the COVID pandemic.

### **Declared Awards, Transfers, and Placements**

The program assessment data for declared awards, transfers, and placements for the Sociology program through the 2020 through 2022 academic year review period indicate the following: at the end of the 2020 academic year there were 3 Associate of Arts Degrees awarded and 2 graduates transferring from the previous academic year. There were no degrees awarded at the end of the 2021 academic year and at the end of the 2022 academic year there were 2 Associate of Arts Degrees awarded. Currently there are 7 students who are majoring in sociology. It is difficult to assess whether this is a reflection of the declining number of students majoring in sociology overall in college and universities. It should be noted in an article by C. Hand, and B. Judkins, [Journal of Applied Sociology, 2002](#) that there have been declines and revivals in sociology majors.

Sociology Program Outcomes' %, 2018-2022



1. What did you learn from this past year's program data?
  - The results of the Sociology combined program data reflect the % of successful program learning outcomes of 81% (Theoretical concepts) and 85% (critical thinking) skills in 2018 improved to a level of understanding of 90% (Theoretical concepts) and 91% (critical thinking) skills in 2022.
  - The Sociology program’s combined program outcomes assessment summary reflects consistent improvement in student understanding of basic theoretical concepts and improved application of critical thinking skills.
2. What did you not learn from the data?
  - The data presented in aggregate form makes it difficult to determine levels of improvement specific to outcome goals regarding cognitive understanding, and critical thinking as defined in each of the Sociology, Marriage and Family, and Social Problem courses.
3. What do you hope to learn and/or do for this upcoming school year?
  - While the data indicates that the pedagogical approach that I have employed in teaching the combined sociology program courses is effective. I will continue to pursue instructional (didactic, traditional, innovative) methods not only as an instructor but also as a facilitator, that will challenge students to understand the field of Sociology and our society from a sociological perspective.

## 6.0 Mission Alignment

Programs should indicate how the program's offerings align with the LCC mission: Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world.

Narrative:

The Sociology Program at Labette Community College is designated for students who are planning to continue their education at a four-year university in the Social Sciences. Students can choose an emphasis in one of the following areas: Sociology or Social Work. The program also serves students who intend to become certified to teach at the secondary level in the Social Sciences. The Sociology Program supports the Health Science Programs, as well as provides social science elective courses for many other degree programs.

## 7.0 Fiscal Resource Narrative

Based on program data review, planning and development for student success, programs will complete the budget worksheet to identify proposed resource needs and adjustments. Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the DOI/VPAA and other decision-makers and to inform financial decisions made throughout the year. In the narrative below, please explain any requests for additional dollars over the current academic year budget, then include the budget amounts on the budget worksheet.

Narrative:

The current instructor has utilized free resources to enhance the class lectures of the Sociology courses including, but not limited to, lecture notes, videos, and in-class exercises. There have been no requests for resource needs over the three-year review period, and there are no requests planned for the current academic year budget.

## 8.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program directors/faculty should document the relevant information within this section.

### **Other External Constituencies:**

Member of the American Sociological Association since 1996. Active section membership in Urban Sociology, Demography, Criminology, and Race. Current Sociological Academic subscription; Teaching Sociology, and Community and Urban Sociology.

### **Significant Trends \*:**

Sociologists: Employment of sociologists is projected to grow 5 percent from 2021 to 2031, about as fast as the average for all occupations. About 300 openings for sociologists are projected each year, on average, over the



decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Sociologists will continue to be needed to apply sociological research to other disciplines. For example, sociologists may collaborate with researchers in other social sciences, such as economists, psychologists, and survey researchers, to study how social structures or groups influence policy decisions about health, education, politics, criminal justice, business, or economics.

The median annual wage for sociologists was \$92,910 in May 2021. The median wage is the wage at which half the workers in an occupation earned more than that amount, and half earned less. The lowest 10 percent earned less than \$60,770, and the highest 10 percent earned more than \$135,420.

In May 2021, the median annual wages for sociologists in the top industries in which they worked were as follows:

State government, excluding education and hospitals	\$105,120
Research and development in the social sciences and humanities	\$99,640
Educational services; state, local, and private	\$64,670

Most sociologists work full-time during regular business hours.

\* [Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Sociologists](#) (visited November 21, 2022).

## 9.0 Program Vitality Assessment

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans.

### **Vitality Category Chosen: Category 2—Maintain Current Levels of Support/ Continuous Improvement.**

The Sociology program with its associated academic study areas is well aligned with LCC's mission, and strategic plan in providing quality learning opportunities for success in a changing world. The 21<sup>st</sup>-century labor market is changing and becoming increasingly global. The Introduction to Sociology courses and the associated academic area courses offer ongoing opportunities for students to develop the capacity for critical thinking, research, communication, and problem-solving skills and apply these skills to real-world settings. The data for the Sociology 101 online courses indicate a consistent trend in successful student outcomes of over 70% of all sections, except for two during the three-year review period.

In summary, under the scope of program vitality, maintaining current levels of support, for the Sociology (SOCI 101) introduction courses offered both on campus and online and the following study area course the Marriage and Family (SOCI 201), Intro to Women's Studies (SOCI 202), Social Problems (SOCI 203), Anthropology (SOCI 207), and Criminology (SOCI 211) is recommended. However, the goal to increase the rate of student success will benefit from enhanced student learning resources (e.g. linked video presentations, and class activity software programs) that are offered by the textbook publishing company. The resources that are made available through the publishing company's software programs require specific Learning Management System (LMS) platforms. The LMS platform currently used by Labette Community College is Jenzabar. Unfortunately, Jenzabar is not compatible with the learning resource software that is used in conjunction with the current textbook. I have reviewed major Sociology textbook publication companies that offer online interactive video learning tools that are specific to the textbook that may be used by students. Unfortunately, the publishing companies surveyed indicated that their interactive software programs were not compatible with the Jenzabar LMS currently used by Labette Community College. The enhanced student learning resources that are made available through the publisher's interactive software programs will benefit student's critical thinking skills that are necessary to fully understand the association of theoretical concepts linked to discussion of various social issues. In spite of the challenges offered by the continued use of Jenzabar as a learning management system platform, the instructor utilizes various suggestions and recommendations from the American Sociological Association's "Teaching Sociology" journal regarding learning enhancement in-class activities as part of the teaching pedagogy.

## 10.0 Program Goals

Each program should set 1-3 short-term goals (will be completed in the next year) and 1-3 long-term goals (will be completed by next comprehensive program review). These goals should be SMART goals that can be reflected upon in the upcoming annual or comprehensive review.

### Focus and Goal

The focus of the field of sociology as a science examines the interaction between human behavior and social systems, social structures, and social institutions. The focus and goal of the Introduction to Sociology course is to develop student skills related to foundational sociological research, as well as analytical, and critical thinking skills. These skills are essential to understand and contextualize behavioral interaction within the social-structural setting.

### Short-Term:

1. Develop a Red Zone Discussion Board forum for the Intro to Sociology (SOCI 101) On-campus courses by August 2023.

The discussion forum format is a standard assignment activity for all online Sociology and online-related study area courses. Incorporating this learning format into the course curricula can enhance the traditional in-class discussion, and in many cases may be more approachable for students to fully understand complex social issues than in the traditional lecture classroom setting.

The student online discussion forum will assist student-to-student interaction in approaching each of the weekly social and theoretical topics from a personal real-world perspective outside the normal context of a traditional classroom lecture setting.

A student is provided with a writing prompt regarding a current social issue provided by the instructor and is instructed to submit an online post in fully developed paragraphs (75-100 words). This assignment will require students to have an online discussion board in which they can share their posts. Once students submit their posts to the discussion board, students are then required to respond to another post. Key points raised in the discussion board will be identified by the instructor and will be used as a follow-up in the class discussion forum round table setting. The follow-up in-class discussion forum allows the instructor to provide not only individual feedback on students' ideas and assessments but will also allow students to have a more open understanding of other students' assessments.

The interactive online discussion board and follow-up in-class round-table discussion will enhance the understanding of abstract sociological theoretical concepts that are alien to the student's past learning experiences.

2. Increase the academic success of students' critical thinking skills reflected in increased exam scores of 70% or better by May 2023.
3. Increase in the ratio of the number of students enrolled and number of students who have successfully completed the course by May 2023

**Long-Term:**

1. Create a more comprehensive guide to assist students in the development of the semester research paper by Fall 2024.
2. Increase the number of successfully submitted research semester papers with a grade of 90% or better in over 80% of the papers submitted by Spring 2025.

The capstone sociology assignment for students each semester is the semester research paper. Historically, students have struggled to develop a sound research semester paper. One of the primary objectives of the sociology program is to provide students with practical knowledge of the models, and research methodologies used in behavioral science. The ability to research and complete an academically sound research paper will help students develop the aptitude and skill that will be required as they continue toward their academic goal



Note: All Definitions of data pulled for this summary can be found in Appendix 1 of the Academic Program Review, Planning, and Development Handbook.

Subject: Sociology

### Average Class Size, Completer Success, and Attrition

Year (AY dates)	Subject Prefix	Course Name	Total Enrollment	# of Sections	Average Class Size	% Student Completion	%Student Success	%Student Attrition	Student Credit Hours
2020	SOCI 101	Sociology	155	14	11	90%	82%	10%	465
2021			193	15	13	91%	83%	9%	579
2022			200	16	13	84%	78%	16%	600
2020	SOCI 201	Marriage and Family	24	2	12	92%	92%	8%	72
2021			18	2	9	89%	78%	11%	54
2022			27	2	14	100%	100%	0%	81
2020	SOCI 202	Intro to Women's Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021			N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022			6	1	6	100%	100%	0%	18
2020	SOCI 203	Social Problems	43	4	11	93%	79%	7%	129
2021			26	4	7	88%	85%	12%	78
2022			22	3	7	100%	86%	0%	66
2020	SOCI 207	Anthropology	7	1	7	71%	71%	29%	21
2021			5	1	5	100%	100%	0%	15
2022			11	2	6	100%	100%	0%	33
2020	SOCI 211	Criminology	5	1	5	60%	40%	40%	15
2021			N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022			13	1	13	100%	100%	0%	39

### Course Completion, Success, & Attrition by Location

Year (AY dates)	Location	Total Enrollment	# of Sections	Average Class Size	% Student Completion	%Student Success	%Student Attrition	Student Credit Hours
2020	Online	162	11	15	96%	87%	4%	486

2021		185	14	13	95%	88%	5%	555
2022		212	15	14	92%	85%	8%	636
2020	Main Campus	61	9	7	77%	67%	23%	183
2021		54	5	11	78%	67%	22%	162
2022		60	7	9	82%	78%	12%	180
2020	Cherokee Center	11	6	2	73%	73%	27%	33
2021		3	2	2	67%	67%	33%	9
2022		7	2	4	43%	43%	57%	21
2020	Concurrent	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	Other (Arrangement, Off-campus, etc.)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022		N/A	N/A	N/A	N/A	N/A	N/A	N/A

Declared Awards, Transfers, and Placements

Year (AY Dates)	# of Degrees/Certs Awarded	# of Graduates Transferring from previous AY year	% Placement Rate for Graduates (CTE Only)
2020	3	2	N/A
2021	0	0	N/A
2022	2	0	N/A

Student Credit Hours by Faculty Type

Year (AY)	Number of Faculty		Student Credit Hours by Faculty Type				Total Credit Hours
	Full Time	Part Time	Full Time	% for Full Time	Part Time	% for Part Time	
2020	1	1	744	96%	33	4%	777
2021	1	1	633	77%	189	23%	822
2022	1	2	555	64%	318	36%	873

Faculty Name by Type for Most Recent Academic Year

Full Time: Robert Perez

Part Time: Malinda Williams, Regina Williams-Decker