

Sociology
Program Review
2016-17 to 2020-21



Prepared by:

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Fall 2022

Section 1: Alignment of program mission and purposes with mission and purposes of NCCC.

The mission of Neosho County Community College is to enrich our communities and our students' lives. The Sociology Program at NCCC has strived to do this in several areas as reflected in the college purposes.

Student learning through:

- Integrating effective curriculum, teaching, and technology to build engaging educational environments
- Using effective assessment processes for educational environments
- Advancing critical thinking and open exchange of ideas

Sociology courses squarely address critical thinking and the open exchange of ideas in core course curriculum.

Student success through:

- Facilitating student goal completion, retention and persistence
- Promoting accessibility via college/career readiness efforts, affordability, flexible scheduling & modalities
- Using a comprehensive system of proactive support
- Embracing diversity

By its nature, the discipline of sociology embraces diversity and diverse perspectives on social issues.

Accountability to stakeholders through:

- Communicating openly with all constituencies
- Managing resources ethically & effectively
- Implementing systematic, evidence-based integrated plans
- Supporting and developing college employees and the Board of Trustees.
- Providing safe and comprehensive facilities

The courses within the sociology program are an efficient use of resources and a very cost effective compared to other high-cost programs at the College. The major cost for the Sociology program is for faculty salary and there are not any expensive lab materials or equipment required.

Meeting community needs through:

- Facilitating community and economic development by providing an informed citizenry & skilled workforce
- Fostering cultural, educational, and athletic enrichment
- Offering learning opportunities for all
- Inspiring a spirit of innovation and entrepreneurship

Sociology courses contribute to an informed citizenry that is aware of social problems, their root causes and potential solutions to them.

History of the Program

The Sociology Program is a long-standing program at Neosho County Community College. The last program review for the Sociology Program occurred in the spring semester of 2017. The SWOT analysis below was a combined analysis with the now defunct Social Science Program. At the last program review, it was recommended that the Social Science program be terminated due to low enrollment and its lack of a clear focus. Following the retirement of Dr. Mark Eldridge, the Program has undergone a succession of full-time instructors who have resigned after only a few years. This circumstance has prevented the Program from fully developing to its potential given the lack of a long-term coordinator with a clear vision and purpose for this specific program. In addition, this lack of longevity and experience has negatively impacted student learning.

Previous SWOT Analysis:**Strengths**

- The Social Science Program attempts to support 3 different programs of study – Human Services, Public Administration, and Pre-Law.
- The core courses and program elective courses found in the Social Sciences Program provide several choices for students, are offered regularly in several modalities each semester, and have seamless transferability with KBOR (Kansas Board of Regents) institutions.
- Full-time faculty are available to teach most all of the core and elective courses in the Social Science Program on all college campuses – Chanute, Ottawa, and Online.
- Enrollment in certain social science courses have increased and decreased the past five years, but overall have been sufficient and steady to support other viable, well-defined college programs.

- The Social Science Program, due to its composition of several general education courses, strongly supports the four general education outcomes regarding ethical citizenship, interpersonal communication, critical thinking/analytical inquiry, and sound personal health habits, but also including a strong emphasis on respecting different perspectives and embracing the value of cultural diversity.

Weaknesses

- The Social Science is broad in its scope, lacking focus on a specific emphasis of study, further causing confusion when transferring to programs in KBOR 4-year institutions.
- A small number of students, if any choose social science as their program emphasis, when they could be better advised into a specific program such as those stated above.
- People in general do not know what the Social Program is about until they review the specific courses, discovering its value later as they consider one of the three careers stated in the program sheet.

Opportunities

- After taking courses in the Social Science Program, students discover new ways to think critically and gain new insights regarding our human condition and as it is expressed throughout the liberal arts curriculum.
- The college could better capitalize on students' interests in public administration, human services, or pre-law by creating a new program that better guides students towards one of these specific fields of work.
- New core and elective course development could better support one of the above programs, such as adding courses that have KBOR articulated outcomes and are ready to develop, including: Inequality and Gender Issues and International Relations.

Threats

- The nominal or stagnant enrollment growth in the courses taken in the Social Sciences Program could be further diminished due to the unclear focus of the program.
- This program is difficult to market and is tricky to advise students towards a particular career path or transfer to a specific 4-year institution's program of study.
- Due to the Social Science Program being an unclear, non-specific program, the core and elective courses may gradually lose enrollment over the next few years.

SECTION 2: Curriculum of Program and Outcomes Assessment

Program Path

Sociology Associate of Science

The Associate of Science with an emphasis in Sociology at NCCC is designed to prepare students for a transfer to a four-year institution. General sociology provides a desirable background, as either a sole or combined major, for further professional training in law, city planning, public administration, hospital administration, and medicine, as well as for advanced graduate work in sociology or other social sciences. It also prepares students for a wide variety of careers that involve problem-solving and gathering, organizing and analyzing information (i.e., data). Such careers may involve jobs ranging from sales and management to community services and government work.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the Mandatory Placement Policy, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

SOSC 100 Intro to Sociology, SOSC 220 Social Problems, SOSC 236 Marriage and the Family.

Program Elective Courses

HIST 201 U.S. History I (To 1877), HUM 204 Western Civilization I, SOSC 101 American Government, HUM 110 Humanities I, MATH 143 Elementary Statistics, HUM 103 Intro to Philosophy, and SOSC 200 Intro to Cultural Anthropology.

Program Outcomes

1. Identify major theoretical perspectives or paradigms that make up sociology and distinguish among them.
2. Identify major research steps used by social scientists.
3. Identify major elements of culture.
4. The student will become acquainted with deviance and society's efforts to control deviant behavior.
5. Explain prejudice and discrimination.
6. Analyze major social institutions and their significance.
7. Define the importance of collective behavior.
8. Analyze the importance and dimensions of social change.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

		Cr Hrs
(Fall) Semester I		
SOSC 100	Intro to Sociology	▸ 3
CURR 100	First Year Seminar	1
ENGL 101	English Composition I	▸ 3
COMM 207	Fundamentals of Speech	▸ 3
CSIS 100	Computer Concepts and Applications	▸ 3
MATH 113	College Algebra	▸ 3
	Total	16
(Spring) Semester II		
SOSC 220	Social Problems	▸ 3
PSYC 155	General Psychology	▸ 3
ENGL 289	English Composition II	▸ 3
SOSC 101	American Government or	▸ 3
SOSC 102	State and Local Government	
	Physical Science and Lab	▸ 5
	Total	17
(Fall) Semester III		
HPER 150	Lifetime Fitness	1
SOSC 236	Marriage and the Family	▸ 3
ECON 201	Macroeconomics	▸ 3
	Biological Science and Lab	5
	Program Elective	3
	Total	15
(Spring) Semester IV		
ENGL 113	General Literature or	▸ 3
ENGL 221	Intro to Western Literature	
HUM 110/120	Humanities I or II	3
	Arts and Humanities Elective	3
	Program Elective	3
	Program Elective	3
	Program Elective	1-3
	Total	16-18
Total Program Credits		64-66

For more information contact:

Program advisor
Sociology Instructor: Advising Staff 620-432-0495
advising@neosho.edu

Core Courses:

SOSC 100 Introduction to Sociology
SOSC 220 Social Problems
SOSC 236 Marriage and Family

Program Elective Courses:

HIST 201 United States History I (to 1877)
HUM 204 Western Civilization I
SOSC 101 American Government
HUM 110 Humanities I
MATH 143 Elementary Statistics
HUM 103 Introduction to Philosophy
SOSC 200 Introduction to Cultural Anthropology

Methods of Assessment Used in Sociology Program:

The following methods of assessment were used in Sociology courses:

Exams
Film Reviews
Quizzes
Graded In-Class Discussions
Critical Thinking Writing Assignments
Research Papers
Forum Posts
Reflection Forums

Program Outcomes and Matrix:

PROGRAM ASSESSMENT MATRIX 22-23

Sociology – AS Degree

Submitted by Dr Mark Eldridge – Current as of 2/9/2018

Effective Date: June 1, 2018

Outcomes

1. Identify major theoretical perspectives or paradigms that make up sociology and distinguish among them.
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7. Define the importance of collective behavior.
8. Analyze the importance and dimensions of social change.

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6	Program Outcome 7	Program Outcome 8
SOSC 100	Introduction to Sociology	CO 2 CO 8	CO 5	CO 6	CO 4	CO 3	CO 1	CO 8	CO 7
SOSC 220	Social Problems	CO 1 CO 2	CO 2	CO 4	CO 4	CO 3	CO 5	CO 4	CO 5

CO = Course Outcome Number

The Program Matrix needs to be revised as it does not contain one of the core courses listed on the Program Pathway: SOSC 236 Marriage and Family.

Course Assessments

The tables below contain the weighted average per course outcome for SOSC 100, SOSC 220 and SOSC 236. In addition, outcome data is included for SOSC 200 since it is a relatively high enrollment course in the program and is a strong candidate for inclusion as a program core course as discussed in the Action Plan.

SOSC 100 Introduction to Sociology

	16-17	17-18	18-19	19-20	20-21
CO1	77	86	75	65	73
CO2	81	84	75	65	73
CO3	83	84	73	64	69
CO4	81	83	71	64	67
CO5	75	76	70	62	69
CO6	75	83	74	63	73
CO7	75	77	73	64	70
CO8	ZZ	ZZ	76	65	70

SOSC 220 Social Problems

	16-17	17-18	18-19	19-20	20-21
CO1	80	88	84	73	71
CO2	60	87	81	63	78
CO3	80	87	67	57	71
CO4	80	92	57	55	64
CO5	60	90	55	56	42

SOSC 200 Introduction to Cultural Anthropology

	16-17	17-18	18-19	19-20	20-21
CO1	93	92	100	61	40
CO2	90	95	80	60	50
CO3	84	90	89	70	60
CO4	94	83	85	62	30
CO5	93	88	67	55	50
CO6	96	88	74	72	50
CO7	89	86	70	65	40
CO8	93	87	ZZ	ZZ	ZZ

SOSC 236 Marriage and the Family

	16-17	17-18	18-19	19-20	20-21
CO1	XX	XX	XX	78	66
CO2	XX	XX	XX	63	67
CO3	XX	XX	XX	74	69
CO4	XX	XX	XX	70	54

Analysis of Course Assessment Data

Given the instability in full-time faculty in the Sociology discipline, it is hard to generalize about trends in the course level assessment data. Some full-time instructors appear to have met the target mean through the review period, while in more recent years the data shows a sharp decline in student achievement, potentially related to the pedagogical approach of full-time faculty no longer employed by the College. In the 2021-22 Academic Year, course outcomes improved but with additional faculty turnover, that improvement may be in jeopardy.

Program Assessments

Please see the mean score for program outcomes from 2016 to 2021.

Sociology					
	16-17	17-18	18-19	19-20	20-21
PO 1	77	86	76	65	72
PO 2	81	84	70	62	69
PO 3	83	84	73	62	73
PO 4	82	84	70	63	67
PO 5	75	77	73	64	69
PO 6	78	83	74	64	71
PO 7	76	80	75	64	70
PO 8	75	78	72	63	68

The same decline in student achievement can be seen in the 2020-21 academic year as in the course level assessment data; again, potentially related to the teaching approach of full-time faculty in the discipline.

Efforts to Stay Current in Curriculum

Sociology faculty fully participate in the annual Kansas Core Outcome Group meetings. Since this report is being prepared by the Liberal Arts Division Chair, rather than a full-time faculty member in the discipline, data about professional development activities is limited.

Barriers to Professional Development

Full-time and adjunct faculty in sociology qualify for their respective professional development funds. Barriers to professional development include the work load and time constraints common to all general education faculty.

Section 3: Data – Enrollment and Resources

Enrollment Numbers Per Year for the Last Five Years

Headcount Per Course

	16-17	17-18	18-19	19-20	20-21	TOTALS
SOSC 100	283	281	283	226	225	1298
SOSC 200	7	13	14	16	2	52
SOSC 220	5	21	10	21	12	69
SOSC 236	0	0	0	26	34	60
TOTALS	295	315	307	289	273	1479

Credit Hours Generated

	16-17	17-18	18-19	19-20	20-21	TOTALS
SOSC 100	849.0	843.0	849.0	678.0	675.0	3894.0
SOSC 200	21.0	39.0	42.0	48.0	6.0	156.0
SOSC 220	15.0	63.0	30.0	63.0	36.0	207.0
SOSC 236	0.0	0.0	0.0	78.0	102.0	180.0
TOTALS	885.0	945.0	921.0	867.0	819.0	4437.0

FTE

	16-17	17-18	18-19	19-20	20-21	TOTALS
SOSC 100	28.3	28.1	28.3	22.6	22.5	129.8
SOSC 200	0.7	1.3	1.4	1.6	0.2	5.2
SOSC 220	0.5	2.1	1.0	2.1	1.2	6.9
SOSC 236	0.0	0.0	0.0	2.6	3.4	6.0
TOTALS	29.5	31.5	30.7	28.9	27.3	147.9

Grade Distribution

SOSC 100 Introduction to Sociology

GRADE/YR	16-17	17-18	18-19	19-20	20-21	TOTALS
A	133	177	96	83	86	575
B	67	65	81	56	48	317
C	35	20	37	40	28	160
D	14	3	11	13	8	49
F	15	6	30	20	23	94
I	0	0	0	0	0	0
W	8	4	16	9	22	59
WA	11	6	12	5	10	44
ENROLLMENT	283	281	283	226	225	1298
WITHDRAWS	19	10	28	14	32	103
WITHDRAW %	7%	4%	10%	6%	14%	8%

SOSC 200 Introduction to Cultural Anthropology

GRADE/YR	16-17	17-18	18-19	19-20	20-21	TOTALS
A	5	9	3	3	0	20
B	2	0	6	8	1	17
C	0	2	3	1	0	6
D	0	0	1	1	0	2
F	0	0	0	3	1	4
I	0	0	0	0	0	0
W	0	0	1	0	0	1
WA	0	2	0	0	0	2
ENROLLMENT	7	13	14	16	2	52
WITHDRAWS	0	2	1	0	0	3
WITHDRAW %	0%	15%	7%	0%	0%	6%

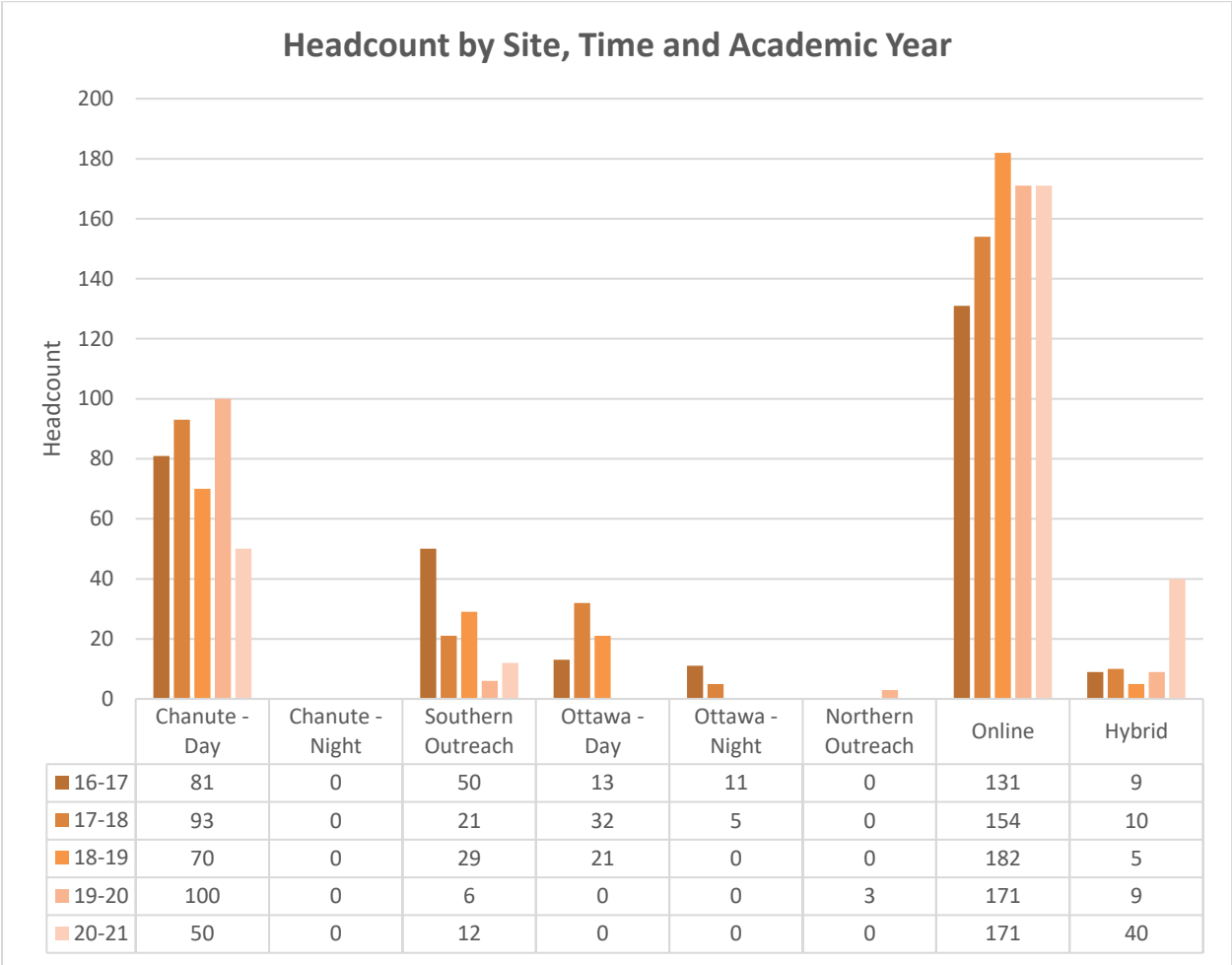
SOSC 220 Social Problems

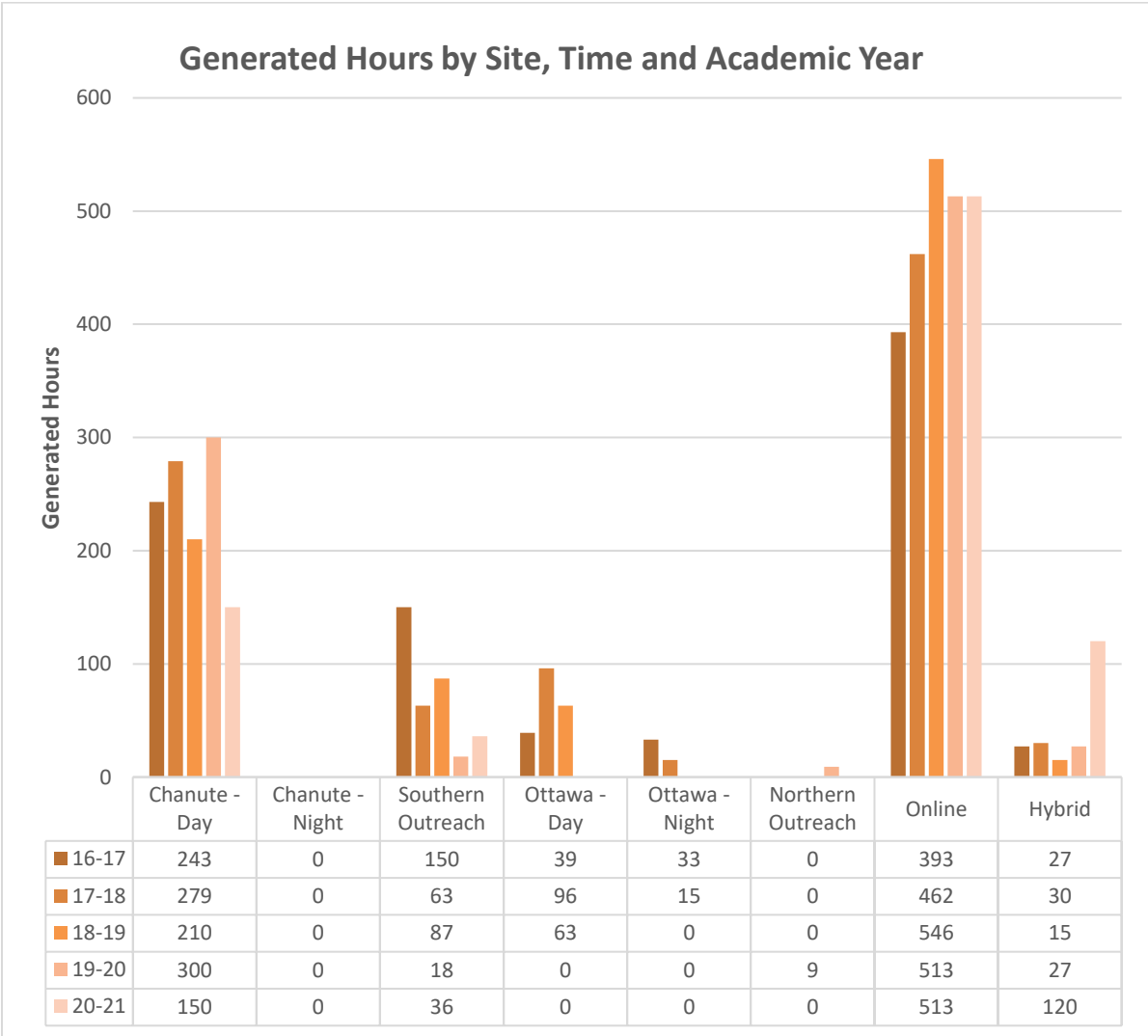
GRADE/YR	16-17	17-18	18-19	19-20	20-21	TOTALS
A	4	13	3	5	4	29
B	1	4	5	4	4	18
C	0	1	2	3	1	7
D	0	0	0	3	1	4
F	0	0	0	1	1	2
I	0	0	0	0	0	0
W	0	2	0	3	1	6
WA	0	1	0	2	0	3
ENROLLMENT	5	21	10	21	12	69
WITHDRAWS	0	3	0	5	1	9
WITHDRAW %	0%	14%	0%	24%	8%	13%

SOSC 236 Marriage and the Family

GRADE/YR	16-17	17-18	18-19	19-20	20-21	TOTALS
A	0	0	0	9	14	23
B	0	0	0	11	9	20
C	0	0	0	2	7	9
D	0	0	0	1	1	2
F	0	0	0	3	3	6
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	0	0
ENROLLMENT	0	0	0	26	34	60
WITHDRAWS	0	0	0	0	0	0
WITHDRAW %	0%	0%	0%	0%	0%	0%

Headcount and Generated Hours by Site, Time and Academic Year





Instructor Information

Fulltime Instructors:

Ted Babin
Mark Eldridge
Anne Marie Foley
Nick Gemas

55.5% of Program Core Courses taught by Full-Time Instructors

Adjunct Instructors:

Kelly Carland
Mark Eldridge
Diane Good
Jalal Hamedi
Melanie Kent-Culp
Natasha Sessoms
Michael Sibley
Jennifer Stockard

44.5% of Program Core Courses taught by Adjunct Instructors

Transfer Information

Transfer Data - Emporia State University					
Community College Academic Subject Progress Report for: NCCC Sociology					
	*Number of Courses	Total Credit Hours	NCCC Student SUBJECT GPA	ESU SUBJECT GPA	**CC SUBJECT GPA
2013 Fall	36	105	3.00	2.79	2.86
2014 Spring	N/A	N/A	N/A	N/A	N/A
2014 Fall	23	69	2.42	2.91	2.93
2015 Spring	25	74	2.88	3.00	3.10
2015 Fall	N/A	N/A	N/A	N/A	N/A
2016 Spring	13	39	3.03	3.18	3.39
2016 Fall	N/A	N/A	N/A	N/A	N/A
2017 Spring	18	54	2.41	3.01	3.07
2017 Fall	20	60	2.66	3.14	3.14
2018 Spring	23	69	2.52	3.17	3.15
2018 Fall	26	72	2.79	3.26	3.36
2019 Spring	N/A	N/A	N/A	N/A	N/A
2019 Fall	N/A	N/A	N/A	N/A	N/A
2020 Spring	N/A	N/A	N/A	N/A	N/A
2020 Fall	24	72	3.26	3.14	3.31
2021 Spring	17	51	3.53	3.22	3.32
2021 Fall	24	68	3.77	3.26	3.34
2022 Spring	22	66	3.74	3.13	3.25

*Number of courses NCCC students enrolled in for this subject area

**All Community College Subject GPA

With a few exception, the data from Emporia State indicates that NCCC students are performing at least as well as native students.

Sociology faculty have fully participated in the Kansas Core Outcomes Group and the following social science courses transfer statewide: SOSC 100 Introduction to Sociology, SOSC 200 Introduction to Cultural Anthropology, SOSC 220 Social Problems, SOSC 230 International Relations, SOSC 236 Marriage and the Family and SOSC 243 Race and Ethnicity.

Program Emphasis Information

The table below identifies students with an emphasis in the Sociology program by year, as well as graduates who met program emphasis requirements.

Students with Sociology Emphasis and Completers per Academic Year

Academic Year	# of Students With Emphasis	# of Completers
2016-17	7	1
2017-18	19	4
2018-19	10	0
2019-20	8	0
2020-21	5	0

Cost Information

Account	Description	16-17	17-18	18-19	19-20	20-21
11 1131 5 5200 643	Assist Professor	\$18,220.56	\$37,075.00	\$42,781.00	\$44,493.00	\$42,444.00
11 1131 6 6040 000	Vehicle Mileage	\$-	\$-	\$20.40	\$16.66	\$-
11 1131 6 6110 000	Postage	\$-	\$-	\$0.80	\$-	\$-
11 1131 6 6430 000	Copier/Lease Rental	\$87.36	\$86.82	\$65.96	\$55.24	\$17.12
11 1131 7 7000 000	Instructional Supplies	\$-	\$-	\$-	\$14.78	\$9.99
11 1131 7 7010 000	Office Supplies	\$61.02	\$45.64	\$14.99	\$74.11	\$19.71
Total		\$18,368.94	\$37,207.46	\$42,883.15	\$44,653.79	\$42,490.82
Total (-faculty salary)		\$148.38	\$132.46	\$102.15	\$160.79	\$46.82
11 1152 5 5200 620	Professor	\$27,613.34	\$28,711.61	\$29,860.00	\$31,054.50	\$31,458.50
Total		\$46,130.66	\$66,051.53	\$72,845.30	\$75,869.08	\$31,458.50

Section 4: SWOT Analysis

Strengths

- Strong adjunct faculty that can teach a wide array of classes.
- Program offers students the chance to learn about a field that few study before attending college.
- Statewide transfer of Sociology courses.

Weaknesses

- Lack of consistent full time faculty member to lead the program.
- Low enrollment numbers in all but the introductory courses.
- Some trepidation on the part of students to engage with this area of coursework.
- Difficulty of offering face-to-face Sociology courses on the Ottawa campus, given the lack of a full-time Sociology faculty member on the Ottawa campus.

Opportunities

- Hire a well-qualified faculty member that will remain with the college for several years.
- Leverage the Promise Act scholarships to increase recruiting and retention of students.
- There is room to add a variety of courses that might be more appealing to students than those currently being offered including International Relations and Race and Ethnicity.
- There is a potential to expand the program with more of an emphasis on social work as a career path for students. An Introduction to Social Work course is already approved for statewide transfer, but is not currently part of NCCC's offerings.
- Expand the use of hybrid and virtual course offerings to increase enrollment in Sociology.

Threats

- Sociology is not on any required coursework list other than an emphasis in sociology. With the potential cuts in hours to earn an associate degree, this could be an area that could be reduced or eliminated.
- There is a generally poor view of the past several professors that have led the department. This long-term negative view could and probably does limit student engagement.
- Other faculty have a poor view of the sociology department and it is possible that students are guided to other areas of study to avoid the risks of not completing the courses in sociology.
- Given the current political climate, the content of sociology courses may come under criticism and censorship from community members and politicians, particularly over Critical Race Theory.

Action Plan

All of the following are targeted for completion by the end of the 2023 Fall Semester:

1. Hire, train and mentor a new full-time Sociology instructor for the Chanute Campus.
2. Explore additional options for offering sociology courses to students on the Ottawa Campus including virtual and virtual hybrid modalities.
3. Revise the Program Matrix to resolve the discrepancy between the Program Path and matrix regarding the Marriage and the Family course.
4. Revise the Program Path in conjunction with the new full-time faculty member to include additional core courses such as SOSC 200 Introduction to Cultural Anthropology, SOSC 230 International Relations and SOSC 243 Race and Ethnicity and revise and improve the Program Outcomes.
5. Explore, in conjunction with the new full-time faculty member the possibility of expanding the program by offering an introductory course in social work.

Section 5: Justification/Recommendations for Program

The Sociology Program should be maintained. Courses in the program are taught as part of general education transfer courses, and having the program as a potential emphasis may attract some students.