Annual
Program
Of
Social Sciences
For
2018-19

Prepared by

Brett Gilcrist

November 29, 2018

Independence COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:
SOC Assessment Data AY 2018
Number of Faculty:
3 full time (Seel, McCaffery, Harris)
3 part time (Murrison, Hester, Pierce)
Enrollment & Student credit hours by Faculty type:
Full time: 78 total credit hours taught, with 480 total students enrolled
Part time: 12 credit hours taught, 71 total students enrolled
Average Class size:
19.61 students in Face-to-Face classes
16.50 students in online classes
18.37 students across all courses
Completion rates:
95.47% face-to-face
91.41% online
94.01% all courses
Pass ('D' or better) rates:

89.02% face-to-face
84.53% online
87.45% all courses
Pass ('C' or better) rates:
81.60% face-to-face
74.59% online
79.15% all courses
Number of Majors: 4 (1 returned in Fall 2018)
Degrees Awarded: 0

3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

> The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

The 2017-2018 academic year was the final year for the Social Sciences program as it was constructed. At the end of the Spring 2018 semester, it became official that Psychology would split out into a Pre-Psychology program leaving Sociology, Political Science, and Geography as the core disciplines within the Social Sciences department. This change was made at the behest of the Navigators who felt like students wanted a Psych program as they didn't see how some of those related disciplines factored into their pursuits. Below is a copy of the old and new Social Sciences programs of study:

Old
Social Science (SOC)
Degree: Associate of Arts
Suggested Four-Semester Plan

First Semester
Course Title Credit Hours
English Composition I - 3
Public Speaking - 3
College Algebra (or higher) - 3
Introduction to Sociology – 3
Elective - 3
Term Total 15

Second Semester
Course Title Credit Hours
English Composition II - 3
CCA or CIS- 3
U.S. History** - 3
General Psychology - 3
Arts/Humanities Elective* - 3
Elective - 3
Term Total 18

Third Semester
Course Title Credit Hours
General Biology - 5
Sociology Elective** - 3
Spanish I - 5
Arts/Humanities Elective* - 3

Term Total 16

Fourth Semester
Course Title Credit Hours
American Government - 3
World Regional Geography - 3
Developmental Psychology - 3
Physical Science Elective* - 5
Term Total 14
Total 63

New (this one went into effect at the start of the 2018 academic year)
Social Science (SOC)
Degree: Associate of Science

Analysis and Oral Communication (9 hrs)
Course Title Credit Hours
English Composition I - 3
English Composition II - 3
Public Speaking – 3

Mathematics (3 hrs)
College Algebra (or higher) – 3

Sciences (8-10 hrs)
General Biology - 5
Physical Sciences Elective – 5

Fine Arts and Aesthetic Studies (3 hrs)
Fine Arts Elective – 3

Cultural Studies (3 hrs)
World Regional Geography - 3

Health and Well-Being (7 hrs)
General Psychology - 3
Developmental Psychology - 3
Wellness Concepts – 1

Human Heritage (9 hrs)
U.S. History I or II - 3
Literature Elective - 3
Philosophy or Ethics - 3

Social Awareness (6 hrs)
Introduction to Sociology - 3
Social Problems - 3

Political Awareness (3 hrs)
American Government - 3

Business and Technology (3 hrs)
Business and Technology Elective- 3

General Electives (6 hrs)
** Recommend course in student's future area of study (i.e., History, Political Science, Psychology, Sociology) or a more specific general education requirement based on student's transfer institution (e.g., Foreign Language)

Total 60-62 hours

From an assessment standpoint, the Sociology teacher from the 2017 academic year no longer works at ICC and no data was available from his classes. That said, in analyzing the data from General Psychology, Developmental Psychology, American Government, and World Regional Geography at least 70% of students who completed those courses scored a 70% or higher on the required assessments.

4.0 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 faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Not applicable

4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

Not applicable

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

All of the core courses for this program are in the KBOR transfer matrix and the program assists the college in fulfilling its HLC accreditation (more specifically, it assists the college with criterion 3).

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

As an interdisciplinary program, the Social Sciences department housed Psychology, Sociology, Political Science and Geography during the 2017 academic year. Although that combination is not common at the four-year schools in our area, the core courses for this program are in the KBOR transfer matrix and the courses taught in this program are commonly taught at the four-year level. As a result, transferring credits from this degree program is seldom problematic and enables students to have a good start towards Bachelor's degrees in Psychology or Sociology. As a graduate, students can then pursue a variety of careers, though graduate school would probably be necessary to obtain a more clear specialization.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:
Graduates of this program earn an Associate's of Science degree.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)

- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment

  - Non-Capital Furniture & Equipment
  - New Capital Furniture & Equipment
  - Replacement Capital Furniture & Equipment

- Other, as applicable

  - Accreditation Fee Request

  - Membership Fee Request
  - Coordinating Reports

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 division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

No budget requests or adjustments need to be made for the Social Sciences program. The disciplines within this program each has one full-time faculty member and teaching loads are not a problem at this time.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

This program review was completed by Brett Gilcrist with the assistance members of the Social Sciences department. Data was provided by the office of Institutional Research.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division chair: I agree with the findings of this review. Moving forward, I do believe it will be important to determine if Sociology and Political Science should also break off as separate programs of study like Psychology did. Each of those disciplines has enough courses in the KBOR transfer matrix now that such a move may be pertinent; the question remains, however, would a change like that change the number of majors and degrees awarded at a school where the overwhelming majority of students complete Liberal Studies degrees?

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.