Sociology

Cycles included in report:
Cycle #3 8/1/14 to 7/31/15

Program Name: Sociology
Program Cycle: #3 8/1/14 to 7/31/15

1 Program Summary Sociology

Program Summary

One of the original areas of study to be offered at JCCC, the
Department of Sociology has six full-time and thirteen
adjunct faculty. We offer core courses in the discipline of
sociology and provide a significant number of the social
science courses offered at JCCC.

In addition to our core courses, we have taken a central role
in developing undergraduate sociology curriculum in the
state of Kansas (e.g., Inequalities and Diversity in the U.S.) as
well as Title IX curriculum development.

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HandbookProgramReviewFall2014 [PDF 2,136 KB 9/2/14]

Sociology [PDF 692 KB 9/2/14]

1.1 Degree Offerings N/A

1.2 Certificate Offerings N/A

2 Program Resources

Program Resource Data for the program is embedded in the first section of the Program Summary
field. The data is provided by Institutional Research for a 3-year period as a PDF.

3 Reflection on Institutional Data Reflection

Attrition rates in sociology courses have declined. In addition, declines in our enrollment are
proportionate to declines in overall enrollment at the college. For the past few years, our FT/PT ratio
has remained stable. Furthermore, we have seen increases in student success rates, although there
has been no significant change in completion percentage. While we do not have enough data to
interpret these figures more broadly, it does appear that student achievement and student satisfaction
are trending in the right direction.

We have seen declines in average class size, as well as an increased cost per credit hour for our
courses. Again, we do not have all the data necessary to pinpoint the reasons behind these changes,
but we speculate they may both be the result of recent problems with enrollment in a single one of our
courses, Sociology of Families (SOC 131). SOC 131 is not required for any degree programs, and it
does not transfer as widely as our other core courses. At institutions where analogous courses are
offered (like KU), enrollment has also declined in those courses. In response to these changes, we
have reduced our number of sections of SOC 131 by a third.

Finally, while department expenditures are up, they have only increased by 2.2%, which is lower than
inflation for the same period. In addition, the increase may be entirely explained by the

across-the-board salary increases of 2.5% for the current academic year. It is also worth noting that the department is still generating significant revenue for the college.

Beyond generating revenue, the Sociology Department offers courses that support liberal arts education, offering students a broad base in a variety of perspectives, enhancing their understanding of the world around them, promotes a number of general education learning outcomes, including critical inquiry, and facilitates civic engagement in a 21st century democratic society.

4 Student Success

4.1 Define Student Success

Quantitatively, we define student success as successful completion of courses (C or better) and success in upper-division courses. Qualitatively, the department seeks demonstrated understanding of sociological perspective, which is also called sociological imagination.

4.2 Achieve/Promote Student Success

The department promotes student success through one-on-one relationships with students and colleagues, innovation of teaching strategies (creative ways to engage students in active learning and reflection), refinement of course offerings to better meet students needs (rebalancing numbers of sections of each course in response to enrollment figures as well as expanded online course offerings), and continual exploration of new ways to engage students with discipline-related content, including Learning Communities, Independent Studies, and Honors contracts/courses. Data for Spring 2014, the most recent full semester for which we have data available, show a successful (C or better) completion rate of 75.2% for sociology students.

4.3 Successful Transfer

Yes; our introductory course (SOC 122) is fully aligned, and Social Problems (SOC 125) is in the final stages of alignment. Additionally, our Inequality and Diversity course (SOC 180) was developed within the KCOG process and currently transfers to the University of Kansas. (NOTE: JCCC was one of the first institutions to get this course on the books, and it will transfer more widely as it is added to the course listings of other institutions in Kansas.)

5 Assessment of Student Learning Outcomes

See attached file.

Assessment Data [XLS 37 KB 11/24/14]

5.1 Reflection on table provided on assessment.

We are currently in the process of assessing our general education courses first: analyzing data for Introduction to Sociology (SOC 122), tabulating data for Sociology of Families (SOC 131) and collecting data for Social Problems (SOC 125), as well as additional data for Sociology of Families (SOC 131).

5.2 Significant Assessment Findings

Following the initial round of data collection for our flagship course (Introduction to Sociology), we revised our assessment instrument and worked with Institutional Research (IR) to create a scannable pre-/post-test instrument. That instrument was distributed in all sections of Introduction to Sociology and the data has been tabulated by IR. We are in the process of working to analyze that data. (We are working with IR to access SPSS in order to conduct our analysis.)

Our pilot data did show that the average score on our instrument was higher for students after completing the course than for students just entering the course; however, the revised instrument we created with IR will allow us to examine student assessment with greater validity.

5.3 Ongoing Assessment Plans

Our department assessment report was filed with OOA in September 2014. We completed a pilot of our SOC 125 instrument in Spring 2014 and are in a data collection period for that course. We have discovered the need to collect additional data for SOC 131 and anticipate doing so in Spring 2015.

6 Curriculum Reflection

Curriculum review for general education courses is currently taking place primarily within the KCOG process. For other courses, the department responds to shifts in scholarship in each respective area, based on the expertise of our faculty.

6.1 Honors Contract(s)

We offer Honors Contracts in all three of our core courses: Introduction to Sociology (SOC 122), Social Problems (SOC 125), and Sociology of Families (SOC 131).

6.2 New Course Offerings

Since our most recent program review, we have added four new courses:

Chinese Society: Past and Present (SOC 165)
Inequality and Diversity in the U.S. (SOC 180)
Sociology of Food (SOC 205)
Sociology of Community (SOC 240)

7 Faculty Success

7.1 Departmental Accomplishments

Currently, the sociology department is heavily involved with the 2015 annual meetings of the Midwest Sociological Society (MSS), which will be held in Kansas City. Eve Blobaum is serving as local arrangements chair, which involves coordinating student staff, planning local tours of sociological interest, and authoring two articles about visiting the Kansas City area for "The Midwest Sociologist" (our organization's newsletter). Stu Shafer led a tour on local food systems, Andrea Broomfield (English) led a tour on the history of 18th and Vine, and all full-time faculty members participated in conference activities and sessions. In addition, the JCCC Sociology Department has taken a leadership role in the discipline's KCOG alignment process. In the period since our last program review, we have modified courses to better reflect current scholarship within the discipline and developed two new courses, including one that is part of the KCOG effort (SOC 180: Inequality and Diversity in the U.S.), as well as a Special Topics outline. Finally, our department has coordinated several special events. One of our adjuncts offered a special presentation on Race and Sports in an effort to promote a Special Topics course on Sociology of Sport. Our department has also co-sponsored transgender awareness presentations on campus for several years.

7.2 Faculty Accomplishments

Below is a list of selected accomplishments of individual faculty members in the period since our most recent program review.

Stu Shafer, Professor - served as department chair; served as KCOG chair; wrote chapter in anthology, 2013: "Where Environmental Policy is Social Policy: Nature, Food, Society and Metabolic Processes," In Environmental Policy is Social Policy - Social Policy is Environmental Policy: Toward Sustainability Policy, Walliman, Isidor, ed. Springer; development and maintenance of Sustainable Agriculture program; recommended by the Sabbatical Committee for a sabbatical leave in 2015-2016; served 3-year term as Midwest Sociological Society Exhibits Chair; attended, organized panels and sessions, and presented at regional and national conferences (Midwest Sociological Society every year; American Sociological Association 2009-2012); led food system tour for Midwest Sociological Society meetings (2015); two interviews on KCUR about local food systems; 2012 Participant, Supporting Community College Faculty Across the Disciplines National Science Foundation sponsored

workshop, Carleton College; various campus and community presentations; 2014, Peer Review Panel, U.S. Department of Agriculture, National Institute of Food and Agriculture, Secondary Education, Two-Year Postsecondary Education and Agriculture in the K-12 Classroom (SPECA) Challenge Grants Program; 2013 Alternate PanelistPeer Review Panel, U.S. Department of Agriculture, National Institute of Food and Agriculture, Secondary Education, Two-Year Postsecondary Education and Agriculture in the K-12 Classroom (SPECA) Challenge Grants Program; 2013-present, Member, Board of Directors, Kansas Rural Center, 2014-present Treasurer; 2011-2012 Negotiations Team, Johnson County Community College Faculty Association; 2011-2012 Committee on the Status of Racial and Ethnic Minorities, American Sociological Association.

Dr. James Divney, Professor - original research and teaching interests focus on the study of social systems of production and modes of production; current research project concerns the philosophical background and origins of what's come to be called the science of historical materialism; served one term on Emeritus Committee; currently serving on AHSS Division Council.

Dr. Mark A. Foster, Professor developed special topic course on Sociology of Religion; original research on multiculturalism and world religions; authored several short online publications; currently authoring "Multi-Lingual Glossary," focused primarily on religions; currently serving on Technology Innovation Grant Committee.

Eve Blobaum, Associate Professor worked with Dr. Rosalee Dallman to revise course outline and competencies for SOC 131 (Sociology of Families); developed course on Sociology of Community; collaborated with Dr. Brian Zirkle on development of Special Topics course; coordination of regular transgender awareness events on campus; served as a panel member for common read program event; collaborated with TIPS (Transition into Post-Secondary Studies) and Learning Strategies programs to create recorded lecture for students to practice classroom engagement and note-taking; recommended by the Sabbatical Committee for a sabbatical leave in Fall 2015; served on hiring committee for full-time sociology faculty position; served on hiring committee for Director of Institutional Research; served on hiring committee for Director of Police Academy; currently serving on Honors Program Advisory Committee and Peer Review Council; serving as peer review panel member for Anna Page; served one term on AHSS Curriculum Committee; served two terms on AHSS Division Election Committee; former department vice chair; current department co-chair; Midwest Sociological Society service (three-year term as Exhibits Chair; current Local Arrangements Chair); attendance at regional and national conferences; "Shared Labor, Shared Meals: Milo Days as a Ritual Commemoration of Social Responses to Economic Vulnerability," paper invited for presentation at the Annual Sociology/Anthropology Graduate Student Research Conference, UMKC, 2008; "An Uneasy Alliance: Capital and Community in Carleton, Nebraska," paper invited for presentation at the Annual Sociology/Anthropology Graduate Student Research Conference, UMKC, 2009.

Dr. Rosalee Dallman worked with Eve Blobaum to revise course outline and competencies for SOC 131 (Sociology of Families); served one previous two-year term on AHSS Division Council; served on hiring committee for AHSS Division Dean; currently serving a two-year term on Division Council; served on Midwest Sociological Society section on Teaching and Learning; current member of Midwest Sociological Society Committee for Student Issues.

Dr. Brian Zirkle, Associate Professor completed PhD; served on KCOG group; developed course on Inequality and Diversity in the U.S.; collaborated with Eve Blobaum on development of Special Topics course; former department vice chair; current department co-chair; three-term member and current chair, AHSS Division Curriculum Committee; three-term member and chair, AHSS Division Council; served two terms on AHSS Election Committee (currently chairing); served on Honors Program Advisory Committee; member of hiring committee for AHSS Division Dean.

Dr. Rajan Pant completed interdisciplinary PhD.

Dr. Jessica Killeen, Adjunct Associate Professor developed of Aging curriculum; currently conducting original research project on pregnancy loss; presented original research paper at Midwest Sociological Society annual meetings (2015)

Dr. Terry Rodenberg, Adjunct Associate Professor developed special topic course on Sociology of

Sport; gave a special presentation on campus discussing race in sports; offered and accepted Emeritus position at Missouri Western.

7.3 Innovative Research, Teaching or Community Service

The department employs institutional structures such as portfolio development and travel funding to encourage and promote faculty engagement within our discipline and our respective communities. Additionally, it is common practice in our department to informally exchange teaching materials and strategies. We also encourage the development of new curriculum and offer strong departmental support for faculty seeking sabbatical leave or other college-sponsored awards and opportunities. The department promotes student enrollment in Honors contracts and provides administrative assistance and other resources to individual faculty wishing to undertake special student projects, whether within or without a formally structured program (e.g., Honors, Independent Study). Several of our faculty have used or are currently using community-based learning as a part of their regular curriculum.

However, current levels of travel funding do not permit regular conference participation for all full-time faculty, much less part-time faculty, since there are no local or state organizations within our discipline. As such, conference attendance plans are an annual discussion at our August department meetings. This allows us to take turns with the funding, maximizing our use of the resources that are available.

Along with the contractually required load of 29-31 credit hours per academic year, faculty workload has expanded in recent years to include department-wide assessment initiatives, portfolio development, additional documentation of activities, and learning new systems such as D2L, online leave reporting, online student evaluations, edocs, mandatory employee training, and others. This presents a note-worthy barrier to faculty research and community involvement.

8 Goal Setting and Action Plan

8.1 Long-term Goals

Monitor industry developments for potential opportunities to establish a Direct Support Professional (DSP) certificate/degree program.

General Outcomes Links

Key Performance Indicators	Campus-wide KPIs
2 - Part-time Graduation and Transfer	Part-time and Graduation and Transfer (6-year cohort)

8.1.1 Actions/Resources Required

Our department co-chairs, Eve Blobaum and Dr. Brian Zirkle, worked toward the development of a course on Sociology of Disability, which would be a required course for all three levels of DSP certification. Eve and Brian also participated on an advisory group with representatives from the industry, as well as a handful of colleges from across the state to develop a shared curriculum for each of the three levels of certification. We have completed some needs assessment work through Institutional Research, and the numbers are small but promising. However, the project has reached the point that it extends beyond the expertise of either department co-chair. We were able to offer a special projects contract to one of our adjunct faculty with significantly more expertise on the subject, and that adjunct was able to complete the Sociology of Disability course proposal. Due to current constraints both at JCCC and within the industry, we have determined, in consultation with our division Dean and Dr. Clarissa Craig's office, that a full DSP certification program is likely not sustainable at this time. We will further examine existing health- and care-related programs to determine whether Sociology of Disability might have a viable pool of interested students without a DSP program, and based on that evaluation, we may move forward with that course proposal. Should regulations of the industry lead to a sustainable demand for certification, we will have the opportunity to lead the movement toward offering DSP credentials.

8.1.2 Updates on Long-Term Goals

8.2 Long-term Goals

Explore opportunity to establish a 2+2 program in Social Work and Social Welfare with KU.

8.2.1 Actions/Resources Required

Based on an initial indication of interest from KU Edwards, we will discuss what possible changes would be needed to our curriculum and personnel in order to establish a formal 2+2 agreement. This would likely involve revisions to our two existing courses in Social Welfare, as well as the addition of new Social Welfare courses, so we will need to evaluate student interest in such a program. Should it be determined that student interest is sufficient, we may need to hire additional faculty (either full-time or adjunct) with the appropriate credentials to teach Social Welfare courses.

8.2.2 Updates on Long-Term Goals

8.3 Short-Term Goals Student Ratios

Improve student ratios in SOC 131 (Sociology of Families)

General Outcomes Links

Key Performance Indicators	Campus-wide KPIs
4 - Student Satisfaction	(Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security

8.3.1 Actions/Resources Required

Using data from Institutional Research, we will work to balance the number of sections we offer with student demand for the course. This will also include offering the section(s) at the time(s) and day(s) when students are most likely to enroll. We also anticipate it will require additional elimination of sections for this course. We hope that any savings realized by maximizing the efficiency of our on-campus course offerings can be re-allocated toward our second goal of expanding online course offerings.

8.3.2 Updates on Short-Term Goals

We have already taken steps to reduce the number of sections of SOC 131 being offered each semester. In Fall 2012, there were 12 sections of SOC 131 being offered. In the current semester (Fall 2014), we are offering only 8 sections, and this will drop to 7 sections for Spring 2015. Additionally, we have experimented with various times/days for these sections in order to maximize enrollment.

8.4 Short-Term Goals Online enrollment

Expand online course offerings and enrollment

General Outcomes Links

Key Performance Indicators	Campus-wide KPIs
4 - Student Satisfaction	(Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration Effectiveness Concern for Individual Academic Advising/Counseling

Safety and Security

8.4.1 Actions/Resources Required

Strong support from the Educational Technology Center is crucial to the expansion of online offerings. More training and better D2L support and resources are needed. In addition, we need greater access to methods of remote exam proctoring. In combination with our goal to improve the efficiency of on-campus course offerings, we expect this expansion to be budget-neutral.

8.4.2 Updates on Short-Term Goals

We have been gradually increasing the number of online sections we offer of SOC 122 (Introduction to Sociology), adding additional sections for future semesters based on how quickly they fill. At this time, we are offering 4 sections each semester, and we hope to find that enrollment will support a 5th online section. However, it can be difficult to balance the desire to increase online offerings with the practical implications for face-to-face courses. Despite the belief among some that online courses do not compete with on-campus offerings, we know that a majority of our online students live in the KC metro area, suggesting that at least a portion of them could attend classes on campus but simply prefer online instruction. We also know that the online format is not a good fit for all students, particularly those who have weaker reading skills or those who need more structure in order to be successful. It is a disservice to students to offer courses without also considering these factors.

It is also worth noting that online instruction is not a good fit for every faculty member. In shifting more of our course offerings into the online environment, we are also reducing the number of courses we have to offer to those who prefer the face-to-face interaction with students and giving more opportunities to those faculty who are willing to take on the burden of training and re-designing their curricula to make it appropriate for the online format.

8.5 Short-Term Goals

Enhance assessments for online learning

General Outcomes Links

Key Performance Indicators Campus-wide KPIs

5 - General Education	Mastery Progressing Low or No Skills

8.5.1 Actions/Resources Required

The department will need to work to revise our existing assessment instruments to make them appropriate for online students, as well as explore ways to administer them effectively. Existing support for assessment efforts will likely be sufficient for this task. We expect this process to be budget-neutral.

However, we need a way of proctoring exams remotely AND securely. If we are truly going to serve online students who are not in the metro area, or those who are not in any metro area, we need additional tools that will allow us to ensure the integrity of any assessments we administer. The expense of such tools would require that they be purchased through the Ed Tech Center or other college-wide resource center.

8.5.2 Updates on Short-Term Goals

Our efforts to assess general education outcomes have, thus far, centered on our face-to-face student population, which still represents the majority of students in our courses. However, especially as we shift enrollment into the online environment, there is a greater need to ensure that these students are not only mastering the same outcomes, but they are mastering them at rates commensurate with those students who complete the course(s) on campus.

9 Accreditation Standards N/A

9.1 Specialized Accreditation N/A

10 Resource Request/Adjustment

See attached file.

Budget Data [XLS 2,001 KB 11/24/14]

10.1 Long-range Adjustment to Resources

We anticipate that a fully-developed and approved DSP program will require the addition of a full-time position with some instructional and some administrative duties.

10.2 Educational Technology Support

As previously noted, Educational Technology is crucial to our current needs as well as our goals. In particular, many faculty are still struggling with the transition to D2L. Additional training is needed, especially for the gradebook functions and features.

As we continue to expand online offerings--an expansion that has been pushed by upper-administration--we need to ensure that these courses have the same integrity of our face-to-face courses. Primarily, as we look to serve more remote populations, we cannot rely on the Testing Center at JCCC or other testing centers to meet all of our proctoring needs. We need to explore remote proctoring options, including both software and monitoring services.

End of report