

**Comprehensive
Program
Of
Social Science
For
2021-2022
2022-2023**

Prepared by
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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

This program is for a social science degree, students will have the freedom to pick electives that will be beneficial for their future programs. This is an Associates of Science degree.

Narrative:

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.)

Chart:

		2021-2022	2022-2023
Number of Faculty:			
	Full time	1	1
	Adjunct	0	0
Enrollment & Student credit hours by Faculty type:			

	Full Time	36 total credit hours 208 students	48 Total Credit hours 301 Students
	Adjunct	0	0
Average Class size:			
	Face-to-Face classes	17.2	16.5
	Online classes	17.5	21.1
	All courses	17.3	18.8
Completion Rates:			
	Face-to-Face classes	92.03%	93.9%
	Online classes	92.86%	88.8%
	All courses	92.31%	91.0%
Pass ('D' or better) rates:			
	Face-to-Face classes	88.19%	85.5%
	Online classes	89.23%	84.7%
	All courses	88.54%	85.0%
Pass ('C' or better) rates:			
	Face-to-Face classes	78.74%	77.4%
	Online classes	78.46%	72.7%
	All courses	78.65%	74.8%
Number of Majors:		8	12
Degrees Awarded:		2	2
Retention within Program		2	3

Narrative:

The data shows that students have a better pass rate in face-to-face classes. Students tend to prefer online to face to face but the data indicates that they will pass with a better grade if in person. Overall, the numbers are relatively consistent. An average of 70% of students are passing the course with a 70% or better showing that the courses have appropriate rigor.

The academic year's data shows that there has been an increase in majors for this program. Each year we have been awarded two degrees in this program and retained no less than two. From conversations with advisees and the current political climate I predict that these numbers will remain consistent. Many of the majors in this area transfer on without completing. This aligns with their goals but is not reflected in our data.

2.0 External Constituency and Significant Trends

An important component of maintaining a 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.

- 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 (9.0).

2.1: Program Advisory Committee:

Narrative:

N/A

2.2: 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.
- If this does not apply to your program, write “N/A.”

Narrative:

N/A

2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

N/A

3.0 Assessment of Program Level Student Learning Outcomes

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.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

Narrative:

Social Science Program Outcomes

By the end of the program students should be able to

1. Evaluate the strengths and weaknesses of social, political and historical issues that impact racial and cultural relations.
2. Analyze the main ideas of the major theoretical paradigms and evaluate the relationship between social structure and individual behavior.
3. Give examples of the dimensions of social problems utilizing sociological theories and methods.
4. Describe how systems of social stratification are associated with social problems.

Program outcome 1 is satisfied by successful completion of Introduction to sociology, Race and Ethnic Relations courses.

Program outcome 2 is satisfied by the successful completion of Introduction to Sociology.

Program outcome 3 is satisfied by the successful completion of Social Problems and Race and ethnic relations.

Program outcome 4 is satisfied by the successful completion of Introduction to Sociology.

While I construct and modify my course curriculum I assess the alignment to the program's goals.

The content of all the required courses in the program embody the first measured of student success, "Evaluate the strengths and weaknesses of social, political and historical issues that impact racial and cultural relations." This is measured in many ways throughout the course and directly measured through the final of all the aforementioned courses.

Introduction to sociology students answer this question in a short answer question on the final as it aligns with the course learning outcome 3.

The social problems class satisfies the program outcome with learning outcome number 3. The learning outcome is measured with an annotated bibliography over a social problem of their choosing.

Race and Ethnic Relations satisfies the first program level outcome through the final when assessing the learning outcome number 1. The final is an annotated bibliography that encompasses all the learning outcomes.

The second program outcome is satisfied by the completion of Introduction to Sociology. The course learning outcome number 2 aligns with this program level outcome and is assessed multiple times throughout the course through written assignments and quizzes with the final measure taken during the short answer question on the final.

The Third program level outcome is satisfied by the social problems course learning outcome numbers 3 and 4 and Race and Ethnic relations learning outcome 4 and 6 they are both assessed through the final at the end of the course where they construct and annotated bibliography.

The final program level outcome is satisfied with introduction to sociology's learning outcome number 3. This learning outcome is introduced and taught throughout the course. Formative assessments are made throughout the course with the summative assessment in the form of a short answer question for the final.

Reflecting on the student learning assessment data I collected during the academic year 2021-2022 and comparing that to academic year 2022-2023 I noticed a significant decrease in the student attainment of learning outcome #2 which addresses the main theoretical paradigms. In the years 2021-2022 I used two quizzes to assess this outcome and the students achieved this outcome with 100%. The following year and currently I use a short answer essay to measure this outcome, the student attainment has dropped significantly down to an average of 75% both online and on ground. However, I believe this number is a more accurate assessment of the student learning. I will continue to use this assessment tool, but I will change some things about the way I teach the paradigms to increase the number of students who are able to recognize and explain the major theoretical perspectives of sociology. One of the ways that I will change my teaching to improve student learning is to have the students do a project over the main perspectives and teach the class the perspectives that they learned. Flipping the classroom in this has been proven to be beneficial to many students. I will collect data on the impact of this lesson over the next 2 academic years and then assess if the lesson has had a significant impact on the learning outcome.

4.0 Curriculum Reflection

4.1 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. 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)

Narrative:

The curriculum of this program aligns with other institutions in depth and level. During a recent conference for sociology, I had the opportunity to collaborate with other community colleges and universities over the courses that we teach including introduction to sociology, social problems and race and ethnicities. It was refreshing and reassuring to see that we are all doing similar assignments while covering the same material. This program will transfer to four-year universities as a A.S, this means that students that successfully complete this program will have their prerequisites completed and will be positioned to take classes that are more discipline focused.

After looking at Kansas State University, The University of Kansas and Pittsburg State University I could not find a Social Science degree pathway within our institutions articulated agreement. I researched further and could not find an agreement with any community college and the four-year institutions. The closest related degree that I found was a psychology degree that transferred to The University of Kansas to multiple Kansas community colleges. This degree is a social science focus but when looking at the suggested pathway it does not line up with what is currently in the degree pathway for my program. I believe that with the direction that we are going in Kansas with pathways that this program will not be more beneficial than an associate of science degree.

4.2 Diversity, Equity, and Inclusion

Narrative:

The program includes multiple courses that examine society from multiple viewpoints. Introduction to sociology gives the students a solid foundation of different perspectives and offers opportunities to dive into research and develop their own opinions on different cultures and societies.

4.3 Mission and Strategic Plan Alignment

Narrative:

This program is aligned with HLC's accreditation criterion notably Criterion 3. Teaching and Learning: Quality, Resources, and Support. The programs' quality and learning goals are consistent across all modes of delivery. This is highlighted in the raw data that has been compiled by the institutions IR and the learning outcome assessment that has been completed by the faculty. Core components are that the institution's degree programs are appropriate to higher education as highlighted in earlier sections I have researched other community colleges and universities and have found that the curriculum and assessment projects are aligned with them,

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

The program includes multiple courses that examine society from multiple viewpoints. Introduction to sociology gives the students a solid foundation of

different perspectives and offers opportunities to dive into research and develop their own opinions on different cultures and societies.

4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

Narrative:

This program is aligned with HLC's accreditation criterion notably Criterion 3. Teaching and Learning: Quality, Resources, and Support. The programs' quality and learning goals are consistent across all modes of delivery. This is highlighted in the raw data that has been compiled by the institutions IR and the learning outcome assessment that has been completed by the faculty. Core components are that the institution's degree programs are appropriate to higher education as highlighted in earlier sections I have researched other community colleges and universities and have found that the curriculum and assessment projects are aligned with them.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

My most recent noteworthy accomplishment is transitioning from probationary status to tenured faculty. This shows that I'm embodying the vision of the institution and that I have support to continue growing in this role.

I recently became a member of the community college association through the Pacific Sociological Association, this committee collaborates every two months virtually to discuss the state of community colleges and sociology as well as supporting each other with current changes to our programs. In addition to being a committee member I was asked to speak at the next conference on a panel that will discuss the current state of DEI in community colleges.

6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

Potential Enhancement Opportunities: Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

(See Section 6.1 in the Program Review Handbook for more information.)

6.1 Academic Program Vitality Reflection

Narrative:

Please highlight the cell in the table below indicating the Vitality Indicator for your Program.

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
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Explain why:

As noted in the previous narrative and data, the program outcomes continue to be successful, and the program does have a consistent enrolment and retainment. For this reason, I do not see a reason to revitalize or phase out the program.

However as noted with the current Kansas pathways initiative it is one of my short-term goals to examine the articulation agreements that we currently have with major Kansas schools to see if there is a need to change or phase out the program to create a more cohesive transition from our institution to four-year universities. It should also be noted that current legislation in transferring schools from other states may impact the transferability of this degree program.

6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 6.2 in the Program Review Handbook for more information.)*

Narrative:

Short Term Goals

Goal 1: I will research all of the major Kansas universities to see the transferability of this program to our local Kansas schools with the new pathways in mind.

I will measure this data by keeping a log of the colleges that I research and the articulation agreements that we have currently.

This is a goal that is attainable because the agreements are public, and we are in a unique position time where all Kansas colleges and universities are updating their programs to align with the states initiative for pathways.

This goal is extremely relevant to my program as it will help decide if I continue with this program or I move to change or phase the program out.

This goal will be completed before my annual review of this program this will allow me to have enough time to gather relevant information and make the necessary moves to enhance or dismantle the program.

Goal 2:

I will teach a new course “Sociology of Families” to expand on the courses that are available to students and reach interests of the student population.

I will start this course in the summer of 2024, I will examine the learning outcomes and the student feedback to assess what areas are in need of improvement. That data will be measured in the outcomes assessment and through canvas.

This goal is attainable because it will start in the summer when I have less courses and responsibilities. This will allow for me to truly dive into the course and interact with the students so I can pivot when needed to give students the best possible opportunity to be successful.

This goal is relevant because it allows students to apply sociological perspectives to something that is close to them. The course will help younger students understand the parallels of families from different cultures and allow them a safe and research-based approach to understanding families that are different from them.

This goal’s first phase of completion will be done at the end of summer 2024 but it will continue with necessary changes to fall 2024, at that time I will decide if this course has interest and if it is serving our students in a positive way.

Long Term Goals:

Goal 3: I will continue my education in different areas related to social science such as gender studies so I can offer a wider range of courses for our students.

I will measure this goal with courses completed, I will not start on this goal until AC 2025-2026 but plan to have it completed by AC 2027-2028.

This goal is attainable because I have the desire to learn the material and many universities offer certificate programs in this field of study. I will have to do more research to see if I can complete a doctorate in this field completely online.

This is a relevant goal because it will allow me to teach a wider range of courses and it will give me current information and strategies that I will be able to transfer into the classroom.

This goal will be completed by AC 2027-2028 if it is a certification and not a PhD, if I find a program that will offer a doctorate online this goal may take longer to complete.

7.0 Fiscal Resource 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)
- Expenditures and Revenue
- Extraordinary Costs
- 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

Programs should not include salary or fringe benefits here

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.

7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Conference	Conferences provide a space for me to learn about best practices and to collaborate with different institutions. I have been invited to speak on a panel for the PSA conference in San Francisco 2025 over DEI.	2,000	1100-1140
Office Supplies		125.00	1100-1140

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Ag animal programs**)

- **program-specific consumable materials** (*i.e.*, the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**
- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

- salaries, travel, professional development costs, **marketing costs**,
- instructional materials/curriculum,
- computer software or subscriptions,
- **classroom resources such as books/DVD's/manuals**,
- facilities-based services or facility modifications/**upgrades**,
- audio/video equipment,
- **printers, paper, pens**,
- **computers/laptops**,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year

8.0 Authorship and Oversight

8.1 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 Malinda McGowan with assistance from the Director of Institutional Research, Anita Chappuie.

8.2 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:

Program Review Committee: The document was reviewed on May 2, 2024, by Brian Southworth on behalf of the Program Review Committee and found to be sufficient.

The findings of this program review are sufficient. Taylor C. Crawshaw, VPAA

9.0 Appendices

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