SVCC Transfer Program Review Template

This program review template will be used to review the following program and courses.

Program (degree): Sociology: AA 0656 & AS 0856
Related program courses: SOC 111, 112, 115, 116, 251

Transfer Program Objectives

Prompt: *What are the objectives of this program and the courses related to this degree?*
Response to prompt: The academic field of Sociology offers students a body of knowledge about the social world in which they all must live. A scholarly understanding of this knowledge provides our students with a useful tool for comprehending, and adjusting to, societal and cultural issues and events they may confront in their lives. Sociology at Sauk (hereafter referred to as SOC) provides transfer students with the grounding in sociological concepts, theory, and research they will need to succeed in four-year baccalaureate Sociology--or other liberal arts--programs. This is accomplished by offering relevant transfer courses taught by faculty knowledgeable and skilled in the discipline.

Transfer Program Need

Prompts: *Is there a need for this program? Is the array of courses offered for this program appropriate to meet the needs of students?*
Possible topics to discuss: Program enrollment, class enrollment, program/class enrollment by ethnic group, number of declared majors (total and by ethnic category), number of completions (total and by ethnic category), number of transfer students (total and by ethnic category).
Data sources: Table 1A, Table 1B, Table 2
Response to prompts (identify strengths and challenges): In your narrative, please refer to the data sets or evidence you have chosen to support your case. SOC at the College satisfies GenEd credit transfer credit needs of its students. The program exists primarily to fulfill GenEd requirements for transfer students, and it does this well. The narrow range of courses we offer meet ICCB requirements for AA and AS degrees, as well as the needs of transfer students. Since FY13, SOC111 enrollments have declined as a result of the institution of the English Language Arts (ELA) requirement. The intent of the requirement was to boost the successful

completions rates and retention rates in that course. As of this writing, it is too early to tell if the change is a success, but preliminary results point to improvements in those areas.

Transfer Program Cost Effectiveness

Prompts: Is the program cost effective? *What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*
Possible topics to discuss: Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? What resources are needed?
Available Data Sources: Table 3A, Table 3B
Response to prompts (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case. The program is cost-effective, with a net income of $102,621 from FY11 to FY15 (Table 3A and Table 3B. In FY14 and FY15 net income has declined, largely due to the institution of the ELA requirement for SOC111 enrollees, but might also reflect general enrollment declines across the College. Resource demands (supplies, facilities, and equipment) for the program are few, resulting in low operating costs, and a 22% surplus between FY11 and FY15. The recent budgets (FY11 through FY15) have been adequate for the program's needs. At present, no additional resources are needed.

Transfer Program Quality

Prompts: *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements.*
Possible topics to discuss: Fulltime to part-time faculty ratio, amount of overload, class sizes, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, grade distributions, success of students in classes with

prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, online course availability), relevance of equipment. Any irregularities between ethnic groups or gender could be noted for many of the categories above.

The types of and quality of materials and equipment could also be discussed here along with facility quality.

The following topics MUST be discussed in this section to satisfy ICCB and HLC guidelines: retention rates, degree completion rates, proportion of faculty participating in assessment (FT and PT including dual credit) and the impact of academic assessment on the program.

Available Data Sources: Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6, Assessment Data Base, College Dashboard, program surveys, focus groups, interviews, etc.

Response to prompt (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

We feel we offer the best instruction in the range of courses we offer in SOC at the College. Our courses have been approved by ICCB, and fulfill their guidelines for course content and learning objectives in the field. The full-time instructor on staff (Dr. Wright) holds a relevant doctorate, and has thirty years relevant teaching and research experience. The courses are current, interesting, relevant, and challenging; the grading is rigorous and competitive. Communications with former students indicate their later academic success was bolstered by the SOC courses they took at the College.

However, this is a one-person department: The author of this report (Dr. Wright) teaches all sections of SOC111, 112, 115, and 116; adjuncts teach SOC251: those hires are handled by the Associate Dean, and never communicate with Dr. Wright.

A broader range of course offerings would be attractive to more prospective students interested in the field, and would probably further promote their preparation for four-year programs in SOC and related fields. However, ICCB limits the range of transferable SOC courses, and the College already offers those that are approved.

Focused Questions from the Administrative Review Team (ART)

Question 1. Should SOC 111 be offered once a year as an evening section? Explain.

Response to question 1 (please refer to any data sets or evidence to support your case):

It has been over a decade since SOC courses were offered evenings (early- mid- 2000's). The last few times, enrollment numbers were low; it was then determined by administrators and Dr. Wright that projected enrollments would likely continue to decline, it was not cost-effective to continue the course offering without a specified need.

Another concern is that our online SOC offerings are serving the same student population as might be served by evening courses: offering same-term sections in both formats could result in competition between formats, leading to decreased enrollments for either, or both sections per format.

Question 2. Is there an opportunity to grow enrollment in SOC classes by offering summer sections? Explain why.

Response to question 2 (please refer to any data sets or evidence to support your case):

We already offer at least one section of SOC111 online every summer term, and we periodically fulfill course tutorials at students' request (i.e., SOC116). With diminished overall summer enrollments (due, in part, to reduced state and federal financial aid awards), there is no reason to expect that an on-campus section would fill.

Previous (early 2000's) attempts at offering SOC112 in summer resulted in low enrollments. There has been no subsequent gauge of demand for a summer offering.

We are planning to offer SOC116 in future summers as an online course (now under development). This could double summer enrollments in SOC, overall. SOC116 has previously been taught on a tutorial bases.

Question 3. Students successfully completing a SOC degree is lower than College average completion. What can be done to increase completion rates of SOC majors?

Response to question 3 (please refer to any data sets or evidence to support your case):

Unknown. As College faculty have no specific assigned advising role (something we think should be included), Dr. Wright has only infrequent contact with declared SOC majors: Interestingly, many never take SOC courses (they are SOC majors in name only), so we cannot speak to their reasons for not completing the program. We also cannot speak to, and have no control over, means by which prospective majors select an area of major study.

There are many individual students who complete most, or every SOC course on offer, but major in another area. It is unclear whether many of these have sufficient credits to claim an AA or AS in SOC, but they are not being be counted there.

As the numbers of declared SOC majors are so low year-to-year, comparisons with larger programs might not be valid. This detail is not unique to SOC at the College, as several colleagues report similar numbers.

Question 4. There seems to be a different grade distribution when comparing full-time and adjunct faculty, particularly in SOC 111. What can be done to minimize differences in grade

distributions in the future? What types of additional assistance can the College provide to these students to improve their performance?

Response to question 4 (please refer to any data sets or evidence to support your case):

The "part time" data shown (Table 4B.) actually refer to students at the College who took SOC111 via ILCCO at another campus for Sauk credit. Sauk SOC faculty had no contact with those instructors. The data set size in this case is also insignificant (3 students).

Dual-credit SOC courses, offered through area high schools, and usually taught by adjuncts, are an area where communications between instructors might improve overall outcomes.

Responses to Program Challenges. Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the purposed response below. These responses will be added to the Operational Planning matrix found below.

Response to Challenges:

The fact that there is really a SOC "program" in name only is a challenge in itself. There are, perhaps, an average of two majors per academic year, and very few of those actually take the required SOC courses, so we interact with only a few of them. The courses we offer are taken mainly by transfer students to fulfill their GenEd social sciences requirements. As stated above, we have many repeat customers, so we are fulfilling a demand of theirs, though this fact does not aid statistics pertaining to the major. Outreach to those declared majors could help: A meeting between instructors and declared majors at the beginning of the academic year might be used to get lean-in from students by introducing them to the program's structure and its expectations for degree completion.

The fact that we offer a very limited range of [only introductory] courses may pose a challenge in attracting and keeping more majors and GenEd students. A broad pallet of offerings, with a range of interesting topics, can itself be attractive to students considering a field of study

At this time, under current conditions, SOC staffing and costs pose no challenges to the college.

Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete ?
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	**All SOC course outline revisions submitted to and approved by ICCB in 2013. Assistant Dean Michelle Barkley will review and update SOC251.**
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	**Revisions were made and approved in 2013.**
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	**No revisions are required.**
1.1 transfer completion list	ICCB expects the college to maintain current articulation agreements for all 1.1 transfer courses. IR* will use the following link to create a master table that shows the current articulation agreements for the program's courses. http://www.svcc.edu/students/equivale.pdf *This task will be completed by IR Department.	

Author's Final Recommendation

Recommendation	Check only one
Continued with minor improvements	**X**
Significantly modify the program	
Discontinued/Eliminated	
Other, please specify:	

Signature/Date	Program Review Team Member	
	James Wright, PhD	Chair
	John Nelson, MBA	Member
	Paul Edelman, PhD	Member

Sociology: AA 0656 & AS 0856

Program Review. Items from the program review will be entered here. After this program review is complete a transfer (paste and copy) the items below to your FY 2016 Operational Plan.

* Use the origination code PR 2015.

Origi-nation Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/ Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Resul from this Act

Comments:

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required **ICCB Program Review Report**

Sauk Valley Community College (506)   **Academic Year 2015 - 2016**

Academic Degree (discipline)	Sociology: (AA 0656)

Summary

Objectives: *What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?*
Sociology at Sauk provides transfer students with the grounding in sociological concepts, theory, and research they will need to succeed in four-year baccalaureate Sociology--or other liberal arts--programs. This is accomplished by offering relevant transfer courses taught by faculty knowledgeable and skilled in the discipline.

Need: *It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?*

SOC at the College satisfies GenEd credit transfer credit needs of its students. The program exists primarily to fulfill GenEd requirements for transfer students, and it does this well. The narrow range of courses we offer meet ICCB requirements for AA and AS degrees, as well as the needs of transfer students.

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Cost-effectiveness: *What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?*

The program is cost-effective, with a net income of $102,621 from FY11 to FY15. In FY14 and FY15 net income has declined, largely due to the institution of the English language arts proficiency requirement for SOC111 enrollees, but might also reflect general enrollment declines across the College.

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Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

 We feel we offer the best instruction in the range of courses we offer in SOC at the College. Our courses have been approved by ICCB, and fulfill their guidelines for course content and learning objectives in the field. The full-time instructor on staff (Dr. Wright) holds a relevant doctorate, and has thirty years relevant teaching and research experience. The courses are current, interesting, relevant, and challenging; the grading is rigorous and competitive.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

SVCC Course	EIU	ISU	NIU	SIUC	WIU
SOC 111	SOC 1838G	SOA 106	SOCI 170	SOC 108	SOC 100
SOC 112	SOC 2750G	SOA 108	SOCI 270	SOC 302	SOC 200
SOC 115	ANT 2200G	Major Elective	ANTH 120	ANTH 104	ANTH Elective
SOC 116	ANT 2200G	Major Elective	ANTH 220	ANTH 104 or ANTH 300D	ANTH 110
SOC 251	SOC Elective	PSY 123	FCNS 284	SOC 304-I	SOC 370

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2015 - 2016**

Academic Degree (discipline)	Sociology: (AS 0856)

Summary

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SOC 251	SOC Elective	PSY 123	FCNS 284	SOC 304-I	SOC 370

Sociology: AA 0656 & AS 0856

Program Review Committee & Administrative Review Teams Recommendations	
This Program Review is considered complete.	
The following are the recommendations from the Program Review Committee and the Administrative Review Team: 1. Dr. Wright will be provided with a list of SOC majors in early August so that he can reach out and connect with those students. 2. Dr. Wright will investigate expanding SOC course offerings on: (1) Sex and Gender and (2) Racial and Ethnic Relations. 3. Dr. Wright should create an "entry quiz" for his online classes that will make students closely read and understand the syllabus and course expectations. He is concerned that students are not realizing the workload required in his online courses and that the quiz may help with persistence.	
Signature of the Program Review Committee Chair	

President's Recommendation	
The Program Review has been reviewed.	
The following are the recommendations from the President:	
President's Signature/Date	