

Oakland Community College

# Sociology

Curriculum Review Self-study

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## Executive Summary

- **Course Descriptions:** Two courses were indentified as potentially needing minor changes to the respective description.
- **Syllabus Review:** Most of the mandatory and recommended items for course syllabi were found in those reviewed. Creating a template of items could decrease the likelihood of items omitted. *yes on Pedrino*
- **Enrollment trends:** Overall, the discipline is doing satisfactorily meeting the targets provided for the dashboard report. One area that needs some attention is related to the student withdrawal rate. Efforts to decrease the withdrawal rate should be considered (e.g. identifying an at-risk student profile, providing early assessment warnings within Datatel, assessing grading practices, etc).
- agree* → • **Discipline Needs/Resources:** There is a need for increase access to different types of media (movies, televisions shows, etc.) for classroom examples. Also, the facilitation and ability to have out-of-classroom activities were noted.
- **Interdisciplinary Interactions:** Various programs find sociology an effective discipline for the development of student success in their respective fields.
- **Comparability/Transfer of Courses:** OCC offers many of the same sociology courses offered at other locale community colleges and a few that are unique. A noted omission for the discipline is a Marriage and Family course. There was only one OCC sociology course that would not transfer to the top ten institutions students are likely to transfer.
- **Assessment Activities:** The discipline uses numerous approaches to the learning and assessment of sociology knowledge. One area that could use improvement is through the explicit application of grading rubrics.

## Catalog Course Descriptions

The sociology discipline offers six courses. They are:

### **SOC 2510: Sociology, 3 Credits**

This course will cover the basic sociological theories, paradigms, and methods of social research. Some of the topics included in this course include culture, socialization, society, groups, inequalities, global society, deviance, social class, stratification, institutions, social change, and demography.

### **SOC 2520: Analysis of Social Problems, 3 Credits**

Prerequisite: SOC 2510.

The student will explain and describe major social problems in contemporary American society and potential programs for the prevention and amelioration of these problems. The student will analyze the following social problems from a general, theoretical point of view: poverty, health, crime and juvenile delinquency, mental disease, personality adjustment, marriage, and housing.

### **SOC 2530: Racial and Ethnic Group Relations, 3 Credits**

Prerequisite: SOC 2510.

The student will demonstrate his or her knowledge of racial and ethnic minorities in American society by scientifically analyzing the superordinate and subordinate relationships in his or her culture. The student will investigate and analyze the socioeconomic, legal/political, and educational factors which affect and determine the majority-minority status of Jews, Japanese, Chinese Americans, Mexican Americans, Puerto Ricans, American Indians, and Afro-Americans.

### **SOC 2550: Sociology of the Aging, 3 Credits**

Prerequisite: PSY 2510 or SOC 2510.

The objective of the course is to provide the student with an understanding of aging processes, the demography of the aged, and the implications of aging for the individual and society in the future.

**SOC 2560: Sociology of Sex Roles, 3 Credits**

The student will analyze the biosocial, cultural and institutional factors which determine the form and content of male and female social roles. The student will examine socialization theories which perpetuate the distinctions between female and male sex roles. The student will inquire into the political, economic, educational, religious, and other institutional forces which channel men and women toward the development of their emotions, values, self-concepts, and careers. The class will pay attention to the social, personal, and interpersonal consequences of the female and male distinctions. The student will investigate social movements demanding or resisting changes in the allocation of opportunities for men and women.

**SOC 2610: Introduction to Criminology, 3 Credits**

Prerequisite: SOC 2510.

This course will apply sociological principles to analyze and interpret social factors that contribute to crime. Some of the topics covered will include etiology of crime, criminal statistics, law, nature of crime, institutions and crime, courts, corrections, prevention, and many popular issues dealing with criminology today.

## ***Course Description Summary***

Instructors of sociology courses were sent a survey instrument that asked them for feedback regarding their opinion of whether the course descriptions were accurate, clear, and current. Each was also asked to provide more specific detail if they answered that a change needed to be made. Below is a summary of the responses.

### **Courses with no changes recommended:**

**SOC 2510:** Sociology

**SOC 2550:** Sociology of the Aging

**SOC 2560:** Sociology of Sex Roles

**SOC 2610:** Introduction to Criminology

### **Suggested changes:**

**SOC 2520:** Analysis of Social Problems

- Possible change of first sentence: "This course will explore major social problems around the globe with an emphasis on contemporary American society, and potential programs for the prevention and amelioration of these problems."

**SOC 2530:** Racial and Ethnic Group Relations

- The following last sentence of the description should be altered to reflect a more contemporary view of the issues this course covers. Possibly, "The student will investigate and analyze the socioeconomic, legal/political, and educational factors which affect and determine the majority-minority status of various groups such as: *Jewish American* Jews Japanese Americans, European Americans, Chinese Americans, Mexican Americans, Puerto Ricans, Native Americans, and African Americans."

Based on the feedback received, SOC 2520 and SOC 2530 could undergo a minor course revision to alter the noted descriptions.

# Syllabus Review

Below is a summary of provided copies of recent syllabi for all sociology courses. These include sociology 2510 (21), 2520 (1), 2610 (2), 2530 (1), 2550 (1) and 2560 (1).

Syllabus Characteristic (n= 27)	Percent Included
<b>Mandatory Items (per FMA and Federal Law)</b>	
ADA Notification	81
Course Goals	81
Grading Standards and Practices	100
Tentative Schedule of Assignments and Tests	100
<b>Recommended Items (per Academic Senate)</b>	
Course Name and Number	100
Instructor, Office Location, Method of Contact	100
Office Hours	78
Available Assistance	41
Course Catalog Description with Prerequisites	67
General Education Attributes (where pertinent)	37
Required Books and Supplies	100
List of Supportive Materials (where available)	7
Evaluation/Testing System & Policies	93
Attendance Policy	52
Safety Instructions	0
Disclaimer Allowing for Reasonable Revisions	67
<b>Optional Items</b>	
Semester Meeting Times & Room	89
Teaching/Learning Strategies	19
Applicable Forms Pertinent to Course	0
Reference to Student Policies in OCC Catalog	19
Policy on Use of Computing Resources	4
Description of Required Computing Skills	4
Policy on Plagiarism	63
Sociology Review Responsibilities	70

The summary above covers the provided copies of recent syllabi for all sociology courses. These include sociology 2510 (21), 2520 (1), 2610 (2), 2530 (1), 2550 (1) and 2560 (1).

### ***Syllabus Review Summary***

After an examination of the syllabi provided for the review, it is apparent that the discipline has some areas of strength and some areas that need improvement. For the mandatory items, all syllabi included information regarding grading procedures and schedules of assignments and tests. Eighty-one percent of syllabi included course goals and the ADA notification.

Of the recommended items, almost every syllabus included textbook information, instructor contact information, evaluation and testing information and the course name and number. Most included office hours (78%), but those who did not were primarily adjunct instructors. Approximately, two-thirds included a description of the course and required prerequisites, as well as a statement of the course schedule tentativeness. About half of the syllabi had a detailed attendance policy and very few provided the general education attributes (37%).

The optional items that most frequently were incorporated were semester time/meeting information, student responsibilities and policies about academic honesty. Few referenced the College catalog's student policy information or discussed teaching/learning strategies.

A possible solution for the discipline is to provide a 'discipline approved' template with boiler plate language for some of the items on the syllabus review (e.g. student responsibilities, catalog description, prerequisites, available assistance, course goals, ADA notification, etc). Thereafter, the review could note whether the template was utilized and review the other recommended and optional items. This would significantly increase the inclusion of items deemed important by the discipline, federal government, and faculty union; thus leading to more standardization across campuses and sections. *Praine*



## Enrollment Trends and Student Retention

The Office of Assessment and Effectiveness has developed a variety of data that assists with analyzing different areas of the sociology discipline. Below is a summary of those data and created a 'dashboard score' that combines enrollment data, student success and characteristics.

Using the data provided by the program dashboard report, the sociology discipline seems to be doing well. The composite dashboard score is 9.82 out of a possible 10.0 and has remained relatively consistent over the three years of data provided. This suggests that on an overall basis the discipline has an adequate schedule of classes, credit hour ratios, student characteristics, and completion rates that either fall within an acceptable range and/or exceed the identified target. The 2005-06 composite dashboard score places the discipline close to the top quarter of scores calculated (26 out of 99 ranked).

### Enrollment Summary

When examining the credit hour enrollment data between 1996-97 and 2000-01 there were declines in the number of hours generated. However, since the 2000-01 academic year, enrollment has steadily increased. During the last 5 years, sociology has consistently generated approximately 10,000 credit hours. In fact, with the 2006-07 academic year, sociology has reached an all time high enrollment placing it as the 15<sup>th</sup> largest credit hour generating discipline in the college.

The discipline has experienced a 5-year growth of 13.1% and 10-year growth of 14.7%. This is significantly higher than the College's rate of growth for 5 years and 10 years (8.0 and 9.1 respectively). It should also be noted that while the College's credit hour trend over the same time period had wide fluctuations, while sociology has remained stable.

Over the last three years, Sociology sections generally filled to 90% to 93% of capacity, which also exceeds the college-wide average of 83%. Sociology has been enrolling approximately 3,300 students over the past several years.

### Minority Students

The sociology discipline has been quite successful at attracting self-identified minority students (African American, Asian, Hispanic, Native American Indian and Other) to enroll in its courses. Approximately a third of the sociology student body classifies themselves within one of the minority groups. This exceeds the target by 54%.

### Student and Course Success

In recent years the percent of completed Sociology sections has consistently exceeded the college-wide average ranging from 89% (2004-05) to 95% (2005-06). Although it may be

*have to adjust Row*

worth noting that in 2004-05, the number of active sections was increased, resulting in a greater number of cancellations. It is unspecified whether this was due to less demand or the time/day/course that was proposed.

There was, however, one area where the discipline did not meet the program dashboard benchmark. For the percent of course withdrawals, sociology was slightly higher than what is desired. With the data provided, it is unknown whether this excess is related to student withdrawals (W) or a combination of instructor initiated withdrawals (WP and WF). Moreover, the percent of students withdrawing from sociology courses was below the college-wide average but has been increasing over the past three academic years. *why?*

## Discipline Needs and Resources

Instructors of sociology courses were sent questions regarding the perceived needs for the discipline. Several noted that there was a need to have access to and/or increase the discipline's budget for purchasing movies for class use. Somewhat related was a suggestion to receive assistance with legal methods of acquiring other forms of programming (e.g. television shows, speeches, etc) that are protected by copyright laws. Both were suggested due to the rapidly changing social fabric of society and world events that require instructors to be up-to-date with current trends and examples.

Other identified needs were related to activities outside of the classroom. One area that also perceived as a need was a proposal to incorporate volunteer or service learning into course requirements or activities. Aligned with this suggestion was the desire to have more flexibility to hold activities off-campus that would increase learning of course material.

## Interdisciplinary Interactions

Several full-time faculty members in College programs were asked two questions related to the sociology discipline. Below is a summary of the received responses.

1. Describe the use of your courses by other disciplines/programs. Discuss the effectiveness of support and prerequisite courses your discipline offers in their areas.

Sociology courses (particularly 2510), have been identified as an instrumental course for various programs. Programs such as Early Childhood Development and Nursing have noted that the discipline provides a broad base of information about families and communities. Programs stressed that the concepts of culture, group dynamics, socialization, institutions and social change were fundamental to student's effectiveness as providers of services and client/patient/customer interactions in the world we live. Also, communicated was the satisfaction that there was increased access due to courses being offered online.

2. Describe interdisciplinary initiatives by your discipline/program (e.g. interdisciplinary courses, learning communities).

Programs have noted that the sociology discipline has been supportive in changes or additions to curriculum. It has also been emphasized that there are collaborative relationships between faculty members in order for students to develop the theoretical and practical connections between human behavior and society. Many stressed that sociology concepts are important with understanding the social context of individual and group actions that transition into other life outcomes and functioning. Faculty outside of sociology have also indicated that the discipline has been open to alternative teaching methods that are in the best interest of student learning (e.g. paired courses).

## Comparable Course and Transfer Options

### Comparable Courses

Courses offered with OCC's sociology discipline were compared to other community colleges in the geographic area to determine similarities and differences. The table below provides a review of these findings.

OCC Courses		Geographically Close Community Colleges									
Course	Name	GRCC	Lansing	HFCC	Macomb	Monroe	Mott	Schoolcraft	Washtenaw	WCCC	N
2510	Sociology	X	X	X	X	X	X	X	X	X	9
2520	Social Problems	X	X	X	X	X	X	X	X	X	9
2530	Race/Ethnic Relations	X	X	X	--	X	X	--	X	X	7
2550	Aging	X	--	--	--	X	--	--	X	--	3
2560	Sex Roles	X	--	X	--	X	X	--	X	--	5
2610	Criminology	X	X	X	--	X	X	--	X	--	6
<b>Other Institutions Offer</b>											
	Marriage & Family	X	X	X	X	X	X	X	X	X	9
	American Studies	X	--	--	--	--	--	X	--	X	3
	Juvenile Delinquency	--	--	--	--	X	--	--	X	X	3

	Urban Sociology	--	X	--	--	--	X	X	--	--	3
<i>Gerontology</i>	Independent Study	--	X	--	--	--	--	X	--	X	3
	Death & Dying	X	--	--	--	--	--	--	--	X	2
	Social Psychology	--	--	X	--	--	--	--	--	--	1
	Hip Hop Culture	--	--	--	--	--	--	--	X	--	1
<i>MHA</i>	Group Dynamics and Social Work	--	--	--	--	--	--	--	X	--	1
	Work	--	--	--	--	--	--	--	--	X	1
	Health and Health Behavior	--	--	--	X	--	--	--	--	--	1

X= offered

### Summary of Comparability

When comparing OCC's sociology offerings to the other community colleges within close proximity there are several similarities and differences. From the institutions surveyed, it is apparent that almost all offer Introduction to Sociology, Social Problems, Criminology, Race/Ethnic relations and Sex Roles. OCC was one of only a few to offer a course on Aging. The most striking difference for OCC was the absence of a Marriage and Family course. Other courses found regularly at other community colleges and not offered at OCC were Urban Sociology, Juvenile Delinquency, and American Society (Culture).

### ***Transfer Options***

The following table exhibits the transferability of OCC sociology course to the top ten transfer institutions for OCC during the past five years (OCC, Office of Institutional Research). This is important since 47% of OCC students indicate a desire to transfer to another institution either before receiving an OCC degree or certificate (22%) or after (25%).

		1	2	3	4	5	6	7	8	9	10
Course	Name	OU	Wayne U	MSU	MCC	EMU	CMU	Schoolcraft	Western	WCCC	UM-AA
2510	Sociology	SOC100	SOC2000	SOC100	SOC1010	SOC105	SOC100	SOC201	SOC2000	SOC100	SOC 101
2520	Social Problems	SOC205	SOC2020	SOC131	SOC1100	SOC202	SOC221	SOC205	SOC2100	SOC207	SOC201
2530	Race/Ethnic Relations	Dept	Dept	SOC215	Dept	SOC214 ANT214	SOC323	SOC210	SOC3140	SOC230	SOC303
2550	Aging	Dept	Dept	Dept	SOC2120	SOC311	SOC320	Dept	SOC3520	SOC203	Dept
2560	Sex Roles	Dept	Dept	SOC216	Dept	SOC344	SOC317	Dept	SOC1900	No	Dept
2610	Criminology	SOC240	SOC3820	SOC220	Dept	CRM301	Dept	CJ212	SOC2600	SOC202	SOC368
Percent Transfer		100	100	100	100	100	100	100	100	83.3	100

Of the top ten institutions OCC students are likely to transfer to; only one course would not transfer to one institution. Sociology 2510 has the College's greatest number of sections and highest enrollment and will transfer directly to 100% of the colleges and universities listed.

## General Education and Outcome Assessment

As with the other data included in this report, questions regarding classroom assessment activities were polled from all full-time and part-time instructors of sociology courses during the fall 2007 semester. Of those responses received, there are a wide range of general education and outcome assessments occurring within sociology courses.

Three of the sociology courses at OCC (2510, 2520, and 2610) have assigned general education attributes. Responses were only received for two (2510 & 2610) of the three offered (It should be mentioned that very few sections of 2520 are offered and are usually taught by adjunct faculty). For those who replied, all indicated that they were teaching and assessing the general education attributes listed below.

Course:	Attributes
SOC 2510:	6-Work independently and collaboratively 8-Appreciate diversity and commonality 10-Understand the global environment
SOC 2520	2-Think critically and creatively 3-Solve problems analytically, systematically and insightfully 8-Appreciate diversity and commonality 9-Develop a strong commitment to social responsibility 10-Understand the global environment
SOC 2610	2-Think critically and creatively 3-Solve problems analytically, systematically and insightfully 6-Work independently and collaboratively 8-Appreciate diversity and commonality 9-Develop a strong commitment to social responsibility 10-Understand the global environment

Strategies varied by instructor. Many reported using choosing a text that emphasized some of the attributes (e.g. global environment), whereas others used supplemental material (articles, readers, book chapters, movies, etc) to enhance learning. The activities during the course were also repeatedly noted as fulfilling course attributes such as: Group activities there increased student interactions, as well as individual assignment were often reported (attributes 6, 8); providing assignments that required in-depth understanding of the

conceptual meaning of sociological terms/theories (attribute 2, 3, 6, & 8); and assignments that connect course lessons to real world application (attribute 9).

All instructors who responded reported using examinations as a method of assessing student learning. Formats varied from multiple choice, short answer, essays and group participation. Students are often asked to conduct self-evaluations of their learning of material and understanding with guidance provided by the instructor. Very few instructors specifically reported using grading rubrics prior to assessing student work. This could be an area of possible improvement for the discipline. Students are often asked to work and share with others in the course on group projects, discussion of opinions, and current world events. In addition, instructors frequently request that students apply their knowledge of course concepts to real world events (e.g. proposing solutions to social problems or issues).

### ***Assessment Summary***

Instructors identified various learning activities used to facilitate the acquisition of sociological knowledge. All respondent indicated that their primary tool was the chosen textbook which in many cases is buttressed by additional readings, presentation of material outside the text (videos, research results, news items, etc). Many instructors also have created their own handouts and worksheets that allow more depth of thought on the concepts and theories presented. Other learning activities such as study guides and using Blackboard are common. One facet that was universal was the use of small group activities that allowed students to interact with others different from themselves to learn about different cultural and social perspectives.

Assessment strategies for the discipline were varied. Many use a standard exam format (e.g. multiple choice, essay, short answer) to gauge student learning. While others used assignments ranging from short concept exercises to larger group projects to understand student learning. Several instructors report using grading rubrics that provide students guidance with assignments and panel projects.



**Major Highlights**

**Program Dashboard Percent  
of Targets Achieved**

**Program Dashboard Detailed  
Report.**

**Credit Hour Trends**

**CRC Recommendations**

**CRC Follow-Up**

**Sociology  
Major Highlights  
September 2007**

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the Sociology curriculum. These reports are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the curriculum which may impact short and long term planning.

Major Highlights

- Over the past three years, Sociology has maintained a relatively high and consistent composite program dashboard score, ranging from 9.75 to 9.82. In 2005-06, Sociology ranked 26<sup>th</sup> out of 99 curriculum tracked in the Program Dashboard.
- Three of the seven program dashboard measures are helping to sustain the relatively high composite score by exceeding the college benchmarks. These measures include sections filled to capacity, percent of completed sections, and the percent of minority students enrolled in Sociology courses.
- Over the last three years, Sociology sections generally filled to 90% to 93% of capacity which also exceeds the college-wide average of 83%. Additionally, in recent years the percent of completed Sociology sections has consistently exceeded the college-wide average ranging from 89% (2004-05) to 95% (2005-06). Although it may be worth noting that in 2004-05, the number of active sections was increased, resulting in a greater number of cancellations.
- Minority student enrollment in Sociology has remained relatively consistent over the last three years ranging between 28% and 30%. This exceeds the college-wide benchmark of 18.8% and is in line with the college-wide average minority enrollment of 28%.
- In 2005-06, the percent of students withdrawing from Sociology courses was below the college-wide average; however the benchmark (high end) of 15% was exceeded. It's also worth noting that the percent of withdrawals has been increasing over the last three years.
- Credit hour enrollment declined slightly between 1996-97 and 2000-01. However, since then enrollment has steadily increased putting Sociology over 10,200 credit hours during 2006-07. This reflects an all time high enrollment for Sociology and places it as the 15<sup>th</sup> largest credit hour generating discipline in the college.

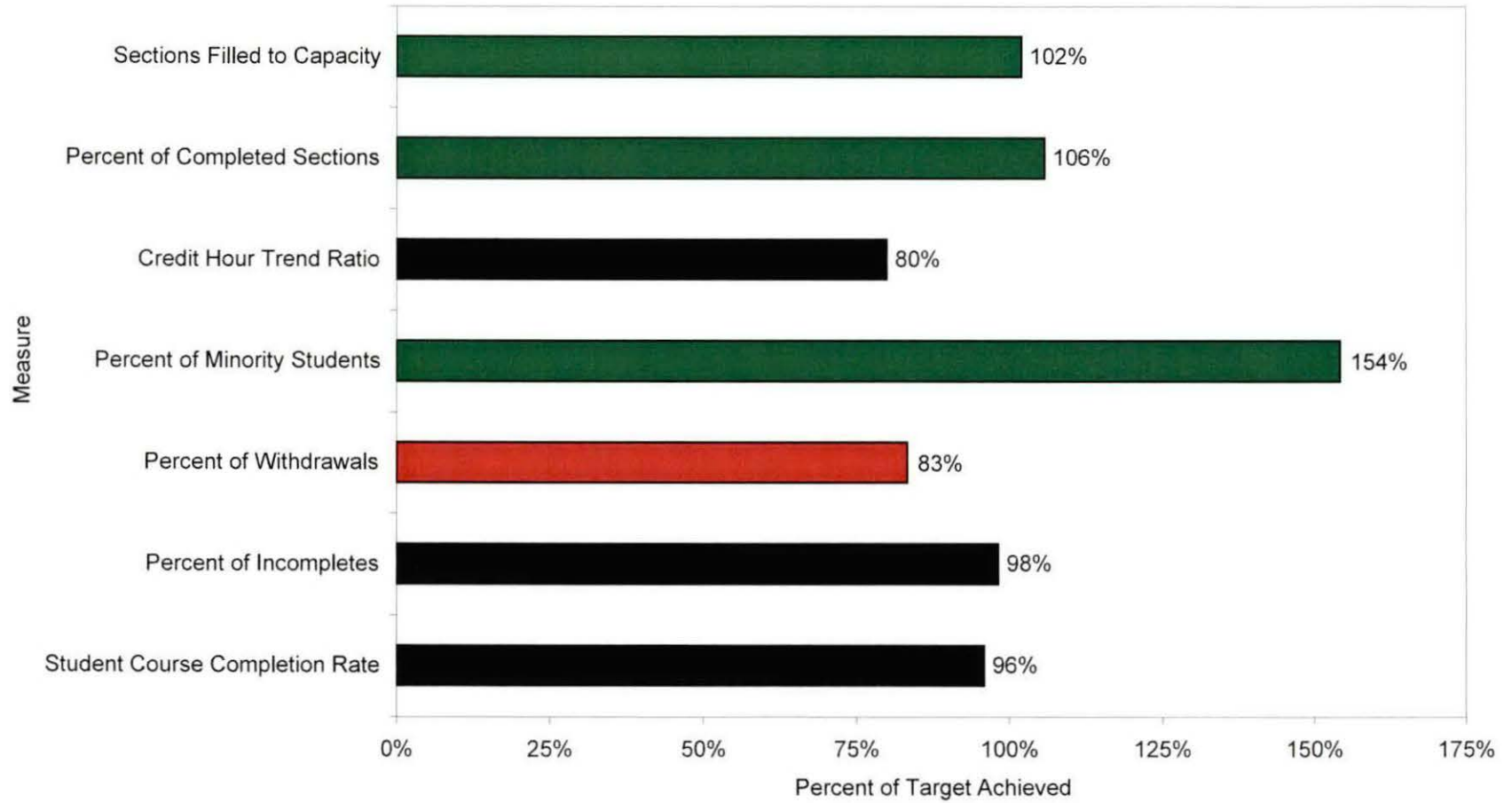
## **Oakland Community College Program Dashboard**

The purpose of the program dashboard is to provide a data driven tool designed for the efficient and objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the dashboard facilitates the systematic identification of well performing as well as ailing curriculum so early intervention efforts can be undertaken.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs.

# Oakland Community College Percent of Target Achieved 2005-06

Sociology SOC



**Oakland Community College  
Program Dashboard Report  
2005-06**

**Sociology SOC  
Dashboard Score: 9.82**

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	91.8%	75.0%	90.0%	102.0%	18.0%	1.84
Percent of Completed Sections	95.2%	75.0%	90.0%	105.8%	14.2%	1.50
Credit Hour Trend Ratio	1.00	0.71	1.25	80.0%	15.3%	1.22
Percent of Minority Students	29.0%	16.9%	18.8%	154.3%	6.1%	0.94
Percent of Withdrawals	16.7%	15.0%	0.0%	83.3%	12.0%	1.00
Percent of Incompletes	1.8%	3.0%	0.0%	98.2%	7.9%	0.78
Student Course Completion Rate	71.9%	60.0%	75.0%	95.9%	26.5%	2.54

# Program Dashboard Detail Report

**Prefix** SOC  
**Title** Sociology

	<b>Program</b>			<b>College Wide</b>
	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2005-06</b>
<b>Sections Filled to Capacity</b>	91.8%	90.4%	92.7%	83.2%
<b>Percent of Completed Sections</b>	95.2%	89.4%	93.3%	86.6%
<b>Headcount Trend Ratio</b>	1.00	1.03	1.07	1.02
<b>Credit Hour Trend Ratio</b>	1.00	1.03	1.05	1.02
<b>Percent of Minority Students</b>	29.0%	30.2%	27.9%	27.9%
<b>Percent of Withdrawals</b>	16.7%	16.0%	14.7%	17.8%
<b>Percent of Incompletes</b>	1.8%	0.8%	1.0%	1.6%
<b>Student Course Completion Rate</b>	71.9%	74.0%	70.1%	68.2%
<b>Dashboard Score</b>	9.82	9.82	9.75	

## Sections Filled to Capacity

**Prefix** SOC  
**Prefix Title** Sociology

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Students</b>	3,334	3,383	3,344
<b>Total Capacity</b>	3,632	3,743	3,609
<b>Sections Filled To Capacity</b>	91.8%	90.4%	92.7%

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### Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

### Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

## Percent of Completed Sections

**Prefix** SOC

**Prefix Title** Sociology

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Active Sections</b>	100	126	98
<b>Cancelled Sections</b>	5	15	7
<b>Total Sections</b>	105	141	105
<b>Percent of Completed Sections</b>	95.2%	89.4%	93.3%

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**Definition:**

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

**Methodology:**

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.



## Headcount Trend Ratio

**Prefix** SOC

**Prefix Title** Sociology

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Headcount Year 1</b>	3,297	3,101	2,841
<b>Headcount Year 2</b>	3,344	3,297	3,101
<b>Headcount Year 3</b>	3,411	3,344	3,297
<b>Headcount Year 4</b>	3,340	3,411	3,344
<b>Headcount Period 1</b>	3,351	3,247	3,080
<b>Headcount Period 2</b>	3,365	3,351	3,247
<b>Headcount Ratio</b>	1.00	1.03	1.07

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### Definition:

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

### Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

- a.  $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b.  $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c.  $\text{Period 2} / \text{Period 1} = \text{Ratio}$

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

## Credit Hour Trend Ratio

**Prefix** SOC

**Prefix Title** Sociology

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Credit Hour Year 1</b>	9,891	9,303	8,523
<b>Credit Hour Year 2</b>	10,032	9,891	9,303
<b>Credit Hour Year 3</b>	10,233	10,032	9,891
<b>Credit Hour Year 4</b>	10,020	10,233	10,032
<b>Credit Hour Period 1</b>	10,052	9,742	9,239
<b>Credit Hour Period 2</b>	10,095	10,052	9,742
<b>Credit Hour Ratio</b>	1.00	1.03	1.05

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### Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

### Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

- a.  $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b.  $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c.  $\text{Period 2} / \text{Period 1} = \text{Ratio}$

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

## Percent of Minority Students

**Prefix** SOC

**Prefix Title** Sociology

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Minority Students</b>	929	986	894
<b>Total Students</b>	3,203	3,266	3,204
<b>Percent of Minority Students</b>	29.0%	30.2%	27.9%

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**Definition:**

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

**Methodology:**

Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

## Percent of Withdrawals

**Prefix** SOC

**Prefix Title** Sociology

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Withdrawals</b>	544	523	468
<b>Total Grades</b>	3,257	3,275	3,182
<b>Percent of Withdrawals</b>	16.7%	16.0%	14.7%

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### **Definition:**

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

### **Methodology:**

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

## Percent of Incompletes

**Prefix** SOC

**Prefix Title** Sociology

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Incompletes</b>	59	26	31
<b>Total Grades</b>	3,257	3,275	3,182
<b>Percent of Incompletes</b>	1.8%	0.8%	1.0%

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**Definition:**

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

**Methodology:**

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

## Student Course Completion Rate

**Prefix** SOC

**Prefix Title** Sociology

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Successful Grades</b>	2,343	2,423	2,232
<b>Total Student Grades</b>	3,257	3,275	3,182
<b>Student Course Completion Rate</b>	71.9%	74.0%	70.1%

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### Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

### Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).



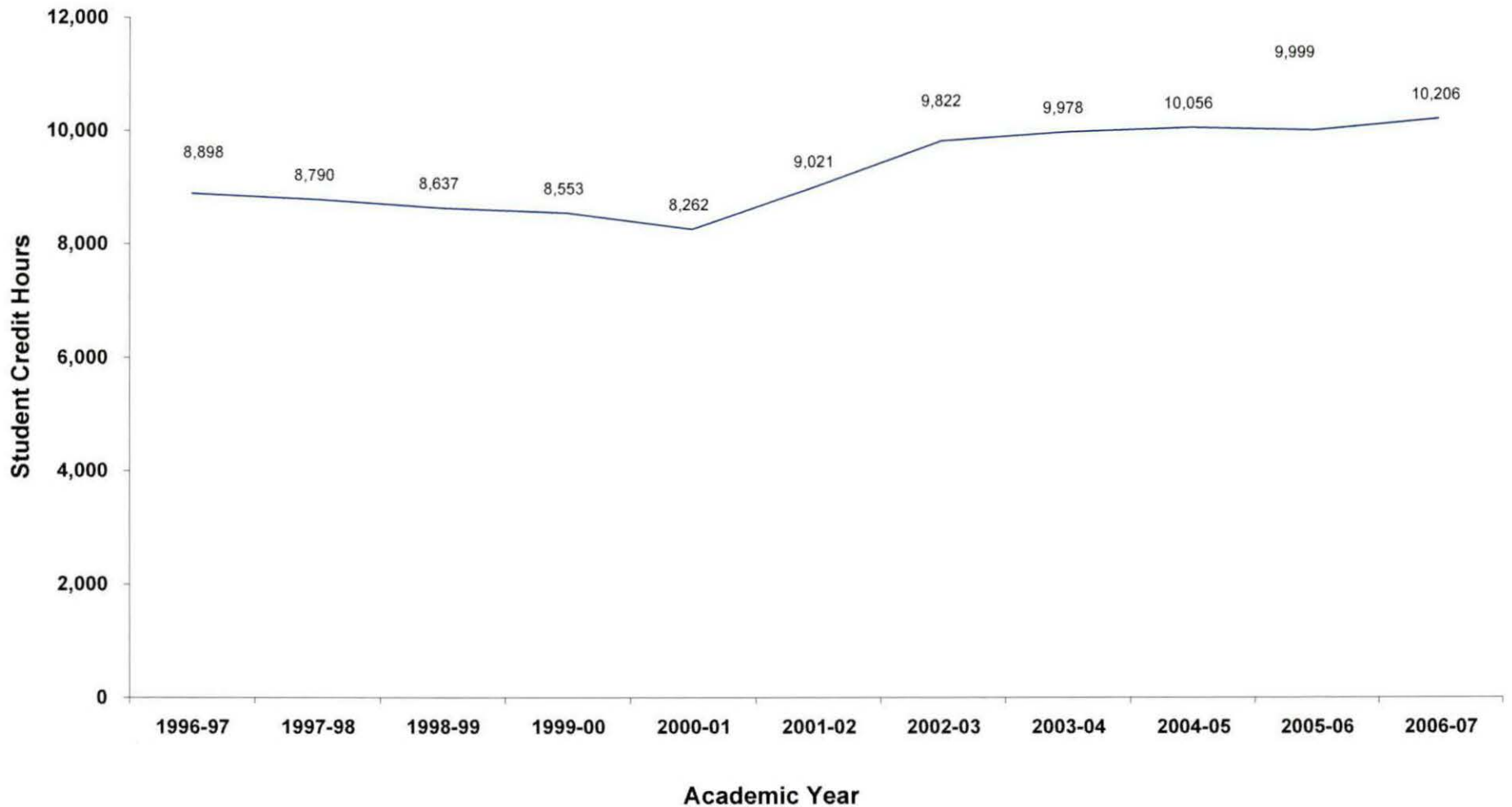
OAKLAND  
COMMUNITY  
COLLEGE

**Credit Hour Trends Report**  
**Sociology**  
**SOC**  
**2006-07**

**Prepared by:**  
**Oakland Community College**  
**Office of Institutional Research**  
**August 13, 2007**

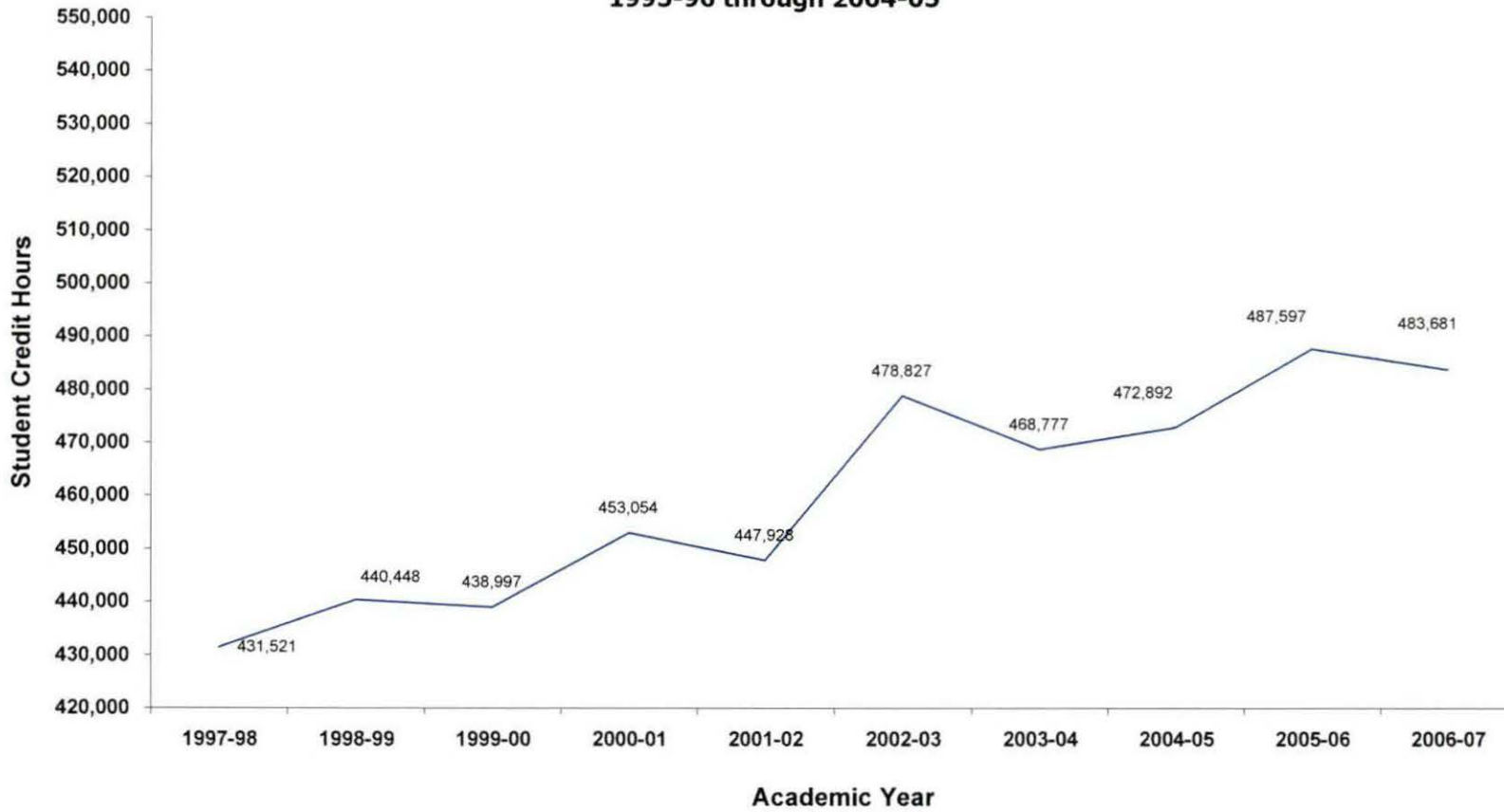
**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
Sociology  
1996-97 through 2006-07**

	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>5-Year</b>	<b>10-Year</b>
	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>% Change</b>	<b>% Change</b>
Sociology	8,898	8,790	8,637	8,553	8,262	9,021	9,822	9,978	10,056	9,999	10,206	13.1	14.7
College Wide Totals	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	483,681	8.0	9.1





**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
College-Wide  
1995-96 through 2004-05**



1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	483,681



**OAKLAND  
COMMUNITY  
COLLEGE**

**Curriculum Review Committee**

**Sociology Review**

**Faculty Coordinator: Brian Moss**

**April 4, 2008**

- **CRC recommends minor course description revisions for SOC 2520 and SOC 2530.**
- **CRC recommends the Sociology discipline continue discussions on the possibility of lifting all pre-requisites.**
- **CRC recommends the Sociology discipline review basic course outcomes expected for each course across the college.**
- **CRC recommends Sociology faculty use the template that is on the P Drive to meet mandatory items and update all syllabi.**
- **The Sociology discipline is requesting updated media materials and legal answers in order to access TV resources. CRC recommends working with the TLTC's for accessing information, and discussion with the campus regarding budget requests.**
- **Sociology faculty might consider additional assessment techniques and using the Sociology rubric. Assessment questions, "What do the students know, how do we know they know it, and what do we do if they do not know it (outcome)?"**
- **Consider SSC 2610 (Marriage and Family) and SSC 2710 (Mass Media) as under the Sociology discipline (SOC).**