

Oakland Community College

Curriculum Review

Reports Supporting the Review of the Social Science Curriculum

**Prepared by the Office of Assessment & Effectiveness
December 2007**



**OAKLAND
COMMUNITY
COLLEGE**

Oakland Community College

Social Science

Curriculum Review Self-study

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Review Date: 2/1/2008

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Executive Summary

- **Course Descriptions:** Of the two courses offered by the discipline, no changes were recommended.
- **Syllabus Review:** Most syllabi included the required items per the FMA and federal law, as well as many of the recommended items. Systematic omissions were found in areas such as student policies/assistance and course goals.
- **Enrollment trends:** The discipline has been at-least meeting or exceeding all enrollment targets indentified within the dashboard report. Two areas of strength are related to the percent of completed sections and minority enrollment.
- **Discipline Needs/Resources:** Two needs were identified: increased budget/access to supportive media and the development of a 'list' for classroom speakers.
- **Interdisciplinary Interactions:** The social science discipline and instructors buttress the goals and objectives of many programs in a collaborative fashion. In spite of this, no legitimate management of the discipline is currently in place that could provide the decision-making related to interdisciplinary activities.
- **Comparability/Transfer of Courses:** No other local community college has explicitly indentified a social science discipline. Marriage and Family in Modern Society (2610) almost always transfers as a sociology course, while Mass Media in Society most likely transfers as a sociology course and second as a communication course. Consider integrating social science courses into sociology to streamline College curriculum.
- **Assessment Activities:** Various techniques are used to effectively teach course content. Likewise, instructors use a mixture of strategies to assess student learning without overtly providing evidence of prior knowledge by the student.

Catalog Course Descriptions

The social science discipline offers two courses. They are:

SSC 2610: Marriage and Family in Modern Society, 3 Credits

The student will explore basic concepts relating to marriage and sexual roles in modern society. This is an introduction to the changing perspectives of courtship, marriage, family life, and the varying sexual roles, social values, and life styles reflected in contemporary mate selection patterns.

SSC 2710: Mass Media and Society, 3 Credits

The student will analyze the impact of mass communication in society with respect to the formation of public opinion and the dissemination of information. The student will develop the ability to critically examine the techniques of the mass media and its effects upon the American culture.

Course Description Summary

Instructors of the aforementioned 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.

SSC 2610: Marriage and Family in Modern Society-*No changes recommended*

SSC 2710: Mass Media and Society-*No changes recommended*

At this time there were no needed changes identified for the social science courses.

Syllabus Review

Syllabus Characteristic (n= 6)	Percent Included
Mandatory Items (per FMA and Federal Law)	
ADA Notification	83
Course Goals	67
Grading Standards and Practices	100
Tentative Schedule of Assignments and Tests	100
Recommended Items (per Academic Senate)	
Course Name and Number	100
Instructor, Office Location, Method of Contact	100
Office Hours	67
Available Assistance	33
Course Catalog Description with Prerequisites	83
General Education Attributes (where pertinent)	50
Required Books and Supplies	100
List of Supportive Materials (where available)	0
Evaluation/Testing System & Policies	100
Attendance Policy	100
Safety Instructions	0
Disclaimer Allowing for Reasonable Revisions	83
Optional Items	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	33
Applicable Forms Pertinent to Course	0
Reference to Student Policies in OCC Catalog	50
Policy on Use of Computing Resources	17
Description of Required Computing Skills	17
Policy on Plagiarism	67
Social Science Review	67

Syllabus Review Summary

The syllabi for SSC 2610 and SSC 2710 were requested from each supervising Dean at OCC. Only syllabi were received for SSC 2610 likely a result of only one section being offered in the fall of 2007. For the most part, instructors included the mandatory items for course syllabi. Some did not include the course goals or ADA notification. Of the recommended items, all instructors included the course identifiers, instructor contact information, textbook information, and policies related to attendance and assignment evaluations. Most listed the course description from the College catalog, a statement regarding revisions, and office hours. Only half presented the general education attributes and only one-third provided information about how students can receive additional assistance. For the optional items, all provided the course times and location, and at least half also included a policy on plagiarism, student responsibilities, and referenced student policies in the OCC catalog. A small percentage discussed learning strategies and information about technology capabilities.

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 social science discipline. Below is a summary of those data and created a 'dashboard score' that combines enrollment data, student success and characteristics.

All seven program dashboard report measures fell within or exceeded established benchmarks. The combination of all items within the report generated a composite score of 10.07 (with 10.0 being optimal). Details of the specific items can be found below.

Enrollment Summary

During the past ten years the social science discipline has generated between 2,142 (97-98) and 3,123 (04-05) credit hours. Over the past three academic years, enrollment has hovered around 3,000 credit hours. Social science has experienced a 30.5% increase over the past 5-years and 20.6% increase over the past 10 years. This is substantially higher than the College's rate of increase (20.3% greater over 5-years, and 9.3% greater over 10-years). In general, the trend in social science credits has been increasing. *why? CRT*

Over the years reported in the dashboard report, social science has sections has filled 81 to 87 percent of the available capacity. This is relatively consistent with the College-wide average of 83%. Social science has been enrolling approximately 1,000 students over the last 3 academic years.

Minority Students

The social science discipline has experienced a significant proportion of self-identified minority students (African American, Asian, Hispanic, Native American Indian and Other) within the courses offered. Social science exceeds the minority enrollment at the college by 8%. This has resulted in the dashboard item score that is 75% higher than the desired target. why?

Student and Course Success

Social science has been successful at completing the sections of courses offered. The dashboard data indicates that for the last 4-academic years, social science completed section percent has ranged from 82.5 to 100 percent. The most recent year (06-07) reports a 91.7% completion rate. This slightly surpasses the college percent of 91%.

Student withdrawal and incomplete rates for social science courses have remained within the target and trouble scores for the discipline. It should be noted that during the 04-05 and 05-06 academic years, the withdrawal rate reach 17%. These would have been beyond the trouble score. This suggests that the discipline might monitor this item over the next several years. Incomplete percentages have consistently fell between 1% and 2%, and appear stable.

Students taking social science courses have been fairly academically successful. Approximately three-fourths of students taking a course in the discipline earned a grade of C or higher. This fell within the acceptable range for the dashboard target and trouble scores.

Discipline Needs and Resources

Instructors of social science courses were polled regarding the perceived needs for the discipline. The most common item identified was the need for additional media (videos, other programming). Another need identified was related to being able to find individuals in or out of the college who might be guest speakers for specific course content. Many instructors rely on personal connections and would like to have access to a 'list' of experts who might be willing to speak to important course concepts. Beyond those items noted there did not appear to be any obstacles to teaching the courses and meeting course objectives.

Interdisciplinary Interactions

A number of faculty members working in different College programs were asked two questions related to how the social science discipline works with their program. Below is a summary of the received responses.

1. Discuss the effectiveness of support and prerequisite courses your discipline offers in their areas.

The only course receiving a response was SSC 2610 (Marriage and Family in Modern Society). Very few sections of SSC 2710 (Mass Media and Society) are offered during any academic year at the College. Programs indicated that SSC 2610 supports the goals and objectives of their program by providing insight into family life and the interplay of societal factors that influence various outcomes for individuals and families. Instructors claim that after completing this course students are more informed about the role of society and its connection to the specific program areas. For instance, the Early Childhood Development Program reports that students possess a better understanding of how society influences families and then families shape the psychosocial development of children.

why
for
what
maybe

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

No specific interdisciplinary initiatives have been identified by the programs polled. Rather, programs suggest that social science instructors have been supportive to alterations of program direction and accessible as needed.

This implies that there could be opportunities for the discipline to become more active with the programs for which the courses feed. An obstacle in this process is the lack of discipline oversight. Since social science has been interdisciplinary in nature, there has been a deficiency in and confusion about who maintains official oversight. Assigning management of these courses to a specific discipline appears to be long overdue. SOC

Comparable Course and Transfer Options

Comparable Courses

After reviewing other community colleges in the geographic area for similarities and differences with the social science discipline it became apparent that there was a major obstacle. The obstacle was that none of the institutions had a social science discipline. For the two courses offered by OCC, most were either located in the sociology or communication discipline (See Transferability for details).

Transfer Options

The following table exhibits the transferability of OCC social science courses to the top ten transfer institutions for OCC during the past five years (OCC, Office of Institutional Research). Almost half 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
2610	Marriage and Family	SOC 335	Dept	FCE145	SOC245	SOC204	HEV211	SOC209	SOC3900	SOC 245	PSY374
2710	Mass Media	SOC371	COM	COM	Dept	Dept	BCA210	Dept	Gen Ed	NO	COM
Percent Transfer		100	100	100	100	100	100	100	100	50	100

Of the top ten institutions OCC students are likely to transfer to; only one course would not transfer to one institution (SSC 2710 to Wayne County Community College). SSC 2610 transfers 70% the time as a sociology course, while the alternatives were human development, psychology and as a foundation course. SSC 2710 transfers 40% of the time as a sociology course, 30% as a communication course, and followed by a general education requirement (20%).

General Education and Outcome Assessment

Instructors of social science courses during the fall 2007 semester were asked to provide feedback related to their assessment of student learning and techniques of teaching each identified.

The attributes for the two social science courses are:

<u>Course:</u>	<u>Attributes</u>
SSC 2610: Marriage & Family	1-Think critically and creatively 2-Communciate effectively
SSC 2710: Mass Media	1-Think critically and creatively 2-Communciate effectively

All instructors who responded to the polling convey that they are both assessing and teaching the attributes listed for SSC 2610. As noted previously in the report, very few sections of SSC 2710 are available at the college and no responses were received about course assessment strategies.

Assessment Summary

Course learning activities varied. All indicated using group projects and presentations as a method of assessing the ability to communicate effectively. Related to this are in-class discussions and small group activities that allow students to interact with each other and dialogue about course concepts and theories. Students are also offered many supplementary materials in the form of newspaper articles, videos, handout exercises that promote the chapter content. Study aids are common, as well utilizing presentations by OCC's Women's Center about domestic/relationship violence.

Course assessment strategies have been developed in a variety of forms. Instructors of SSC 2610 report using examinations in addition to presentation/group projects to assess each student's ability to communication effectively and think critically. Some instructors report using peer evaluations in addition to their own as a methods of determining ability in these areas. Although implied, none of the instructors specifically identified using grading rubrics that outline assignment indicators of success.

Major Highlights

Program Dashboard

**Program Dashboard: Percent
of Targets Achieved**

Credit Hour Trends

CRC Recommendations

CRC Follow-Up

**Social Science Curriculum Review
Major Highlights
December 2007**

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the Social Science 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 decision-making.

Major Highlights

- Over the last four years the composite program dashboard score for Social Science has fluctuated. In the most recent reporting year (2006-07) the composite score totaled 10.07 placing the curriculum 18th highest out of the 100 curriculum tracked in the Program Dashboard.
- Although the percent of completed sections has fluctuated over the last four years, in 2006-07 it still exceeded the college benchmark and also exceeded the college-wide average (92% compared to 91%).
- Additionally, the percent of minority students in Social Science courses exceeds the college-wide average as well as the established benchmark. Social Science has sustained at least 30% minority students for the last four years and in 2006-07 was at 36%.
- All seven program dashboard measures fell within or exceeded established benchmarks. With all of the measures working together, including a positive trend in enrollment, the overall composite dashboard score has reached a four-year peak this past year.
- The total number of credit hours in Social Science has sustained a positive trend over the last ten years and beginning in 2004-05 has seen an even higher trend in the number of credit hours.

Oakland Community College Program Dashboard

The purpose of the program dashboard is to provide a data driven tool designed for the 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.

The Program Dashboard is based on seven measures which include:

- Sections Filled to Capacity
- Percent of Completed Sections
- Credit Hour Trend Ratio
- Percent of Minority Students
- Percent of Withdrawals
- Percent of Incompletes
- Student Course Completion Rate

The following report provides summative information for the most recent academic year as well as detailed trend data on each measure over the past several years.

Program Dashboard Detail Report

Prefix SSC
Title Social Science

	Program			College Wide	
	2006-07	2005-06	2004-05	2003-04	2006-07
Sections Filled to Capacity	87.4%	83.7%	81.3%	82.7%	84.4%
Percent of Completed Sections	91.7%	82.5%	97.8%	100.0%	90.7%
Headcount Trend Ratio	1.05	1.05	1.11	1.02	1.01
Credit Hour Trend Ratio	1.05	1.05	1.11	1.02	1.01
Percent of Minority Students	36.0%	36.3%	30.8%	34.5%	28.2%
Percent of Withdrawals	12.5%	17.0%	17.3%	12.5%	18.3%
Percent of Incompletes	1.1%	2.1%	1.4%	2.0%	1.5%
Student Course Completion Rate	73.4%	71.1%	72.1%	68.8%	67.7%
Dashboard Score	10.07	9.72	9.8	9.81	

Sections Filled to Capacity

Prefix SSC
Prefix Title Social Science

	2006-07	2005-06	2004-05	2003-04
Total Students	1,023	968	1,041	873
Total Capacity	1,170	1,157	1,281	1,056
Sections Filled To Capacity	87.4%	83.7%	81.3%	82.7%

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 SSC

Prefix Title Social Science

	2006-07	2005-06	2004-05	2003-04
Active Sections	33	33	44	29
Cancelled Sections	3	7	1	0
Total Sections	36	40	45	29
Percent of Completed Sections	91.7%	82.5%	97.8%	100.0%

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 SSC
Prefix Title Social Science

	2006-07	2005-06	2004-05	2003-04
Headcount Year 1	873	839	804	817
Headcount Year 2	1,074	873	839	804
Headcount Year 3	967	1,074	873	839
Headcount Year 4	1,025	967	1,074	873
Headcount Period 1	971	929	839	820
Headcount Period 2	1,022	971	929	839
Headcount Ratio	1.05	1.05	1.11	1.02

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. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = 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 SSC
Prefix Title Social Science

	2006-07	2005-06	2004-05	2003-04
Credit Hour Year 1	2,619	2,517	2,412	2,451
Credit Hour Year 2	3,222	2,619	2,517	2,412
Credit Hour Year 3	2,901	3,222	2,619	2,517
Credit Hour Year 4	3,075	2,901	3,222	2,619
Credit Hour Period 1	2,914	2,786	2,516	2,460
Credit Hour Period 2	3,066	2,914	2,786	2,516
Credit Hour Ratio	1.05	1.05	1.11	1.02

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. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = 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 SSC
Prefix Title Social Science

	2006-07	2005-06	2004-05	2003-04
Minority Students	376	341	323	297
Total Students	1,045	940	1,048	862
Percent of Minority Students	36.0%	36.3%	30.8%	34.5%

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: end of session for each term.

Methodology:

Percentages are based on known data and exclude missing information.

Percent of Withdrawals

Prefix SSC
Prefix Title Social Science

	2006-07	2005-06	2004-05	2003-04
Total Withdrawals	124	160	175	105
Total Grades	993	939	1,011	841
Percent of Withdrawals	12.5%	17.0%	17.3%	12.5%

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 SSC

Prefix Title Social Science

	2005-06	2005-06	2004-05	2003-04
Total Incompletes	11	20	14	17
Total Grades	993	939	1,011	841
Percent of Incompletes	1.1%	2.1%	1.4%	2.0%

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 SSC

Prefix Title Social Science

	2006-07	2005-06	2004-05	2003-04
Successful Grades	729	668	729	579
Total Student Grades	993	939	1,011	841
Student Course Completion Rate	73.4%	71.1%	72.1%	68.8%

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).

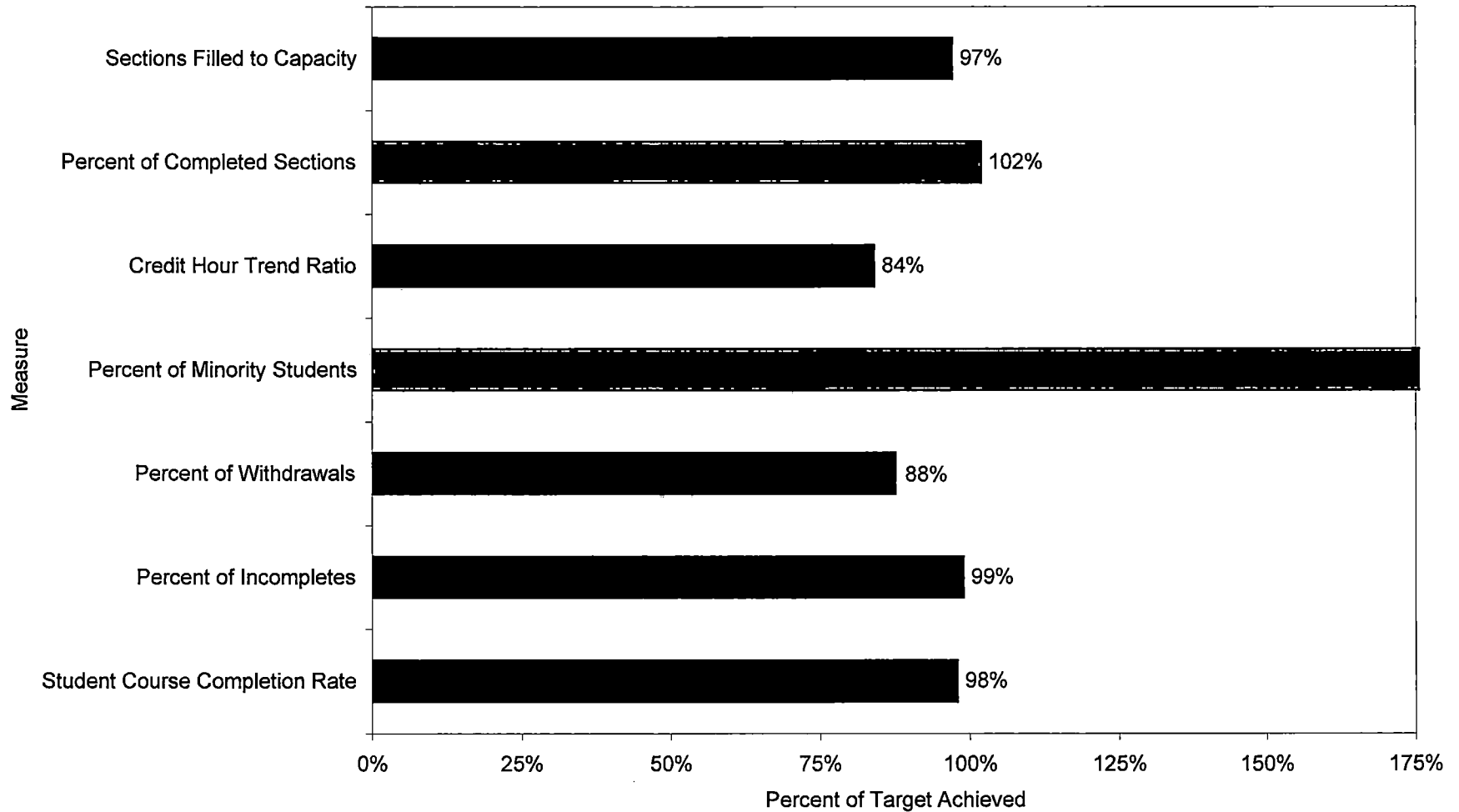
Oakland Community College Program Dashboard Percent of Targets Achieved

The following graph and table depict the extent to which each of the seven Program Dashboard measures met established college-wide benchmarks. Benchmarks (targets and trouble scores) are based on historical data and reflect a range within which each measure is expected to perform.

Measures which exceed the established benchmark are depicted in green, while those that fall short of the benchmark are shown in red. This information is useful in identifying areas of excellence, as well as areas of concern. As a consequence, this report can help to identify specific areas which may require additional attention by program staff.

Oakland Community College Program Dashboard Report 2006-07

Social Science SSC



Oakland Community College Program Dashboard Report 2006-07

Social Science SSC Dashboard Score: 10.07

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	87.4%	75.0%	90.0%	97.1%	18.0%	1.75
Percent of Completed Sections	91.7%	75.0%	90.0%	101.9%	14.2%	1.45
Credit Hour Trend Ratio	1.05	0.71	1.25	84.0%	15.3%	1.29
Percent of Minority Students	36.0%	16.9%	18.8%	191.5%	6.1%	1.17
Percent of Withdrawals	12.5%	15.0%	0.0%	87.5%	12.0%	1.05
Percent of Incompletes	1.1%	3.0%	0.0%	98.9%	7.9%	0.78
Student Course Completion Rate	73.4%	60.0%	75.0%	97.9%	26.5%	2.59



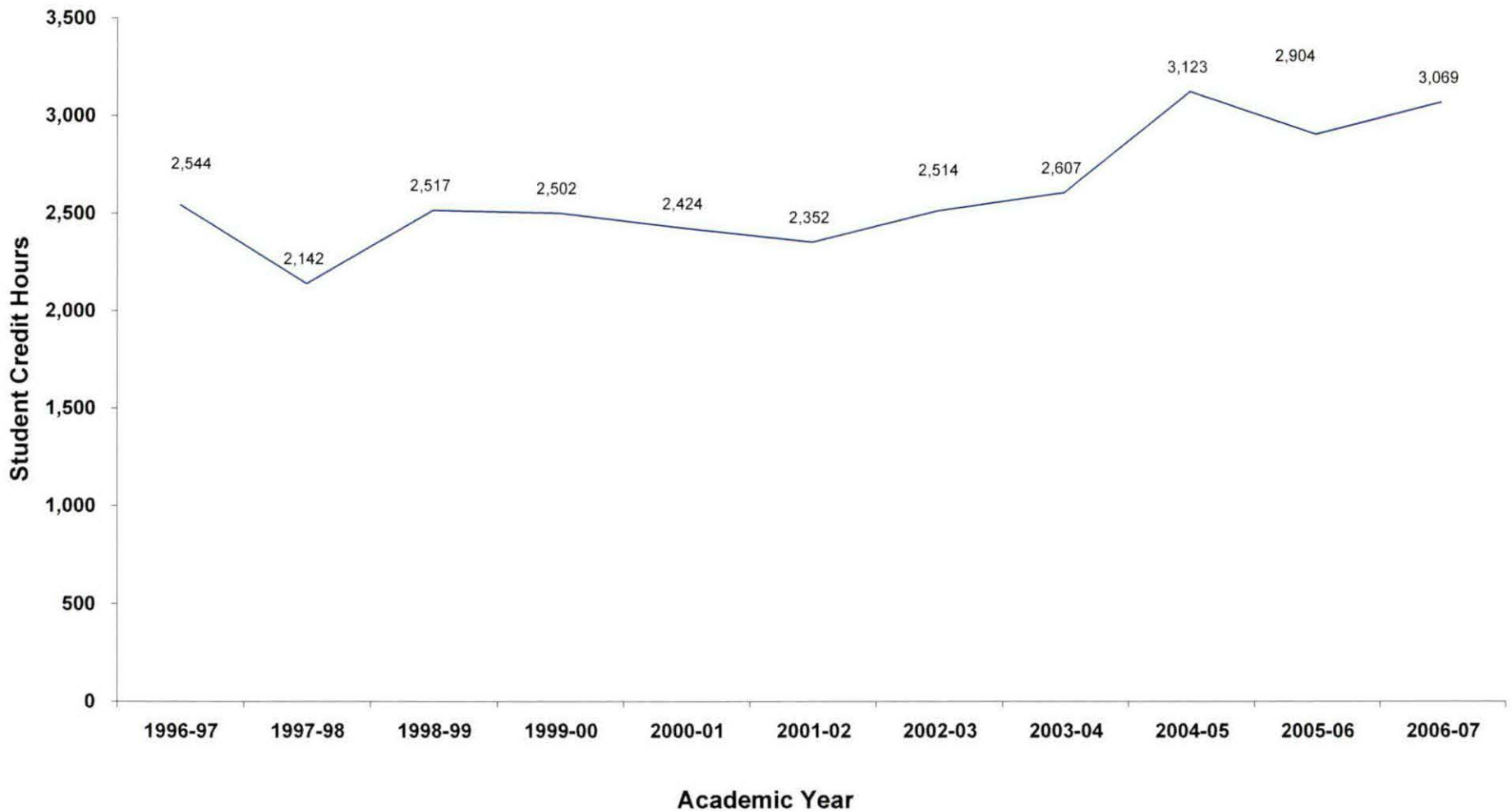
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**Credit Hour Trends Report
Social Science
SSC
2006-07**

**Prepared by:
Oakland Community College
Office of Institutional Research
November 26, 2007**

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

	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	2006-07 SCH	5-Year % Change	10-Year % Change
Social Science	2,544	2,142	2,517	2,502	2,424	2,352	2,514	2,607	3,123	2,904	3,069	30.5	20.6
College Wide Totals	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	493,655	10.2	11.3





**OAKLAND
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Curriculum Review Committee

Social Science Review

Faculty Coordinator: Brian Moss

April 4, 2008

- **CRC recommends that the Social Science discipline (SSC) merge into the Sociology discipline (SOC) and faculty teaching these courses (SSC 2610, SSC 2710) as of 2008-2009 academic year be grandfathered in order to continue to teach.**
- **If SSC 2610 (Marriage and Family) and SSC 2710 (Mass Media) are brought into the Sociology discipline (SOC) the mnemonic and numbers need to be changed.**
- **SSC 2710 (Mass Media) could be cross referenced with the Communication discipline (COM) and SSC 2610 (Marriage and Family) could be cross referenced with the Psychology discipline (PSY). FMA would need to address this. Discussion on this issue might start with the Ad Hoc Curriculum Committee of the Senate.**