Program: Sociology  
Division: Social Sciences  
Chair/Dean: William Wright  
Five-year interval reviewed: 2008-2013  
Date submitted: October 01, 2013  
(Date due: October 1)  
Please organize your review by the following topics.

I. Program

1) Mission of the program
   To help students pursue knowledge in the field of sociology at the baccalaureate level through nurturing intellectual skills that will lead to success in sociology-related careers and/or further learning in sociology.

2) Ways in which the program supports Valley’s mission
   The Sociology program strives to mirror Missouri Valley College’s general mission stated as “guiding students to succeed through personal instruction and intellectual inquiry” by providing an enabling environment that stimulates the development of students’ intellectual capabilities adequately and satisfactorily while ensuring that each student has the opportunity to succeed.

The sociology program serves the college by offering courses that ultimately help students to succeed academically while in college, and also prepare them for a variety of careers in which they can apply sociology based knowledge after they graduate. By virtue of its small size, prompt attention to students’ needs and other interactions on student-and-teacher basis are possible and maintained at all times. All faculty members who teach courses in the sociology program place emphasis on providing appropriate academic advisement and careful assessment of students’ work, always making them aware of targeted learning outcomes expected of them in fulfillment of the general mission of the college. As such, even though courses in the sociology curriculum are taught using pedagogical approaches recommended by the American Sociological Association (ASA) as models of “teaching to the demands of the discipline,” faculty members in practice, never lose sight of the curriculum objectives and general mission statement of Missouri Valley College, and strive to meet those objectives too in their teaching.

Many times it becomes necessary for faculty members in the sociology program to offer arranged courses on individual basis in the form of Tutorials, Independent Study, and Internship supervision. Faculty members always offer these extra courses to accommodate students’ class schedule time conflicts or to enable them graduate in a timely manner, but more importantly as part of the fulfillment of the “personal instruction” part of the college mission.
An aspect of the rigor of the sociology program that promotes the “intellectual inquiry” part of the college mission is the requirement of research papers in all sociology courses above the 100 level. The research and writing requirement targets the development of students’ critical thinking, ability to reflect, and analytical skills applicable to resolving the many and varied social problems and issues facing society. The Missouri Valley College sociology program is designed such that the development of “intellectual inquiry” capabilities intensifies as students reach their junior and senior years and take upper division courses at the 300 and 400 levels. With regard to promoting “intellectual inquiry,” the sociology program places particular emphasis on the “City Profile” paper requirement in Urban Sociology (SC 320) the “Debunking Ethnic Stereotypes” group research and presentation of findings undertaken as an exercise in collaborative research in Minority Relations (SC 326), and the “Senior Thesis” requirement in the capstone Senior Seminar course (SC 485). The latter is carefully monitored by the supervising faculty member(s).

3) Goals of the program
In keeping with the general mission statement of Missouri Valley College, the sociology program strives to achieve the following goals:

1. Offer a rigorous academic program that will provide students a solid foundation in sociology at the baccalaureate level.

2. Guide students through the use of proven effective social science pedagogy towards understanding and application of sociological concepts theoretically as well as in real world situations.

3. Help students develop appropriate analytical and critical thinking skills.

4. Help students attain academic competence in the field of sociology to enable them to pursue advanced studies.

4) Ways in which the program contributes to General Education
The sociology program contributes to the General Education core curriculum objectives of the college by offering the following two courses which are very popular with students campus-wide.

1. Introduction to Sociology (SC 100) in Core II Section A.
   (4 sections taught each Fall; 3 sections taught each Spring with an average class size of 35 students in each section, and 1 section taught every Summer session I).

2. Marriage and the Family (SC 232) in Core II Section A.
   (1 section taught Fall odd years with an average class size of 35 students, and 1 section taught every Summer session I)
5) Curriculum
Although very small, the Missouri Valley College sociology program offers a wide array of courses typically found in undergraduate sociology programs at institutions similar in size. The scope of the curriculum encompasses nearly all of the substantive areas of undergraduate sociological study. It includes:

- SC 100. Introduction to Sociology
- SC 232. Marriage and the Family
- SC 275. Social Problems
- SC 316. Research Methods/Statistics
- SC 320. Urban Sociology
- SC 321. The Black Experience
- SC 326. Minority Relations
- SC 329. Sociological Theory
- SC 340. Gender Studies
- SC 149/249/349/449. Special Topics
- SC 375. Social Deviance
- SC 376/476. Independent Study
- SC 401. Internship in Sociology
- SC 450. Sociology of Health and Medical Care
- SC 485. Senior Seminar

6) Degree requirements
A total of 33 credit hours覆盖 sociology courses as follows, plus completion and submission of a senior thesis, and taking the ETS Major Field Test in Sociology, constitute the major in sociology component of the baccalaureate degree requirements of Missouri Valley College (Note that a grand total of 128 credit hours are required for the baccalaureate degree itself).

**Sociology Major Requirements:**
- SC 100. Introduction to Sociology (3 hours)
- SC 316. Research Methods/Statistics (3 hours)
- SC 329. Sociological Theory (3 hours)
- SC 401. Internship in Sociology (3-6 hours)

**Sociology Major Electives:**
- Electives in Sociology above the 100 level (21 hours)*
  The following cross discipline courses will count as sociology major electives.
  * PS 215. International and Current Problems (3 hours)
  * CJ 330. Criminology (3 hours)
  * PY 331. Social Psychology (3 hours)
  * PS 350. Politics in the Third World (3 hours)
  * PS 420. Political Sociology (3 hours)
7) Any unique aspects of the program not otherwise addressed
Over the past five years, the sociology program has had few but academically strong students as majors.
The program has also attracted a large number of students, especially in the social science division who chose sociology as a minor area of study.

8) Brief description of the status of the discipline, including emerging issues and trends
According to the ASA 2012 – 2013 Job outlook Survey published in August 2013, the academic job market for new sociology graduates continued to rebound from the dismal conditions that occurred as a result of the 2008 – 2009 recession in the U.S., and this is a cause for optimism for the future prospects of the discipline. The career areas that have demonstrated particularly strong growth recently for sociology graduates with a Bachelor’s degree include social services (26.5%); administrative support (15.8%); management (14.4%). The survey report pointed out that the jobs in these and many other areas were open to multiple disciplines. Increasingly, then baccalaureate level graduates with a sociology major are once again competing effectively in the job market with graduates from other social science disciplines and this will encourage colleges and universities to expand their sociology programs. Some also see very good prospects in the international job market for sociology graduates.

II. Faculty/Student Information
1) Current full-time faculty
(Include an updated vita for each member.)
Note: Program faculty are those who taught at least one course in the program in the past year. The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation. Add/delete rows as needed.

| FULL-TIME | | |
|-----------|---|
| Name      | Division            |
| Joshua T. Tetteh | Social Science      |
| Marilyn Milovich  | Math & Science      |
| Charles Guthrey   | Education and Social Science |

(See updated vita for each program faculty attached to this report).
2) Current adjunct faculty:
Note: Include all adjunct faculty who taught at least one course in the program in the past year regardless of their division affiliation. (No list of names required.)

Number of adjunct: 0

3) Faculty professional development activities

**Joshua Tetteh**
Joshua Tetteh’s significant professional development activities during the period under current review (2008 – 2013), include:
- Served as co-chair of Criterion # 2 on the Missouri Valley College Committee for Accreditation Preparation (2010 – present)
- Lecture to Missouri Valley College student body as part of Valentine’s Day celebration events, *From Bean to Bar: My Experience at the Hershey Chocolate Company* (February 14, 2012).

**Marilyn Milovich**
Marilyn Milovich’s significant professional development activities during the period under current review (2008 – 2013), include:
- Administration of Missouri Valley College *Turn It In.com* project (2010 – present).
- Designing webpage for the Missouri Valley College Mathematics and Science Division.

**Charles Guthrey**
Charles Guthrey’s significant professional development activities during the period under current review (2008 – 2013), include:
- Development of in-house online course in Marriage and the Family (2013).
- Development of in-house online course in Introduction to Sociology (2013).
4) Student information this past year

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<th>Fall</th>
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<th>Spring</th>
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<tbody>
<tr>
<td></td>
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<td>10</td>
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<td>Graduating seniors</td>
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</table>

5) Number of graduates over last five years

- 2008: 2
- 2009: 4
- 2010: 0
- 2011: 3
- 2012: 1
- 2013: 0
- Total: 10

6) Summarize relevant information such as job placement of graduates, student performance on licensure/certification exams, alumni and employer surveys, etc.

**2008 Graduates**
- One reported securing employment three months after graduation as early childhood education services coordinator with the State of Texas Department of Children’s Services.

**2009 Graduates**
- One reported completing a graduate degree in Diplomacy Studies at a university in Argentina three years after graduation.
- One reported completing Law School and becoming a Legal practitioner with specialty in Immigration and Nationality in St Augustine, FL. four years after graduation from the program.
- One reported admission into the Master of Science degree in Criminal Justice Administration program at Chaminade University in Honolulu, Hawaii immediately after graduation from the program.

**2011 Graduates**
- One reported enrollment in the Master of Social Work (MSW) degree program at New Mexico State University, Las Cruces one year after graduating from The Missouri Valley College sociology program.
III. Program Assessment and Planning

1) Student learning outcomes of the program

(Include a course map that links outcomes with the courses in the program.)

1. Define and apply core sociological concepts appropriately.
2. Demonstrate knowledge of the contributions of the founding fathers of sociology to the development of sociology as an academic discipline (Marx, Durkheim, Weber, Simmel, and the early scholars of the Chicago School).
3. Explain the assumptions and core ideas of the major sociological theories (Functionalism, Conflict, and Interactionism).
5. Design and conduct basic sociological research using the established social research methodology.
6. Demonstrate competence in analysis and interpretation of research data, demographic data, Census Bureau data, and depiction of social trends in U.S. society.
7. Demonstrate competence in report writing.
8. Demonstrate competence in reading, comprehension, and critique of scholarly works in various areas of the sociological literature found in books, professional journals, etc.

**COURSE MAP**

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<thead>
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<th>COURSE NAME</th>
<th>SLO#1</th>
<th>SLO#2</th>
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<th>SLO#4</th>
<th>SLO#5</th>
<th>SLO#6</th>
<th>SLO#7</th>
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<td>The Black Experience</td>
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* SLO refers to Student Learning Outcome.

2) Means of assessing student learning outcomes
      Used for assessment of Student Learning Outcome #s 1, 2, 3, 4, 5, 6, 7, and 8.

   2. ETS Major Field Test in Sociology.
      Used for assessment of Student Learning Outcome #s 1, 2, 3, 4, 6, and 8.

*Senior Seminar*
As a capstone course, the Senior Seminar entails discussion and reflection on various topics and issues covered throughout the sociology program. It enables students to integrate the knowledge gained from the entire program into a more unified knowledge base that they can apply in the course of their careers or build upon in graduate school. It also enables the instructor to more directly assess students in light of demonstrated student learning outcomes at the completion stage of the program. Student performance in the Senior Seminar is measured essentially on the basis of achievement levels in all eight learning outcomes stated at the beginning of this Section (III) of this report. Particular emphasis is placed on learning outcome #3 which directly measures their ability to apply theory to dealing with real world situations; learning outcome # 4 which directly measures their ability to develop evidence-based arguments using critical thinking and analytical skills to explain social phenomena adequately; learning outcome #5 which directly measures competence in conducting independent research; and learning outcome # 7 which directly measures their...
competence in report writing, for which purpose the Senior Seminar is designed to be a writing intensive course.

**Senior Thesis Component of the Senior Seminar**
The Senior Thesis is a major component of the required capstone Senior Seminar in Sociology course. It entails designing and conducting basic research on a topic of sociological interest and relevance and writing a substantive research report (thesis) by sociology major graduating seniors under the supervision of a sociology faculty member. It is a major basis upon which the program is assessed. The performance of graduating seniors on the senior thesis is used as a major indicator of the effectiveness of the program. Students are rated on the following seven salient aspects of the program objectives:

- Knowledge of Sociological Theory and application
- Knowledge of Social Research Methods
- Depth of knowledge of Substantive or specialized areas of sociology
- Insights into Human Diversity and Social Inequality in U.S. society
- Library Research Skills
- Writing Competency
- Computer Literacy Skills

Measuring students’ performance in these salient aspects of the sociology curriculum indicates not only what they have learned, but also how well they have learned these things as a result of going through the sociology program. As such, the senior thesis provides a direct measure of the student learning outcomes.

The following rubric is used in rating students’ senior thesis. Each of the seven aspects listed above is rated on a grading scale of 1 to 5 where 1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; and 5 = Excellent. Assigned scores for these aspects are averaged out to yield the overall score for the thesis which is then converted to a letter grade equivalence consistent with the Missouri Valley College Letter Grading System described on page 12 of the current catalog.

**ETS Major Field Test in Sociology**
The ETS Major Field Test in Sociology is a standardized test designed externally by Princeton, New Jersey based Educational Testing Services (ETS). It is intended to measure students’ attainment of cumulative knowledge in the following 9 areas of sociology curriculum generally covered at baccalaureate level:

- Sociological Theory
- Research Methods
- Basic Concepts
- Gender Issues
- Social Problems
- Social Psychology
- Marriage and Family
- Race and Ethnicity
Health and Ageing
These 9 areas are consolidated into 2 major categories as *Core Sociology* and *Critical Thinking* for purposes of assessing students’ academic knowledge along those parameters. The test consists of 140 multiple-choice questions divided into 2 sections and referred to simply as *Part 1* and *Part 2*. The test is computer-graded on-line and scores are made available to the test proctors and administrators at their institutions immediately after the testing is over. Instructors analyze, de-trend, and interpret the score data to assess the performance their students individually and as a cohort. The ETS Major Field Test in Sociology provides a supplementary assessment tool and hence an *indirect* measure of the Missouri Valley College specific student learning outcomes. It measures the extent of overall knowledge gained in 9 topical areas of sociology by students after going through a baccalaureate sociology program in the United States, but does not correspond to the specific learning outcomes of the Missouri Valley College sociology program, or for that matter, the specific learning outcomes of any particular undergraduate sociology at any U.S. institution. It is useful, nonetheless, as a means of comparing the overall level of performance of Missouri Valley College sociology major graduating seniors with those of other similar institutions and of sociology graduates nationally in any given year.

3) Describe level of achievement of student learning outcomes
   N/A
   (There was no graduating senior in the sociology program this past year).

4) Evaluate effectiveness of assessment methods used
   The Senior Seminar (including the Senior Thesis) is by far the most effective assessment method used for the sociology program. Because every aspect of it is controlled in-house, it is easy to link the program learning goals with the assessment rubrics of the student learning outcomes. Moreover, because it integrates the learning outcomes of the various courses in the sociology curriculum, the graduating seniors are readily able to apply what they have learned throughout the program.

   The ETS Major Field Test in Sociology, because it is externally generated and controlled, leaves little room for maneuverability. Also because there are few sociology majors and each year only a few (between 0 and 4) students take this test, inconsistencies do exist in the cohorts thereby making it difficult to draw solid conclusions from the scores over the 5-year period under review.

5) Summarize improvements made based on the results of the assessment
   Previous assessments of the sociology program revealed weaknesses in areas such as student’s performance in the required Research Methods (SC 316) course due to their lack of adequate background in, or incompetence in statistics. In response to
that deficiency, passing Statistics (MA 200) has been made a prerequisite for taking the Research Methods (SC 316) course.

It was also realized that students below the junior level often came to Urban Sociology (SC 320) without enough preparation in sociology. As a result, beginning in the Fall semester of 2012, Junior or Senior standing has been made an additional prerequisite for that course. Also explaining urban phenomena by way of short-answer essays has been made part of the testing structure as well as providing easy to follow guidelines on how to research and write the required “City Profile” report properly. Previous assessments also indicated that many students’ performance in the writing intensive Sociological Theory (SC 329) course was extremely low due mainly to poor reading and comprehension skills, poor analytical and critical thinking skills, and poor expository writing skills. In response to those serious weaknesses the course was largely restructured to improve those areas. Additionally, “help sessions” with a focus on how to read, comprehend, and critically evaluate the works of the theorists studied in this course and how to write essay answers to test questions in this course (rather than attempt to answer those questions as if they were on a multiple-choice test) are now available to all students enrolled in the course. Students identified as performing poorly at any time are strongly urged to take advantage of that help.

In compliance with the end of semester instructor evaluation of all General Education courses initiated by the Office of Institutional Effectiveness in the Fall semester of 2012, all sociology faculty who teach the two sociology General Education courses – Introduction to Sociology (SC 100) and Marriage and the Family (SC 232) now participate in that evaluation program as a means of getting feedback to help improve teaching and enhancement of the assessment of student learning outcomes of those courses.

Some changes were also made on the assessment of student learning outcomes of the program itself. Some learning outcomes that appeared too general and difficult or impossible to measure precisely were restated to indicate specifically what is to be measured (e.g. student learning outcome #s 1, 2, and 6 in Section III above). Three other student learning outcomes (#s 4, 7, and 8 in Section III above) have been added to the list since the last Sociology Program Assessment Report for 2011-2012.

6) If applicable, brief analysis of grade patterns of courses with high failure rates and/or withdrawals and action plan for student improvement in these courses

N/A

IV. Facilities and Resources

Address adequacy of resources and support services (for example, library, laboratories, equipment, space, personnel) for meeting program goals.

The availability of resources and support services needed to adequately meet all 4 goals of the sociology program as listed in Section I above, have varied from much less than desired to just about enough in the following aspects over the 5-year period under review here.
Faculty
Because the Introduction to sociology course (SC 100) is a prerequisite for courses in other disciplinary areas with large enrollments such as Criminal Justice, Non-Profit Agency Management, Psychology, etc. and because it also meets the core II Section A requirement of the General Education curriculum, several sessions need to be offered each semester to meet students’ needs. Over the past 5 years, only two sociology faculty members were available to teach these sessions in addition to teaching other sociology courses in the regular fall and spring cycle of course offerings. Consequently, the SC 100 classes are always overloaded with students far above the optimum class sizes. An additional faculty for SC 100 will certainly help lighten this burden by freeing up one or both of the existing two to teach the other sociology courses.

Equipment and laboratory space
Because the Research Methods course (SC 316) is required of all majors in the social science area (except History majors), the problem of overloaded enrollment beyond the optimum size of 25 exists. Out of necessity to accommodate demand for this course, the sole instructor for the course has been teaching an average class size of 30 or more every semester since 2003 in addition to her other teaching assignments. The situation here is further aggravated by limited access to necessary computer technology and the corresponding limited computer laboratory space to facilitate teaching students how to use the SPSS statistical software package. In light of the increase in the number of Criminal Justice, Psychology, and possibly Sociology majors, the Research Methods instructor has proposed an additional session to be offered at least once per academic year so that students in those majors can stay on track for graduation.

Library Resources
The two libraries on the Missouri Valley College campus have continuously provided adequate support both directly and indirectly to the sociology program in the following ways.

- Continuously adding new books (many relevant to sociology courses) to its holdings in the Quest system.
- Maintaining sociology journal subscriptions; increasingly electronic versions.
- Purchasing instructional DVDs and providing online access to many such learning resources online through its Films on Demand facility.
- Prompt and dedicated assistance to sociology faculty and students (especially to students enrolled in the Senior Seminar course which involves intensive library research) by the entire library staff, particularly the liaison librarian to the social science division, the reserve librarian, the MOBIUS inter-library loan librarian, and of course, the library director who always listens to the faculty and students’ needs and concerns and strives to meet them.
V. Strengths, Weaknesses, Opportunities, and Threats (SWOT)

Strengths, weaknesses, opportunities, and threats that support or impede achievement of program goals

**Strengths:**
Strengths of the Missouri Valley College sociology program include:
- Its small size, hence effectively managed in a student-centered manner.
- Comprehensive baccalaureate level sociology curriculum with course descriptions bearing the hallmarks of academic rigor.
- Provides support to other academic areas by offering prerequisite and or required courses in those programs.
- Low student-faculty ratio due to few majors.
- Broad academic background of faculty in sociology and related social sciences.
- Highly dedicated faculty.
- Academically strong students.
- Sends many graduates to graduate and professional schools who eventually become successful in their chosen careers.

**Weaknesses:**
Weaknesses of the Missouri Valley College sociology program include:
- Low rates of attracting majors.
- Less than desirable number of faculty members.

**Opportunities:**
Opportunities available to the Missouri Valley College sociology program include:
- Possibility of increasing the number of majors from relatively large number of existing sociology minors as well as the increasing number of students who have not yet settled on an academic major.
- Reorient the goals of the program to preparing students for the global job market in addition to taking advantage of the current rebound in the U.S. job market for sociology graduates.

**Threats:**
Perceived threats to the Missouri Valley College sociology program include:
- Transfer of sociology majors or potential sociology majors now in their early college years to other colleges.
- Loss of sociology or other social science majors to vocationally-oriented majors.
• Intensification of competition for majors among various areas on campus.
• Possible loss of face-to-face students in sociology courses to the increasingly attractive online courses being currently offered by the college, three of which are the highest enrollment sociology courses, namely; two General Education Core Curriculum courses – Introduction to Sociology (SC 100) and Marriage and the Family (SC 232), and one upper level course - Research Methods/Statistics (SC 316). For a small program such as exists at Missouri Valley College, this poses a potential threat with regard to diminishing face-to-face class enrollments and hence frequency of offering to students who prefer the face-to-face classes.

VI. Conclusion and Vision
1) Status of program: growing, static, or declining
Over the past five years the sociology program at Missouri Valley College has been steady in reflection of the small increases in the number of majors every now and then, but offset by incoming trickling in or total lack of new majors. In spite of this steady state, there has never been a fall or spring semester without a handful of declared sociology majors in the program.

2) Major strengths/accomplishments of the program over the last five years
Over the last five years, the sociology program has graduated many academically strong students in each cohort who have gone on to graduate school and/or are pursuing careers successfully in their field of study.

3) Vision statement of what the program members would like the program to be in five years (improvement goals)
Members of the sociology program at Missouri Valley College expect the program to grow and flourish along with the college itself even if in small strides in the next five years. It is expected that facilities and resources will be expanded and enhanced, the number of faculty increased and more courses added to make the program contemporaneous with the skills demands of the newly emerging job markets and perceived needs of society that sociology will serve. At least one sociology course in Globalization, and one in Non-Western Area Studies (such as Asia, Latin America, etc. taught from the sociological or interdisciplinary perspective) will serve this purpose. As a matter of current trend, many sociology programs at U.S. colleges and universities are adding course in these areas to prepare their graduates for the now more lucrative international job market.

4) Strategies and resources required for achieving the program vision
(Identify recommendations for improvement that are in the control of the program and those that require action at higher levels.)
In order to achieve the stated program goals the following strategies will be helpful:
• During the academic training years, emphasis must be placed not only on high academic performance, but also on what will help sociology majors find career-level jobs (i.e. orienting students to what they can do with a Bachelor’s
Degree in Sociology by way of career advising or graduate school advising.
Studies by the American Sociological Association have shown year after year that a large majority of baccalaureate graduates go directly into the workforce. This will require more advising time of faculty as well as career advising staff.

- Conducting exit surveys to gauge the level of overall satisfaction with their experience in the program.
  This will require more instructor time outside of class to analyze survey data.
- Kindle students’ interest in experiential learning by encouraging participation in sociology internships, especially for students who intend to go into the workforce directly after graduation.
  This will require efforts to place students in internship sites through collaboration with organizations.
- Encourage students to participate in sociology clubs such as AKD and social science clubs such as Pie Gamma Mu which are mentored by faculty members on campus and through which students are guided into leadership roles.
  This will require time for involvement in extracurricular activities on the part of both faculty and students and meeting facilities provided by the college.
- Organize networking contacts between current students and alumni of the program to help guide them as to how to use their sociology knowledge and skills.
  This will require organizational effort on the part of the faculty and willingness of the program alumni to cooperate.

VII. List of individuals who assisted in the completion of this report.
1. Joshua T. Tetteh
2. Marilyn Milovich
3. Charles Guthrey

Attachments: Vita for Joshua Tetteh
Vita for Marilyn Milovich
Vita for Charles Guthrey