

PROGRAM REVIEW Fall 2018

Program: Sociology

Division: SLPC

Date: October 22, 2018

Writer(s): Aki Hirose

SLO/SAO Point-Person: Aki Hirose

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 22.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 22.

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

The Sociology program consists of two full-time faculty members. The program offers eight three-unit courses (SOC1 Principles of Sociology, SOC3 Cultural and Racial Minorities, SOC4 Marriage and Family Relations, SOC5 Global Change, SOC6 Social Problems, SOC7 Sociology of Sexuality, SOC11 Sociology of Gender, SOC12 Popular Culture) in addition to one four-unit course (SOC13 Research Methods) in both face-to-face and online formats. For the Academic Year (AY) 2017-2018, the Sociology program relied on two adjunct instructors to teach a total of 1264 students with a 66% course success rate.

- B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2017).**

The most significant change that the Sociology program experienced during AY 2017-18 was one of our full-time faculty members returned from a partial leave due to a family medical emergency that took place during AY 2016-2017. Even though the special medical needs exerted by her family member still pose a significant challenge for her, she returned to full teaching capacity. At the same time, because two full-time faculty members were teaching their full instructional capacities, teaching assignments did not become available for some part-time instructors.

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
X	External Factors		Learning Support		Professional Development		

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

As a part of our on-going effort to strengthen our curriculum, we aimed to improve our practices related to Student Learning Outcomes (SLOs). More specifically, we aimed to increase our overall involvement with the process of collecting data, data analysis, and a more meaningful assessment of outcomes. As a result, we made a small but significant improvement in our data collection rate, even though we were not able to move forward to the next steps of meaningful assessment and analysis of the data. We attribute this small improvement to the restoration of our “normal” human resource condition (i.e., the return of a full-time faculty member) that enabled us to work on noninstructional tasks. At the same time, we also attribute the lack of major progress to a lack of human resources.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations	X	SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page: <http://www.laspositascollege.edu/research/outcomes.php>

The total student enrollment in the program in AY 2017-2018 (1,082) shows a slight decline when compared to AY 2016-2017 (1,232). The decline in the enrollment number was observed in the last program review in 2017, which was the first drop in the total student enrollment number for a fall

semester for the program since Fall 2012 data. Until Fall 2016, the total student enrollment number grew steadily. The decline is visible not only in the annual comparison, but it can also be observed in the semester comparison. The total student enrollment for fall semester decreased from 657 in Fall 2016 to 594 in Fall 2017. Similarly, the total enrollment number in spring semester also showed a slight decrease from 575 in Spring 2017 to 488 in Spring 2018.

In the last program review, we noted that the change in the total enrollment for the academic year (i.e., 1,234 in AY 2015-2016 to 1,232 in AY 2016-2017) was too small for us to conclude with any meaningful interpretation even though the fall enrollment showed a slight decline. This time, however, the decline in enrollment seems to show a significant downward trend. Even though, it is somewhat consistent with the college-wide data (55,210 in AY 2016-17 to 54,607 in AY 2017-18), we will start considering options for enrollment management strategies.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input checked="" type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input checked="" type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

N/A							
Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).

N/A							
Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

As noted above, the human resource shortage negatively influences the program effort to maximize its capacity. In the last program review period, we decided to postpone our plans to review SLO data simply because we did not have sufficient human resources. Currently, we are still feeling the effect of the late start in our SLO process. Additionally, the lack of regular interaction and in-depth communication with part-time instructors might have influenced the data collection and data input processes in elumen.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations	X	SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

We are exploring the possibilities of developing an interdisciplinary certificate program by consulting with the Administration of Justice program. Criminology, a major subdiscipline of sociology, shares significant theoretical and empirical topics with criminal justice, a discipline that tends focus more on the practical application of concepts and theories. To stimulate an enrollment increase, we are investigating the feasibility of such a certificate program.

We are also exploring the possibility of developing a program with other disciplines that shares an interest in the Social Justice transfer model curriculum (TMC). This is still in an early stage of planning and no specific arrangement has been made. We also plan to increase our involvement in the Global Studies program since our expertise significantly overlaps with the program.

We will also continue to aim to improve our practices related to Student Learning Outcomes. We aim to improve on each step involved in SLO assessments, such as a review of SLOs, data collection, data analysis, and outcome assessments. We plan to establish more effective communication among both full and part-time faculty members to increase the SLO data input and usefulness. The SLOs of each course and the program SLOs will be reviewed as well.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students

X	Curriculum committee items		Financial/Budgetary		LPC Collaborations	X	SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
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I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Our plans for interdisciplinary certificate programs might extend beyond the definition of short-term planning since our human resources are generally limited.							
Mark an X before to each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
X	External Factors		Learning Support		Professional Development		

Section Two: Current Topics (Required for All Programs)

- A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:**

http://www.laspositacollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

Our plan to explore the possibilities of developing an interdisciplinary certificate program in criminology is entirely consistent with one of the goals of the Educational Master Plan. The goal of Educational Excellence is to "ensure excellence in student learning by providing quality teaching, learning support, and student support services" (p ii). The goal's specific strategies include educational practices addressing the educational needs of workforce readiness by supporting new programs. More specifically, the new certificate program, in collaboration with the Administration of Justice, will enhance students' practical readiness for the labor market in criminal justice and related fields.

- B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? yes no**

Program-set standard data can be found on this page:
<http://www.laspositacollege.edu/research/outcomes.php>

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

- C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.**

N/A

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

To improve online pedagogical strategy and knowledge of sociology faculty members, some instructors (both full and part-time) have participated in DE training sessions. These sessions were specifically aimed at learning a relatively new system of Canvas.

D2.

Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

We will continue to seek effective ways to improve and maintain rigorous teaching standards among sociology faculty.

E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

N/A

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year’s Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: <u>CSLO</u> PSLO SAO
Course, Program Name, or Student Service Area: Sociology, SOC 1 Principles of Sociology
Text of CSLO/PSLO/SAO: Upon completion of SOC 1, students should be able to produce an academic document that connects sociological research methods to sociological theory.
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. We will use this Course Student Learning Outcome (CSLO) to extend our analysis because this introductory course (SOC 1) always has the biggest number of sections and instructors. We feel that the use of this CSLO not only promotes more data input, but also encourages a deeper dialogue regarding instructional strategies among the faculty members of the program.

B. Below, report on your program’s progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: Upon completion of SOC 1, the students should be able to produce an academic document that connects sociological research methods to sociological theory.
SLOs: Assessment data collected from <u>7</u> sections over <u>4</u> semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results: In Fall 2016, 13.95% of students achieved mastery status, 30.23% achieved above average, and 37.21% achieved average status. In Spring 2017, 15.12%, 36.055%, and 26.74% respectively. In Fall 2017, 37.04%, 28.4%, and 27.16% respectively. In Spring 2018, 17.44%, 37.21%, and 32.56% respectively.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

It is difficult to identify any coherent patterns from the data collected since the analysis is still at an initial stage. However, it appears that the data in Fall 2017 contains two different sections from two different instructors. If we control the variations generated possibly by two different instructional approaches, it is possible to observe relatively gradual increase in the number in the category of mastery. It is not feasible to standardize grading standards among faculty since grading might be influenced by many factors including different rigor created by each assignment. In this way, it might be more practical to sort data by each instructor and analyze accordingly. At least we can control one major variation in this way. We will discuss further actions necessary to make meaningful interpretation of the data.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?

We can speculate that variations might be created by the different instructional standard used in different assignments that are referring to the same CSLO. Of course, there are many other environmental factors such as variations in student preparedness and changes in assignment designs.

DO you plan to continue tracking this SLO in the next year? Explain.

We plan to continue collecting and analyzing the data from this specific SLO so that we can further observe and analyze any variations.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One:

CSLO PSLO SAO

Course, Program Name, or Student Service Area:

SOC 3 Cultural and Racial Minorities

Text of CSLO/PSLO/SAO:

Upon completion of SOC 3, the students should be able to produce an academic document that connects sociological research methods to sociological theory

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

We are interested in comparing CSLO data from DE online courses and traditional face-to-face courses.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

N/A

**Section Four: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

SOC 1 Principles of Sociology
SOC 6 Social Problems
SOC 11 Sociology of Gender
SOC 13 Research Methods

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

No.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A